FACULTY HANDBOOK
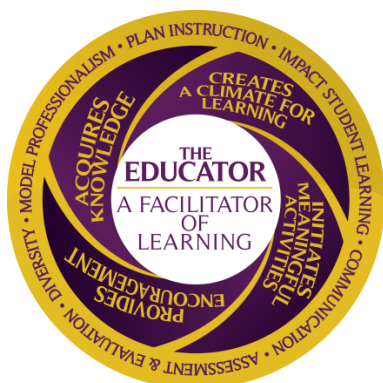
DIVISION OF EDUCATION

Bobbie Knight, President

Dr. Jarralynne Agee, Provost and Senior Vice President, Academic Affairs

Dr. Anthony C. Greene, Division Chair, CAEP Coordinator

Division of Education

Revised 2020

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Governance

President:
Bobbie Knight

Administrative Cabinet:

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Provost and Senior Vice President, Academic Affairs

Mrs. Diana Knighton
Senior Vice President, Finance and Administration, CFO

Reverend Larry Batie
Dean of Chapel and Vice President, Student Life and Engagement

Michael Johnson
Chief Innovation Officer, Vice President of Enrollment Management

Reginald Ruffin
Director of Athletics

Charles Stallworth
Dean, Student and Alumni Affairs

Kenneth Coachman
Chief of Staff

Division of Education Faculty/Staff

Faculty:

Dr. Anthony C. Greene, Interim Division Chair
Dr. Sandra Harrell- Reading Specialist
Dr. Anitra Hampton - Director, Field Experiences and Clinical Practice
Dr. Yvette Richardson- Elementary Education Specialist
Mrs. Veronica Salary- Instruction Specialist
Dr. Ina Mae Sher- Curriculum & Instruction Specialist

Full-Time Staff:

Ms. Monique Camp - Publications Specialist
Mrs. Carolyn Jordan - Certification Officer

Adjunct Faculty:

Dr. Calvin Moore – Assessment
Dr. Charles Calhoun - Mathematics
Ms. Vernandi Greene- Instruction
Mr. John Douglas- Health & Physical Education
Mrs. Dominga Gardner- Instructional Technology
Mary Elaine Rasco - Psychology

MILES COLLEGE

MISSION STATEMENT

Miles College - a senior, Liberal arts, church - related College with roots in the Christian Methodist Episcopal Church and in the tradition of the Historically Black College – motivates and directs its students to seek holistic development that leads to intellectual, ethical, spiritual, and service-oriented lives. Guided by these core values, the Miles College education involves students in rigorous study of the Liberal Arts as preparation for work and life-long learning, in the acquisition of verbal, technological and cultural literacy, and in critical community participation – all as a prelude to responsible citizenship in the global society which they will help to shape.

THE DIVISION OF EDUCATION

MISSION STATEMENT AND PHILOSOPHY

The mission of the unit is to motivate and direct students to seek holistic development that leads to intellectual, ethical, spiritual, and service-oriented lives as educators and to provide a teacher preparation program that prepares teacher education candidates with appropriate knowledge, skills, and professional dispositions to become facilitators of learning. All teacher education candidates are provided a strong liberal arts curriculum that includes courses in the social sciences, mathematics, physical and natural sciences, and English/language arts. These liberal arts courses allow candidates to learn information that will help them to understand and relate to students from different cultural backgrounds. This knowledge also includes problem solving and the acquisition of basic skills assisting teacher candidates to become life-long learners. It provides information on speaking and writing that is essential to effective communication. Candidates must complete courses in content mastery and teaching pedagogy that maximizes diversity, technology, and creativity essential to teacher education.

Accreditation

The Division of Education at Miles College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Teacher Education Programs in the College of Education are accredited by the Council for Accreditation of Educator Preparation (CAEP), caepnet.org. This accreditation covers initial teacher preparation programs at Miles College. Previously all Teacher Education Programs were accredited by the National Council for Accreditation of Teacher Education (NCATE) in partnership with the Alabama State Department of Education (ALSDE). NCATE and ALSDE conduct joint continuing accreditation reviews of the unit's programs.

THE CONCEPTUAL FRAMEWORK

The theme of the conceptual framework for the Division of Education at Miles College is **"The Educator: A Facilitator of Learning."** The educator is a catalyst for learning. He/She acquires the knowledge needed to transfer to the students, creates the climate for learning, initiates activities that are meaningful to the students and provides encouragement for student learning in P-12 schools. The coursework and performance based activities allow education candidates to enhance their abilities in these four overarching tenets such that they will be highly qualified effective educators. The Division of Education has designed programs of study that meet the needs of teacher candidates in four tenets along with the expected proficiency outcomes to prepare educators to work in P-12 schools:

Conceptual Framework Overarching Tenets:

1.0 Acquiring Knowledge

Expected Proficiencies Outcome: (EPO)
1. Plan Instruction
5. Diversity

2.0 Creating a Climate for Learning

Expected Proficiencies Outcome: (EPO)
1. Plan Instruction
2: Impact Student Learning
3: Communication
5. Diversity
6. Model Professional

3.0 Initiating Meaningful Activities

Expected Proficiencies Outcome: (EPO)
1. Plan Instruction
3: Communication
4. Assessment and Evaluation
5. Diversity

4.0 Providing Encouragement

Expected Proficiencies Outcome: (EPO)

The following indicators are used to identify, connect and assess knowledge, skills and professional dispositions within and among programs. **Indicators related to <u>Diversity</u> are identified by #. Indicators related to <u>Technology</u> are identified by *.**

1.0 Acquiring Knowledge is the integration of understanding and mastery of procedural skills and experience gained through coursework and performance based activities to promote life-long learning with students in P-12 schools.
Each student:

    1.1 Knows, analyzes and synthesizes subject content using historical and philosophical perspectives *(knowledge)*

    1.2 Uses problem-solving processes and learning strategies to enhance student learning and development *(skill)#**

    1.3 Implements curriculum that exemplifies equity and diversity *(professional disposition)#*

2.0 Creating a Climate for Learning is the commitment to the awareness, knowledge, and acceptance of human diversity which leads to the ability to form relationships to sustain learning with students in P-12 schools.
Each student:

    2.1 Demonstrates self-awareness, self-confidence and an understanding of the cultural differences of others that could impede or enhance student learning **(professional dis*position)#***

    2.2 Manages an appropriate classroom environment for maximum learning to take place *(skill)#*

    2.3 Implements curriculum that includes methods and strategies for applying technology to maximize learning *(skill)**

3.0 Initiating Meaningful Activities is the use of state-of-the-art materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments and evaluation in P-12 schools.
Each student:

    3.1 Integrates various subject matter to facilitate learning *(skill)*

    3.2 Evaluates and uses data effectively to assess the needs of all students *(skill) #*

4.0 Providing Encouragement is modeling values and beliefs that guide thought, activities, and attitudes which create a more just and humane world and are expressive of the worth and value placed on all beings to instill high expectations for all P-12 students.
Each student:

    4.1 Motivates all students to become life-long learners and change agents in society *(professional disposition)#*

    4.2 Uses appropriate oral and written communication and body language to enhance student learning *(skill))#*

Alabama Educator Code of Ethics

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

In ED 209-Introduction to Education, the initial course taken by the teacher candidate, the Code of Ethics Standards are discussed. The Division of Education faculty member emphasizes the nine standards. They are: 1) Professional Conduct; 2) Trustworthiness; 3) Unlawful Acts; 4) Teacher/Student Relationships; 5) Alcohol, Drug, and Tobacco Use or Possession; 6) Public Funds and Property; 7) Remunerative Conduct; 8) Maintenance of Confidentiality; and 9) Abandonment of Contract.

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics promptly to local or state boards or with the State Department of Education Teacher Certification Section.

Code of Ethics Standards

Standard 1: Professional Conduct
An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.

- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.

• Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

• Harassment of colleagues.
• Misuse or mismanagement of tests or test materials.
• Inappropriate language on school grounds.
• Physical altercations.
• Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness
An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:
• Properly representing facts concerning an educational matter in direct or indirect public expression.

• Advocating for fair and equitable opportunities for all children.

• Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

• Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.

• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.

• Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.

• Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.

• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts
An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been

sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship
An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:
- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:
- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession
An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:
- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:
- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:
- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:
- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct
An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:
- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:
- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: Maintenance of Confidentiality
An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:
- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:
- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or

teaching identified test items, publishing or distributing test items or answers, discussing test
items, and violating local school system or state directions for the use of tests or test items.
• Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract
An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:
• Abandoning the contract for professional services without prior release from the contract by the employer;
• Refusing to perform services required by the contract.

<u>**Reporting**</u>

Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty(60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05
(1)-5-c Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action
Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. "Certificate" refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.
Alabama Administrative Code 290-3-2-.05
(1) Authority of the State Superintendent of Education
(a) The Superintendent shall have the authority under existing legal standards to:
1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16−23−5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:
- • Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
- • Order from a court of competent jurisdiction.
- • Violation of any other laws or rules applicable to the profession.
- • Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.
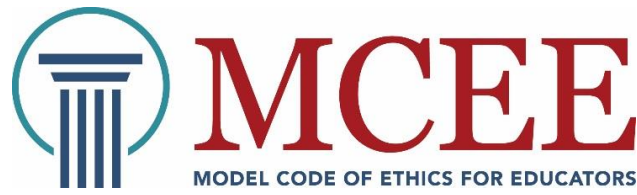
Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

The professional educator demonstrates responsibility to oneself as an ethical professional by:
1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings

C. *The professional educator promotes and advances the profession within and beyond the school community by:*
1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. *The professional educator demonstrates commitment to high standards of practice through:*
1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. *The professional educator demonstrates responsible use of data, materials, research and assessment by*:
1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. *The professional educator acts in the best interest of all students by:*
1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of students by:*
1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. *The professional educator demonstrates an ethic of care through:*
1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. *The professional educator promotes effective and appropriate relationships with parents/guardians by:*
1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. *The professional educator promotes effective and appropriate relationships with colleagues by:*

      1.   Respecting colleagues as fellow professionals and maintaining civility when differences arise;

      2.   Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;

      3.   Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

      4.   Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;

      5.   Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

      6.   Ensuring that educators who are assigned to participate as mentors for new educators, Cooperating Teachers, or other teacher leadership positions are prepared and supervised to assume these roles;

      7.   Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and

      8.   Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by*:

      1.   Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;

      2.   Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and

      3.   Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*

      1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;

      2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;

      3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and

      4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by*:

      1.   Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;

      2.   Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;

      3.   Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

      4.   Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through <u>all </u>technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*
1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students' safety and well-being when using technology by:*
1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*
1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*
1. Advocating for equal access to technology for all students, especially those historically underserved**;**
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

THE DIVISION OF EDUCATION FACULTY POLICIES AND PROCEDURES

Faculty Qualifications

In order to become a member of the faculty of the Division of Education, candidates must demonstrate effectiveness as a teacher, scholarly activity and effectiveness in service activities. Appointments are made in accordance with the Affirmative Action and Equal Employment Statement of the college. When a vacancy occurs in the faculty or a new position is to be filled, the Provost and the Division Chair solicit applications and secure credentials of applications. A description of the desired qualifications of prospective employees must be approved by the Provost Every effort is made to attract candidates without discrimination based on race, religion, color or physical ability.

Faculty Salaries

Salary arrangements for faculty of the Division of Education are the responsibility of the Provost, the Business Manager and the President. Salary increases may be granted from year to year within the salary range of a given rank or on the basis of the services of the faculty member and financial ability of the college.

Fringe Benefits

For a complete listing of the fringe benefits of Miles College, please refer to the Faculty Handbook, pages 43-45.

Faculty Conferences

Faculty in the Division of Education is expected to attend the Division of Education Seminar that is held at the beginning of each semester. Faculty is expected to attend all regularly scheduled faculty meetings, Professional Education Unit (PEU) meetings, committee meetings and other meetings which may be called by the President or the Provost Faculty in the Division of Education is allowed to vote on academic policy and participate in decision making related to the academic programs of the college.

Division of Education Meetings

Faculty is expected to attend all division meetings and PEU meetings. Copies of the meeting minutes are filed with the Provost within two (2) weeks after a meeting. Meetings take place at least once per month.

Division of Education Program Offerings

All members of the faculty in the Division of Education are expected to be aware of all program offerings.

Faculty members in the Division of Education are dedicated to the preparation of educators across the unit through provision of high quality programs. All programs within the unit are currently accredited by the Alabama State Department of Education. Faculty members guide teacher candidates through the three levels which make up the components of the Teacher Education Program.

All teacher preparation programs in the unit continue to be at the initial level. Majors are offered in Early Childhood Education (provides dual certification in Early Childhood Education and Elementary Education); Elementary Education; English/English Language Arts Education; Biology/Biology Education; Chemistry/Chemistry Education; General Science; Mathematics/Mathematics Education; History/Social Science Education; and Music/Music Education (Instrumental).

Transition Point One through Transition Point Four

Additional continuous improvements include changes to Transition Points One through Four. In Spring 2016, the Division created a Transition Points-Key Assignments and Key Assessments document that allowed the candidates to have a visual timeline for matriculation through the EPP. The instrument was revised to include signatures of the teacher candidate and the advisor in Fall 2019. This ensures that the teacher candidate has a full understanding of the program from the beginning to the end. The matriculation document consists of four transition points. Transition Point one occurs when the candidate is officially admitted to the EPP. In transition point one the candidate is required to meet the minimum required GPA and have a cleared ABI/FBI background clearance. The candidate must complete a minimum of 90 hours of observation during this Transition point. The candidate must also complete five professional studies courses to be unconditionally admitted into the EPP. Those courses are ED 209 – Introduction to Teaching; ED 300- Technology for Teachers   ED 319 – Education for the

Exceptional Child; ED 350 – Foundations of Education; and PSY – 301 Educational Psychology. Transition point one should be completed by the end of the sophomore year.

Transition Point Two consists of the candidate completing the content knowledge portion of the Praxis II exam and all of the teaching field courses. The candidate must maintain a minimum of a "C" grade point average and complete the 150 hours of observation. This Transition point should be completed by the end of the junior year.

Transition Point Three consists of the candidate's Pre/Post evaluations of the Alabama Core Teacher Standards (ACTS) for Class B and specific content areas by College Supervisors and Cooperating Teachers; Completion of the 16-week student internship ED 450 with a grade of "B" or better; Disposition Survey for ED449 – Seminar and ED 450 – Observations and Teaching; Final presentation of e-Portfolio of the Student Internship experience evaluated by the Student Intern Advisory Committee, including presentation of Effects on Student Learning and E-portfolio; Exit Interview; Completed Senior Checklist; and Completion of edTPA. This transition point should be completed at the end of the senior year.

The final transition is Transition Point four. This transition point is the Post Program Completion Transition point. This transition point consists of the Employer Satisfaction Survey and the Follow-up Graduate Survey. The Certification Officer and the Division Chair monitors the progress and GPAs of the candidates by monitoring each candidate's grades at the end of each semester during matriculation. This allows the EPP to make sure the candidates are successful. The Division Chair and the Certification officer also schedule periodic semi-annual meetings with each candidate to their monitor progress within the EPP.

Assessment of Teacher Candidate's Dispositions

Faculty members assess each teacher candidate's dispositions at the beginning of ED 209, the middle of ED 319 and at the end of ED 449 and ED 450. Feedback is also solicited from the cooperating teacher in the field or others dealing with the supervision of the teacher candidate. Self-assessments are also administered to teacher candidates.

Candidates whose disposition assessments reveal a need for faculty counseling or intervention receive a Professional Growth Plan collaboratively developed by faculty. This process is followed by a conference with an assigned faculty mentor or the program content specialist. The assigned

mentor then continues to monitor the growth plan and progress of the candidate until a subsequent dispositions assessment indicates the desired improvement.

In order to assess the effectiveness of the curriculum in achieving the objectives of the Division of Education, faculty members collect assessment data and report the results to the Division Chairperson. All faculty members are involved in the sharing of duties and responsibilities for the ongoing assessment process. After reviewing, the Chair shares the results with the Provost and the Office of Strategic Initiatives (OSI). Division faculty members participate in the campus-wide Evaluation, Planning and Assessment Conferences, held prior to the onset of the fall and spring semester. It is designed to review the previous year's assessment results in order to fully accomplish identified objectives.

Division of Education Faculty and Responsibilities for Unit Assessment

The goal of the faculty of the Division of Education is to provide a strategic, purposeful, cumulative, and data-driven system to provide academic success and accountability for candidates and faculty. Data are used to identify candidate strengths and limitations in order to improve student learning from admission (Entry) to the Teacher Education Program to program completion (Exit).

Faculty members in the Division of Education regularly and systematically collect, compile, summarize, analyze, and report publicly for the purpose of improving candidate performance, program quality and unit operations by the faculty at the Miles College Division of Education. The Alabama State Department of Education maintains a website with data for each teacher education program in the state. The Miles College website has a link to this site for the public to have easy access to information about its teacher education programs. Faculty members are accountable during the entire education program to ensure quality instruction. Changes are made based on the collection of data.

The faculty has dedicated itself to improving assessment throughout the unit. The unit has developed and tested different information technologies to improve assessment. The unit uses the campus AS400 system to obtain data related to grades in courses, and program average GPAs are transferred to Excel files. The results from the English Proficiency Exam (EPE) are reported to the unit from the Miles College Counseling, Advising and Testing Center. Results are used to compile semester reports for data analysis, use, and program-unit decision making.

OTHER MEANS OF ASSESSING FACULTY PERFORMANCE

Teacher Candidates Satisfaction with Coursework

Faculty members, as well as the unit, are assessed as to their effectiveness in preparing teacher candidates with the knowledge, skills, and dispositions to work with all students. Candidates receive evaluation forms for each faculty member during the fall semester to assess the quality of instruction, fairness, clarity of instruction, etc. If necessary, faculty members are advised, as needed by the Chair of the unit during the fall semester.

First-Year Teacher Satisfaction Surveys

First-year teachers are afforded an opportunity to evaluate the effectiveness of their teacher preparation program following their first year of teaching. Teachers have an opportunity to take courses that support their growth at no cost for two years. Students are also surveyed to obtain feedback based on their satisfaction with the programs provided in their programs of study Data are obtained and discussed in a unit faculty meeting. Changes are made based on the comments of the teacher candidate as to needs of the unit.

Employer Satisfaction Surveys

The unit surveys school district superintendents-principals each fall semester to determine the level of satisfaction with the teacher education graduates from the unit during the previous school year.

Summaries of the data are shared with the faculty at the end of the fall semester, and revisions are made as appropriate. The Division of Education faculty, work together in the unit and each one is instrumental in identifying data that is useful for continuous improvement. Faculty members in the Division of Education are responsible for turning data into information and knowledge and disseminating it to everyone throughout the unit as a means of increasing candidate success. In order to ensure continual knowledge sharing, faculty members are required to meet often, formally and informally, to communicate and share all types of knowledge and to make decisions based on that knowledge.

Division of Education Assessment Systems

1. **AS400** – Used to obtain data related to grades in courses and program average GPA's
2. **TK20** (Technology from Kindergarten to Age 20)
   - A comprehensive assessment and data management system that enables faculty to integrate and utilize student, program and unit level data for a variety of purposes, including improving student learning, increasing attention and

persistence, enhancing educational quality and operational efficiency and meeting accreditation and program approval requirement.
- Unit Administrators
    1. Monique Camp: Publications Specialist
    2. Dr. Anthony C. Greene: Interim Division Chairperson
3. **edTPA** - (Educative Teacher Performance Assessment)
    - This assessment is used to determine a candidate's readiness for the classroom
    - 1. Unit Coordinator: Dr. Anitra Hampton
    - 2. Unit Administrator: Carolyn Jordan
    -

Assessment of the Unit by the Faculty in the Division of Education

An assessment survey of the unit is completed by candidates and faculty. Data from this survey is shared with all faculty members and teacher candidates. Division of Education faculty assess candidate performance at key assessment points before program completion, as well as after completion of programs. The Division of Education faculty members continually assess attainment of content knowledge, professional and pedagogical knowledge, ability to assess student learning, and demonstration of professional dispositions. Faculty members utilize formative and summative assessments on a continuous basis and provide candidates with ongoing feedback.

Faculty members in the Division of Education hold that all teacher candidates need to graduate at an advanced level in content, pedagogy and dispositions. Faculty will collaboratively design a plan for improvement for each candidate. After candidate interviews, faculty meet to discuss each candidate. Faculty members then assess dispositions with input from cooperating teachers. Some candidates enter their program with a growth plan and are assigned a faculty mentor. The video component is initiated during clinical practice with candidates entering the program on a growth plan. At the completion of the first semester in their program, all candidates complete a self-assessment. Faculty members meet to discuss candidate self-assessments and assign mentors. Candidates are assigned to common groups for learning. Faculty members meet with candidates on a monthly basis, and progress is monitored.

Student Formal Complaints

The unit maintains a record of formal candidate complaints and documentation of their resolutions in the Office of the Division Chair. The Division Chair meets with any candidate who has a complaint in an attempt to resolve the complaint. If a faculty member is involved, the Division Chair meets with the faculty member and the candidate in an attempt to resolve the issue. If the candidate and/or faculty member is not satisfied, he/she has the opportunity to meet with the Provost.

Teacher Education Committee

The Teacher Education Committee (TEC) allows faculty involvement in specific courses offered, and it also allows faculty members to use data collaboratively to adjust curricula, field experiences, procedures and assessment practices. Since the Tk20 Capitalized Assessment Management System is now fully functioning, the candidate and unit assessment and evaluation schedule currently provides a revised systematic process for collecting, analyzing and reporting data in order that program and unit improvements can be made. Discussion and approval of changes to programs, based on data collected, begin at the program specialists' monthly meetings. The specialists' suggested modifications are presented at the departmental level and presented to the Chairperson of the Division of Education. The Chairperson includes the suggested modification on the agenda for the next Teacher Education Committee meeting. The final approval is made by the Chairperson of the Division of Education.

Tk20 (Technology from Kindergarten to Age 20)

Tk20 is a comprehensive assessment and data management system that enables faculty to integrate and utilize student, program and unit level data for a variety of purposes, including improving student learning, increasing attention and persistence, enhancing educational quality and operational efficiency, and meeting accreditation and program approval requirements. TK20 enables students to demonstrate proficiency according to standards and meet state licensure requirements.

The faculty members in the Division of Education (the data manager, the assessment committee, unit staff) continue to employ strategies to create and sustain an assessment system that collects, analyzes, evaluates, shares, and uses the results to improve all programs. The data manager, the assessment committee, faculty and chair collect, input, analyze, and share data with faculty, school partners and other constituents. Professional development for all faculty and staff in the use of the data management system, TK20, is ongoing.

Each faculty member is required to place at least one assignment on Tk20 each semester. These must be graded and submitted as a part of the teacher candidate's composite score in the course.

Course Syllabi

Additionally, the assessment team reviews course syllabi to ensure consistency of standards and outcomes. Each syllabus must contain three key assignments with Content Area syllabi having a minimum of one assignment. Each assignment should reflect alignment with standards and Division Conceptual Framework.

Selection of Textbooks

The faculty member will note the text(s) to be utilized in each class. The faculty member in the Division of Education is responsible for ordering textbooks for their courses through the Miles College Bookstore. Faculty members should check with the Division Chair for a deadline for

ordering and the requisition forms. The Division of Education Chair is responsible for delivering the order forms to the bookstore by the deadline. It is important that each student purchase a textbook. These may be purchased at the campus bookstore or online.

A faculty member is not allowed to sell syllabi, books, or supplies pertaining to student coursework in the Division of Education unless permission is granted, in writing, by the Provost

Learning Outcomes

Each faculty member is required to develop written learning outcomes for each course taught with procedures for accomplishing the learning outcomes. Division of Education must supply the Chairperson with copies of the learning outcomes and a syllabus for each course before the term begins. If one section of a course is taught by two or more faculty members, the faculty members must submit a common course syllabus. All syllabi must reflect the mission and goals of the college and Division of Education.

Miles College Committee Responsibilities

The Division of Education faculty members are expected to serve on standing or ad hoc committees. They may serve on one or more committees as assigned. Standing Committee assignments are made by the Provost For a listing of committees see the Miles College Faculty Handbook (pages 52-56).

Faculty Load

Faculty members in the Division of Education typically are assigned twelve (12) credit hours. Faculty members working more than a full time workload of twelve (12) to fifteen (15) credit hours per semester will be considered for overload pay based on the recommendation of the Chair of the Division of Education and approved by the Provost Internships, field placements, grant-writing, etc. are evaluated on an individual basis. Class size and number of class preparation are also considered in computing the teaching load. For Honor's Faculty, a full-time workload shall be nine (9) credit hours. Honors faculty will be expected to use the difference in load to engage in higher academic rigor and in off-campus social and cultural-enrichment activities for Honors students.

A faculty workload consists of any and all of the following kinds of assignments: field experience and clinical practice, class sessions, meetings, office hours, special assignments, participation in official college functions, research, and professional improvement. These may include assisting with registration, advising students and student organizations, representing the college at professional meetings, acting as a delegate at the request of the administration, and serving on special committees.

Class Attendance

Faculty members, as well as teacher candidates should meet with classes on a regular and punctual basis. Each faculty member will address class attendance policies with their classes as stated in the Miles College Student Handbook. Attendance expectations should also be noted on each syllabus. There may be cases when some circumstances warrant excuse from class. The faculty members will discuss these circumstances with the class. If an excuse is warranted, the teacher candidate should notify the professor that he or she will be absent from a class.

Miles Division of Education faculty members are expected to notify the Chair of the Division as quickly as possible if an absence is warranted. If possible, faculty members should arrange for another instructor to cover their classes.

Record Keeping/Grading

It is the duty of the faculty in the Division of Education to keep accurate records of student attendance, class work, all evaluations, and any other activities designed for the satisfactory meeting of the course outcomes. Absences are counted from the first meeting of the course and are reported in Grade First. At the discretion of the individual Division of Education faculty member, students with excessive absences may be reported regularly to the Counseling, Advising, and Testing Center. Completed attendance and course work documentation must be submitted to the Division Chairperson at the end of each semester. At the end of the semester, Division of Education faculty members submit a grade for each student in their classes on forms provided by the Academic Records office. The grades listed on the sheet are official and should agree with those recorded in the course documentation. The system of grading is based on A, B, C, D, F, I, and W.

Once a semester grade has been recorded and filed with the Registrar, it is final unless an error has been made, in which case the change must be approved by the Dean of Academic Affairs who will then instruct the Registrar to change the grade. If the Dean does not approve, the faculty member may appeal to the Instructional Council, who may advise the Chair of the Division of Education, who has the final decision. Appeal from the decision of the Chair goes to the entire faculty.

Withdrawal from the Class

When a student withdraws from a class in the Division of Education, the student must secure the signature of his or her advisor and the faculty member involved except when the student is allowed to withdraw from a class online. If he or she withdraws from the college entirely, the signatures of the student's advisor, the Registrar, and the Dean of Academic Affairs are required. All faculty members involved will be sent notices of the withdrawal. A student may withdraw without prejudice before the last two (2) weeks of scheduled class meetings.

Off Campus Learning

In the Division of Education, appropriate off-campus learning experiences are encouraged. The Division Chairperson should be informed when a class will leave campus. If college transportation is needed, it should be requisitioned through the Business Manager at least five (5) days prior to the date of the event. If such trips entail students' absences from other faculty member's classes, arrangements should be made through the Provost A written plan should be prepared by the Division of Education faculty member documenting the enrichment experience. A list of persons involved must be filed with the Dean of Students.

Faculty Advising

Faculty members in the Division of Education are required to schedule a minimum of twelve (12) hours a week to hold conferences with students. Summer school sessions office hours shall be set by the Provost

Faculty members in the Division of Education play a crucial role in the advising of teacher candidates. The purpose of advising is to facilitate the candidate's progress toward program completion. It is the duty of the advisor to make time available for candidates via office hours and individual appointments. Faculty advisors must keep careful records of the teacher candidate's Advisement Record Form. Signatures are of utmost importance documenting date of meetings and decisions made.
Advisees are ultimately responsible for completion of program requirements. Teacher candidates should become familiar with Miles College Division of Education requirements. Careful records are important in progress toward program completion.

Summer School Sessions

A member of the faculty of the Division of Education may desire to teach during the regular summer sessions. A full-time teaching load is nine (9) semester hours or its equivalent. All decisions are determined by the Chair of the Division of Education and the Provost.

Field Experiences and Clinical Practice

The Director of Field Experiences and Clinical Practices works to establish quality field and practical experiences in initial programs with urban, rural and suburban school placements. Each candidate has diverse experiences with P-12 students from a variety of cultural, social and socioeconomic backgrounds as well as students with diverse learning needs and exceptionalities. The unit collaborates with P-12 partners to ensure that each individual candidate receives quality field and clinical experiences. Candidates are exposed to models of effective teaching and are provided an opportunity to reflect upon their practice, demonstrate effective teaching skills, and impact student achievement. The Division of Education has established many collaborative partnerships with P-12 schools located in the surrounding cities and counties.

Another initiative with immediate reciprocity implemented was with Robinson Elementary, one of our partner schools. Miles faculty and Robinson faculty jointly designed, planned, implemented and evaluated physical education, music and character education instruction.

Other placements, which allowed for joint planning, implementing, and evaluating student placement included C. J. Donald, Fairfield Preparatory High School, Epic, and Pleasant Grove Elementary Schools. Shared resources and professional development at the local schools and college were available.

Faculty Development

The Division of Education faculty members fulfill their role as scholars by contributing to the university as instructors, researchers, and service providers. Faculty members in the Division of Education engage in a wide variety of scholarly activities. Types of activities include authoring and co-authoring books and chapters in books, submission of journal articles, and reviewing books and chapters in books, making professional presentations (local, state, national and international), writing grants and proposals, maintaining membership in professional organizations, and attending and participate in professional meetings, workshops, conferences and seminars.

Faculty members attend the annual National Association for the Education of Young Children Conference, American Association of Colleges for Teacher Education Conference, Southern Region of the College Board Conference, American Educational Research Association Conference, and Research on Women and Education Conference. Faculty receive journals regularly for review, edit manuscripts for publication, and serve in other leadership roles, such as members of editorial boards for professional journals. Unit faculty members also make presentations that have been accepted through peer review at conferences.

Faculty members are given several opportunities for on and off campus professional faculty development. Funds are available through the Office of Academic Affairs and Title III for faculty to attend professional meetings, conferences, workshops, and seminars to stay abreast of current trends, strategies, theories, practices, research and methodologies. Faculty members also serve on state and national accreditation teams, conduct faculty development workshops and seminars on campus and in P-12 schools, as well as give presentations at institutions of higher education in Alabama and other states.

Technology assistance and workshops are frequently provided unit faculty by Information Technology, especially as new equipment and software for classroom instruction are purchased. Individual and group training sessions are provided in Tk20 for new faculty members and update sessions for current faculty members. Faculty members in the unit also participated in professional development opportunities provided by the college, such as campus wide technology development, grant-writing, publications, and continuous learning.

<u>Diversity</u>

The Division of Education's conceptual framework and course offerings help candidates to develop the knowledge, skills, and professional dispositions required to facilitate the learning of students from diverse backgrounds. Diversity is strengthened to provide candidates with race, ethnicity, culture, religion, class, gender, age, ability, language and other experiences in P-12 school populations to ensure candidate ability to work with all learners.

Faculty members in the Division of Education ensure that courses include clinical experiences for candidates working with students with exceptionalities. Candidates are placed in a self-contained, resource, or inclusive classroom in Fairfield City Schools as part of the clinical requirements.

Upon entering the program, the teacher candidate fills out a packet containing interview questions dealing with diversity and a rubric is used to assess candidates' oral presentation. Part of this process also includes a Dispositions Survey in which the candidate self-assesses his/her attitudes, actions, and professionalism. A portion of the survey requires the candidates to assess their diversity dispositions.

In an effort to increase candidates' interaction with diverse faculty, a partnership between the unit and Samford University was established. This partnership with Samford, a predominantly Caucasian liberal arts institution about 15 minutes from Miles, has provided opportunities for candidates to interact with faculty members from Samford, who are primarily from a more diverse population than are the majority of the unit's candidates. In addition to providing interaction with diverse faculty, the partnership also provides opportunities for collaboration among diverse candidates. Teacher candidates attending Samford are primarily from a different racial and socioeconomic background than are the majority of the unit's candidates.

The College is also a member of the National Association for Multicultural Education (NAME).

Faculty members in the Division of Education initiated a Diversity Committee and appointed a Chair for the committee. The committee meets regularly throughout the year to discuss long-term goals and establish unit objectives. The goals and objectives include recruiting and retaining diverse faculty and candidates, as well as ensuring opportunities for candidates to work with diverse P-12 students.

The college also participates in the BACHE program, Birmingham Area Consortium for Higher Education collaborative. The colleges and universities in the area in addition to Miles College, Birmingham Southern, Samford, University of Birmingham, and Montevallo, allow candidates to take courses at either campus and receive credit on their home campus. These other campuses have

a high non-African-American faculty and student population, which allows the candidates opportunities to interact with faculty and candidates from diverse backgrounds.

Recruitment: Candidates – Including Diverse Candidates and Diverse Faculty

Faculty members in the Division of Education are involved in activities aimed at recruiting candidates in teacher education. The unit partners with the Office of Administration and Enrollment in this effort. High School Visitation occurs at least twice annually. Incoming freshmen are also provided information regarding scholarships that may be available. In addition, faculty members visit high schools to deliver program brochures, meet with administrators, counselors, and teachers in surrounding school districts. Recruitment is also a part of grant proposals. Other recruitment events include the implementation of the 21st Learning Center Community grant, awarded several years to Miles College, which provides campus tours and sessions focused on advantages of attending Miles College and majoring in teacher education. Several diverse candidates receive sports scholarships.

Diverse faculty is recruited to the Division of Education to provide students an opportunity to enhance candidates' cultural awareness and broaden multicultural experiences. Three of six professional studies courses are taught by diverse faculty. Additional diverse faculty is hired to support the instructional areas such as methods courses and clinical practice.

Students Formal Complaints

The unit maintains a record of formal candidate complaints and documentation of their resolutions in the Office of the Division Chair. The Division Chair meets with any candidate who has a complaint in an attempt to resolve it. If a faculty member is involved, the Division Chair meets with the faculty member and the candidate in an attempt to resolve the issue. If the candidate and/or faculty member is not satisfied, he/she does have the opportunity to meet with the Vice President/Provost

Computer Lab

Faculty members encourage teacher education candidates to utilize the computer lab. Computers have Internet accessibility. Division of Education faculty has access to media and instructional services for television, graphic presentation, photography, film/DVD previewing, instructional materials, and classroom.

Learning Resources Center (LRC)

The Learning Resources Center (LRC) provides support services and enrichment to the instructional program of the Division of Education. Information is offered in a variety of styles and formats. For example, there is a centralized pool of educational media and instructional services for television, graphic preparation, photography, film/DVD previewing, instructional materials, classrooms, staff and faculty lounge, board room, and computer laboratories available for student use. Computers have Internet accessibility and network printers.

The LRC contains current periodicals, card Online Public Access System, library administrative offices, and technical services. Loan service is extended to students, cooperating institutions of the Birmingham Area Consortium of Higher Education (BACHE) who provide reciprocal borrowing privileges, and to faculty and staff to use books and media materials for research and recreation.

There is also a section devoted to college and CME Church archives, African American materials, and an impressive collection of books, back issues and periodicals, recordings, films, video and microfilm on black culture.

The collection numbers more than 70,000 volumes including books, bound periodicals and a collection of multimedia materials and equipment. The facility has the capability of housing more than 100,000 volumes and seating more than 250.

Portfolio/Faculty Evaluation

Each faculty member in the Division of Education must submit a Portfolio/Faculty Evaluation Sheet to the Chair. Faculty performance is measured based on the following:

1.) **Evidence of** Exemplary Teaching (syllabi must reflect measurable objectives, enabling activities that require critical thinking, writing, speaking, and thinking skills, and library use)

2) **Observation of Teaching** (teaching must be active, student-centered, interactive, of relevance to the student in order to encourage participation, positive classroom deportment, and evidence of planning/expectations for learning)

3)**WAM** (examples of writing assignments submitted, not including tests (at least three), graded assignments show separated writing and content grades, and an adequate number of writing assignments)

4) **Scholarly Contributions and Professional Growth** (grant proposal work, attendance at conference readings, publications, creativity, fictional/non-fictional writing and/or performance, film, video or other media productions, faculty colloquium, and major chapel/faculty conference or faculty/divisional meeting presentation)

5)**Record-Keeping and Instructional Management** (maintaining classes as scheduled, following the protocol for teacher absence (Buddy System), keeping student quantitative data on activities supportive of objectives, being punctual with final grades and any forms required by the administration, maintaining instructional data sheet, maintaining office hours

6) **Advising** (pre-post, and extended registration, monthly contact with advisees, management of a degree plan, all campus advising, and advising accuracy)

7) **Service to Miles College (Minimally two per year)** (community sponsored events on the behalf of Miles. Documented work on clusters and committees, class advisor, mentor, or tutor, specialized recruitment related activities, institutional effectiveness-related activities (participation

in meetings and implementation of tasks), community work that logically relates to and/or reinforces the faculty member's professional responsibility with the College

8) **Documented membership in Two Professional Organizations,**

9) **Student's Objective Evaluation of Faculty Member.**

The final possible score is 100. A minimum passing score is 70. The Chair of the Division of Education must recommend the faculty member for continued employment. Faculty members may also be recommended for employment with merit. The faculty member and the Division Chair must sign the completed portfolio.

Clearance Forms

At the close of each semester, faculty members in the Division of Education must file clearance forms with the Division Chair, who forwards the forms to the Academic Dean, who in turn, forwards them to the Business Office, before final checks will be issued.

*Note: This Division of Education Handbook does not include all policies, procedures, and professional practices of the College. For additional information, please consult the **Miles College Faculty Handbook.***