

Watson College of Education

Policies and

Procedures Manual



WATSON COLLEGE OF EDUCATION
Procedures Manual

Table of Contents

Section I: Organization of the College

Mission Statement.....	I-1
Conceptual Framework	I-5
Organizational Chart	I-14
Special Programs, Labs and Centers, Initiatives.....	I-15
Committees and Councils.....	I-16
Administrator Role Descriptions	
Dean.....	I-17
Associate Dean for Academic and Student Affairs	I-18
Associate Dean for Teacher Education and Outreach.....	I-20
Department Chair	I-22
Annual Department Chair Evaluation	I-24
Program Coordinator.....	I-26
Program and Curriculum Development and Revision Process.....	I-29
Committees Related to Curriculum Process.....	I-33
Curriculum Committee.....	I-33
Teacher Education Council	I-33
Graduate Council.....	I-33
Advisory Board.....	I-34

Section II: Faculty Academic Procedures

Administrator Teaching Requirements	II-1
Advising.....	II-2
UNCW Awards for Faculty	II-5
Watson College of Education Awards for Faculty.....	II-8
Conflict of Interest/External Activities Policies.....	II-13
Course Section Enrollment Requirements.....	II-14
Emeritus Appointments	II-15
Faculty Evaluations	II-16

Review of Non-Tenured Faculty Progress toward RTP	II-17
Faculty Expectations	II-18
Syllabi Format	II-19
Faculty Field-based Rotation Expectations.....	II-22
Faculty Workload Policy	II-23
Full Workload Expectations	II-24
Variations in the Workload.....	II-25
Additional Considerations Regarding Workload Policy	II-25
Course Banking.....	II 27
Research Active Status	II-28
Graduate Faculty Criteria	II-31
Grant Submissions.....	II-34
Leave of Absence and Class Coverage	II-36
Methods Faculty Licensure	II-37
Official Correspondence and Obligations.....	II-39
Professional Development Process.....	II-40
Professional Development Plan.....	II-41
Individual Performance Report	II-43
WCE Phased Retirement Guidelines	II-44

Section III: Faculty Appointment, Promotion, Tenure and Reappointment Policies

Personnel Recruitment, Development, and Evaluation Processes	III-1
Recruitment and Retention.....	III-3
Socialization	III-4
Faculty Mentoring Plan.....	II-5
Continuous Professional Development.....	III-5
Evaluation of Professional Personnel for Reappointment, Promotion, and Tenure	III-5
Part-time Faculty Selection, Orientation, and Evaluation	III-7
Professional Development Process.....	III-9
Peer Observation Report Process.....	III-16
Peer Observation Report Forms	III-17
Merit Review Process.....	III-19
UNCW Criteria for Reappointment, Promotion, and Award of Tenure.....	III-20
Consultation by Senior Faculty	III-23
External Review Policy	III-24
UNCW Post-Tenure Review.....	III-25

Watson College Procedures for Post Tenure Review	III-26
PTR Committee Report Form.....	III-29
PTR Department Chair Summary Report Form.....	III-30

Section IV: Student Procedures

Admissions	IV-1
Awards and Scholarships.....	IV-3
Concerns and Grievances.....	IV-5
Grade Appeals	IV-6
Independent Study	IV-8
Standards of Professional Conduct.....	IV-9
Performance Review Process	IV-12
Criminal Background Process	IV-14
Policy for Maintaining, Storing, and Destruction of Departmental Student Advising Records	IV-16
Student Performance and Employment Follow-up	IV-17
Student Teaching Eligibility and Placement	IV-18
Waiting Lists and Admission to Closed Classes.....	IV-20
Withdrawal	IV-21
Watson College of Education Student Leaders	IV-23

Section V: Accreditation

Accreditation and Program Approval (NCATE/SDPI).....	V-1
--	-----

Section VI: Emergency Procedures

Emergency and Safety Procedures.....	VI-1
UNCW Hurricane Information.....	VI-2
Hurricane Checklist	VI-3
WCE Hurricane Response Plan	VI-5
WCE Disaster Recovery Plan	VI-6

Section VII: Other Procedures

Web Site Accountability Policy	VII-1
WCE Wi Fi Hot Spot Check Out Agreement	VII-2

SECTION I: ORGANIZATION OF THE COLLEGE

WATSON COLLEGE OF EDUCATION

WCE Mission Statement

The mission of the Watson College of Education is to develop knowledgeable and proficient education professionals dedicated to improving schools and society. We address this mission by:

- Providing academically rigorous programs;
 - Producing and using meaningful scholarship;
 - Partnering with schools, organizations and diverse communities;
 - Advancing the profession.
-

Value Statements

Decades of educational research demonstrate that outstanding education professionals must know their content, know how to effectively engage learners and assess learning, and embrace and enact appropriate dispositions and values (Darling-Hammond, 2010; Goodlad, 1990; Shulman, 1987). Our mission, which guides the work of our faculty and staff in preparing education professionals, is predicated on the following set of values:

Advocacy

Advocacy to improve schools and society is an obligation of education professionals.

Advocacy requires us to act on behalf of individuals and groups and to address social concerns. To do this work, we use professional knowledge and skills and exercise value judgments to determine what we should advocate. Advocacy is dependent on our communicative methods; it is tied to relevant life experiences; and it often forces us to work “outside of our comfort zones” (Newman & Bauer, 2005). Advocacy is active; it connects thought to action. It implies that we operate with certain beliefs and attitudes that will influence social and educational change (Mundy & Murphy, 2001).

Diversity

Recognizing and utilizing the value of difference is a requisite to maximize human development.

Our society is diverse in culture, language, race, ethnicity, gender, religion, social class, sexual identity, ability, age, and ideology. Diversity strongly influences who we are, how we learn, and how we teach. Freire (1997) argues that teachers are cultural workers, with a responsibility to identify their own socio-cultural positions and to recognize those of their students. He adds that responsibility should be conceived of as our “ability to respond.” We strive to respond appropriately to difference, to recognize how socio-cultural positions affect teaching, and to draw upon the value of difference to create meaningful learning experiences.

Ethics

Education professionals must uphold ethical standards to ensure just and respectful educational practices.

High quality education, that is, education that positively nurtures intellectual, emotional and social growth, must also include a consideration of what is right and wrong and the influence of time and context on such conceptions. Ethical attitudes and dispositions are shaped by moral perspectives and those perspectives help to determine ethical behaviors (Como, 2011; Purtillo, 2005). We find two ethical theories particularly relevant: an ethic of justice (which represents egalitarian beliefs and behaviors) and an ethic of care (which represents being responsive and trusting). Both of these theories allow us to connect personal issues with larger structural ones such that we can examine the system of education with respect to individual rights, collective responsibility, and institutional governance (Noddings, 2010).

Global Perspectives

Understanding global perspectives and practices inspires connections to erase the boundaries that divide us.

Education must be viewed as global in nature, grounded in an understanding of teaching and learning as interdependent, tied to issues of human rights and global citizenship, and that works toward creating sustainable processes that govern what we do (Peters, 2009). Global education is not just about examining people, cultures, and technologies. It is fundamentally about looking inward to study ourselves, our interactions, our systems, and our products. In this way, it allows for deep and broad reflection in intrapersonal and interpersonal ways.

Innovation

Generating and adopting innovations is imperative to meet the changing needs of society.

In education, the mark of innovation is its ability to transform (Giannakaki, 2005). This process usually involves five steps: to consider the innovation; to develop an opinion about its possibilities; to decide to use or not; to employ the new idea; and to determine that the innovation was indeed an appropriate one (Rogers, 1984). Innovation needs to be viewed as a continual process of creativity and regeneration in light of the rapidly changing nature of the world in which we live.

Inquiry

A lifelong attitude of inquiry is at the core of transformative education.

Inquiry is grounded in our ability to question, to investigate, to explore, and to problem-solve. It requires an ability to reflect and can lead us to innovate. Johnston (2009) applied Dewey's theory of inquiry to education and argued that inquiry is context-bound, problem-driven, and self-correcting. In short, inquiry can operate differently depending on the context or discipline; it depends on the study of a particular problem or question; and it unifies, that is, it moves from a focus on discriminate parts to a reconstituted whole. Johnston (2009) points out that "all inquiry is transformative" (p. 8), which suggests that inquiry can serve as a catalyst for personal and social change.

Nurturing

Development of nurturing environments is essential for growth, positive relationships and new ideas.

When we nurture, we care for, attend to, and believe in an individual, group, organization, idea, or process. Nurturing depends on the establishment of relationships of trust and facilitates social, emotional and intellectual growth (Binnie & Allen, 2008). It is organic, contingent upon context and invariably different when shaped by those contexts. Nurturing environments are vital for academic learning, personal growth, positive relationships and reimagined practices and structures.

Reflection

Continual reflection is critical for learning, growth and change.

Reflecting represents thoughtful consideration, an attunement to a moment, idea, interaction, circumstance, and/or process. Dewey (1910) described reflection as a condition that involves “mental unrest” (p. 13). It allows us to re-constitute information such that we reconstruct or reinterpret the meaning of an experience (Clark, 2009; Rodgers, 2002; Schon, 1986). In the act of reflecting, we become better practitioners, able to identify what we do well and what needs improvement and, from there, to make appropriate change.

Adopted October 24, 2012

References

- Binnie, L. M. & Allen, K. (2008). Whole school support for vulnerable children: The evaluation of a part-time nurture group. *Emotional & Behavioral Difficulties* 13(3), 201-216. doi:10.1080/13632750802253202
- Clark, P. G. (2009). Reflecting on reflection in interprofessional education: Implications for theory and practice. *Journal of Interprofessional Care* 23(3), 213-223.
- Como, J. (2011). Care and caring: A look at history, ethics, and theory. *International Journal for Human Caring* 11(4), 37-45.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- Dewey, J. (1910). *How we think*. Boston: D. C. Heath.
- Freire, P. (1997). *Teachers as cultural workers: Letters to those who dare teach*. Boulder, CO: Westview Press.
- Giannakaki, M. S. (2005). The implementation of innovation in school. In A. Kapsalis (Ed.). *Management and administration of schools* (pp. 243-276). Thessaloniki: University of Makedonia Press.
- Goodlad, J. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.
- Johnston, J. S. (2009). *Deweyan inquiry: From education theory to practice*. Albany: State University of New York Press.
- Mundy, K. & Murphy, L. (2001). Transnational advocacy, global civil society? Emerging evidence from the field of education. *Comparative Education Review* 45(1), 85-126).
- Newman, W. & Bauer, V. (2005). Incitement to advocate: Advocacy education of future librarians of University of Toronto's faculty of information studies. *Felicitier* 51(1), 41- 43.
- Noddings, N. (2010). Moral education in an age of globalization. *Educational Philosophy & Theory* 42(4), 390-396.
- Peters, L. (2009). *Global education: Using technology to bring the world to your students*. Eugene, OR: International Society for Technology in Education.

- Purtillo, R. (2005). *Ethical dimensions in the health professions (4th ed.)*. Philadelphia: Elsevier.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record* 104, 842-866.
- Rogers, E. M. (1984). *Diffusion of innovation (2nd ed.)*. New York: Free Press.
- Schon, D. (1986). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57 (1), 1-22.

(Adopted 4/93; Revised 6/96, 12/00; 10/05, 12/08)



LEARN LEAD CREATE INSPIRE
Watson College of Education

Watson College of Education Conceptual Framework

The Watson College of Education (WCE) Conceptual Framework has at its center the mission of ***developing knowledgeable and proficient education professionals dedicated to improving schools and society—professionals who learn, lead, create, and inspire***. This mission is supported by professional dispositions and values categorized as ***advocacy, diversity, ethics, global perspectives, innovation, inquiry, nurturing, and reflection***. The WCE Conceptual Framework represents the unit's shared vision of teaching and learning, and the importance the WCE places on contributing to schools, the profession, and society. It guides the work of all WCE departments, programs, and offices.

Summary of WCE Conceptual Framework and Knowledge Base

Learn, Lead, Create, Inspire

There are four themes that capture the spirit of the WCE Conceptual Framework and the work of the WCE: Learn, Lead, Create, and Inspire. These four themes emerged from focused and ongoing WCE faculty discussions and work group deliberations regarding WCE mission and values and from input of WCE staff, candidates, B-12 partners, and community partners. They provide an overarching vision for WCE faculty, staff, candidates, and graduates and an integrating link for the components of the WCE Conceptual Framework.

Knowledgeable and Proficient Education Professionals Dedicated to Improving Schools and Society

The WCE mission is to develop knowledgeable and proficient education professionals dedicated to improving schools and society. This requires that WCE graduates are knowledgeable in their content area, are highly skilled and proficient in their practice, and embrace and enact professional dispositions that support their role as a professional and the ultimate goal of improving schools and society. The WCE facilitates this development through:

- Academically rigorous programs that are aligned with North Carolina State Department of Public Instruction (NCDPI) standards, national association standards (e.g. AECT, CAS, IRA, ISLLC), National Council for Accreditation of Teacher Education (NCATE) standards, and the University of North Carolina Wilmington Learning and Strategic Goals.
- Producing and using meaningful scholarship as part of a culture that values inquiry, creation of new ideas and innovations, and research-based practice.
- Partnering with schools, organizations and diverse communities as a collaborative effort in the development and implementation of programs, and to provide candidates rich opportunities for application and professional practice.
- Advancing the profession through teaching, scholarship, and service.

Further, to improve schools and society, candidates must make positive contributions to their field. For candidates in initial teacher preparation programs and advanced programs that prepare candidates to work in B-12 educational settings, positive impacts on B-12 student learning is central to improving schools and society. For other educational professionals, such as those in Instructional Technology or Higher Education programs, contributions often include positive impacts on adult learning.

Finally, the WCE subscribes to the belief that WCE faculty must be knowledgeable and proficient education professionals dedicated to improving schools and society in order to develop the necessary knowledge, proficiencies, and dispositions in candidates. WCE faculty and staff are committed to modeling what is expected of our candidates and graduates.

Core Descriptors

The core descriptors included in the WCE Conceptual Framework outline the professional dispositions and values needed to carry out the mission of the WCE. The core descriptors are presented below as values statements followed by a description and research basis.

Advocacy

Advocacy to improve schools and society is an obligation of education professionals.

Advocacy requires us to act on behalf of individuals and groups and to address social concerns. To do this work, we use professional knowledge and skills and exercise value judgments to determine what we should advocate. Advocacy is dependent on our communicative methods; it

is tied to relevant life experiences; and it often forces us to work “outside of our comfort zones” (Newman & Bauer, 2005). Advocacy is active; it connects thought to action. It implies that we operate with certain beliefs and attitudes that will influence social and educational change (Mundy & Murphy, 2001).

Diversity

Recognizing and utilizing the value of difference is a requisite to maximize human development.

Our society is diverse in culture, language, race, ethnicity, gender, religion, social class, sexual identity, ability, age, and ideology. Diversity strongly influences who we are, how we learn, and how we teach. Freire (1997) argues that teachers are cultural workers, with a responsibility to identify their own socio-cultural positions and to recognize those of their students. He adds that responsibility should be conceived of as our “ability to respond.” We strive to respond appropriately to difference, to recognize how socio-cultural positions affect teaching, and to draw upon the value of difference to create meaningful learning experiences.

Ethics

Education professionals must uphold ethical standards to ensure just and respectful educational practices.

High quality education, that is, education that positively nurtures intellectual, emotional and social growth, must also include a consideration of what is right and wrong and the influence of time and context on such conceptions. Ethical attitudes and dispositions are shaped by moral perspectives and those perspectives help to

determine ethical behaviors (Como, 2011; Purtillo, 2005). We find two ethical theories particularly relevant: an ethic of justice (which represents egalitarian beliefs and behaviors) and an ethic of care (which represents being responsive and trusting). Both of these theories allow us to connect personal issues with larger structural ones such that we can examine the system of education with respect to individual rights, collective responsibility, and institutional governance (Noddings, 2010).

Global Perspectives

Understanding global perspectives and practices inspires connections to erase the boundaries that divide us.

Education must be viewed as global in nature, grounded in an understanding of teaching and learning as interdependent, tied to issues of human rights and global citizenship, and that works toward creating sustainable processes that govern what we do (Peters, 2009). Global education is not just about examining people, cultures, and technologies. It is fundamentally about looking inward to study ourselves, our interactions, our systems, and our products. In this way, it allows for deep and broad reflection in intrapersonal and interpersonal ways.

Innovation

Generating and adopting innovations is imperative to meet the changing needs of society.

In education, the mark of innovation is its ability to transform (Giannakaki, 2005). This process usually involves five steps: to consider the innovation; to develop an opinion about its possibilities; to decide to use or not; to employ the new idea; and to determine that the innovation was indeed an appropriate one (Rogers, 1984). Innovation needs to be viewed as a continual process of creativity and regeneration in light of the rapidly changing nature of the world in which we live.

Inquiry

A lifelong attitude of inquiry is at the core of transformative education.

Inquiry is grounded in our ability to question, to investigate, to explore, and to problem-solve. It requires an ability to reflect and can lead us to innovate. Johnston (2009) applied Dewey's theory of inquiry to education and argued that inquiry is context-bound, problem-driven, and self-correcting. In short, inquiry can operate differently depending on the context or discipline; it depends on the study of a particular problem or question; and it unifies, that is, it moves from a focus on discriminate parts to a reconstituted whole. Johnston (2009) points out that "all inquiry is transformative" (p. 8), which suggests that inquiry can serve as a catalyst for personal and social change.

Nurturing

Development of nurturing environments is essential for growth, positive relationships and new ideas.

When we nurture, we care for, attend to, and believe in an individual, group, organization, idea, or process. Nurturing depends on the establishment of relationships of trust and facilitates social, emotional and intellectual growth (Binnie & Allen, 2008). It is organic, contingent upon context and invariably different when

shaped by those contexts. Nurturing environments are vital for academic learning, personal growth, positive relationships and reimagined practices and structures.

Reflection

Continual reflection is critical for learning, growth and change.

Reflecting represents thoughtful consideration, an attunement to a moment, idea, interaction, circumstance, and/or process. Dewey (1910) described reflection as a condition that involves “mental unrest” (p. 13). It allows us to re-constitute information such that we reconstruct or reinterpret the meaning of an experience (Clark, 2009; Rodgers, 2002; Schon, 1986). In the act of reflecting, we become better practitioners, able to identify what we do well and what needs improvement and, from there, to make appropriate change.

WCE Assessment System Alignment

The WCE Assessment System and procedures are aligned with and guided by the WCE Conceptual Framework and provide evidence of candidate performance in relation to the framework. Specifically, the system provides information about the effectiveness of the WCE in achieving its mission, including data useful for making needed changes to programs and the unit. Assessment is critical to monitoring candidate progress in achieving proficiencies identified in the conceptual framework and to the success of the WCE. The WCE Assessment System is described in detail in the WCE Assessment System Handbook.

WCE Conceptual Framework Development

The evolution of the current conceptual framework has occurred over the past three years, along with a revised WCE Mission Statement and newly developed Values Statements. This evolution is briefly described in the following sections.

Previous WCE Conceptual Framework (adopted Fall 2005)

The previous WCE Conceptual Framework had at its core the theme of *educator as decision maker and reflective practitioner* and an outcome of *the development of highly competent professionals to serve in teaching and other educational leadership roles*. Core descriptors included: informed data driven decision making, reflective practice, commitment to ethical and professional standards, knowledgeable in academic content and pedagogy, technologically competent, ability to meet the needs of diverse learners, and knowledge and use of appropriate communication strategies.

Revised WCE Mission Statement (adopted January 2011)

The process of revising the WCE Mission Statement began in fall 2009. A WCE college-wide meeting was focused on small group discussion of three questions and sharing of responses with the larger group. The questions were (1) Who are we? (2) What do we value? (3) Who do we want to be? Although the purpose of this session was not to gather input for a revised mission statement, it laid the foundation for the ongoing work that followed. At the beginning of spring semester 2010, the Organizational Context Committee was established by Interim Dean Karen Wetherill, and was charged with analyzing the responses gathered in the fall 2009 meeting.

Organizational Context Committee:

Mary Ann Davies, Committee Chair (Elementary, Middle Level, and Literacy Education)

Donyell Roseboro (Instructional Technology, Foundations, and Secondary Education)

Robert Smith (Instructional Technology, Foundations, and Secondary Education)

Jeanne Swafford (Elementary, Middle Level, and Literacy Education)

Tamara Walser (Educational Leadership)

The results of the analysis conducted by the committee were used in a follow-up session at the February, 2010 college-wide meeting. In this session, small groups reviewed and made edits to the analysis summary. This feedback was incorporated into a new version of WCE values and goals. During fall 2010, the Organizational Context Committee's charge was extended to leading a review and revision process of the WCE Mission Statement based on the information collected and additional input from WCE faculty and staff. After several iterations, a new mission statement was voted on by WCE faculty and staff and approved in January 2011.

Revised WCE Mission Statement, Values Statements, and Conceptual Framework (adopted October 2012)

In fall semester 2011, discussion began about the need to revisit and revise the WCE Conceptual Framework. A newly revised mission statement had been adopted and the WCE had undergone growth and changes in programs since the fall 2005 adoption of the previous framework. There were also questions about whether the recently adopted mission statement adequately addressed the work of the WCE. At the end of fall semester 2011, Dean Kenneth Teitelbaum established the WCE Taskforce on Mission Statement, Vision Statement, and Conceptual Framework. For continuity, three members of the taskforce had previously served on the Organizational Context Committee.

Taskforce on Mission Statement, Vision Statement, and Conceptual Framework:

Tamara Walser, Taskforce Chair (Dean's Office and Educational Leadership)

Amy Garrett Dikkers (Educational Leadership)

Scott Imig (Dean's Office and Educational Leadership)

Hengameh Kermani (Early Childhood and Special Education)

Florence Martin (Instructional Technology, Foundations, and Secondary Education)

Deborah Powell (Elementary, Middle Level, and Literacy Education)

Kathleen Roney (Elementary, Middle Level, and Literacy Education)

Donyell Roseboro (Dean's Office and Instructional Technology, Foundations, and Secondary Education)

Robert Smith (Instructional Technology, Foundations, and Secondary Education)

The charge of the taskforce was to:

- Restructure and operationalize the WCE Mission Statement (adopted January 2011); specifically, to make sure it:
- Is inclusive of faculty and all WCE programs.

- Includes research and scholarly contributions to the field.
- Includes the impacts of our service.
- Review and revise the WCE Conceptual Framework as needed.
- Potentially develop a WCE Vision Statement.

Using the current mission statement and all information collected in the creation of the current mission statement (e.g., notes from college-wide meetings, WCE values and goals summary) as a starting point, the taskforce met weekly during spring semester 2012, sought and incorporated input from the WCE professional community, and worked with UNCW's Office of University Relations to develop several iterations of a revised WCE Mission Statement, newly developed Values Statements, and a WCE Conceptual Framework to represent the mission and values of the College. The following is a list of activities used to gather input from the WCE professional community once an initial draft was developed by the taskforce.

February 22, 2012

- Taskforce presented initial draft at WCE college-wide meeting.
- Departmental representatives on the Taskforce shared the draft at subsequent department meetings and asked for feedback.

April 19 and May 3, 2012

- Shared with partnership teachers at Professional Development System Partnership meetings and gathered feedback.

April 25, 2012

- Presented revised version at WCE college-wide meeting.
- Shared revised version through SharePoint site and asked for feedback.

April 25, 2012

- Administered an online survey to WCE candidates to collect feedback.

May 1, 2012

- Shared with WCE staff and gathered feedback.

May 2, 2012

- Shared with Dean's Advisory Board of community representatives and gathered feedback.

Fall Semester 2012

- After revising based on feedback collected, the WCE Mission and Values Statements were submitted to WCE faculty and staff for a vote.
- The WCE Mission Statement and Values Statements were adopted in October, 2012.

- The WCE Conceptual Framework was finalized as a representation of the mission and values.

References

- Binnie, L. M., & Allen, K. (2008). Whole school support for vulnerable children: The evaluation of a part-time nurture group. *Emotional & Behavioral Difficulties* 13(3), 201-216. doi:10.1080/13632750802253202
- Clark, P. G. (2009). Reflecting on reflection in interprofessional education: Implications for theory and practice. *Journal of Interprofessional Care* 23(3), 213-223.
- Como, J. (2011). Care and caring: A look at history, ethics, and theory. *International Journal for Human Caring* 11(4), 37-45.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- Dewey, J. (1910). *How we think*. Boston: D. C. Heath.
- Freire, P. (1997). *Teachers as cultural workers: Letters to those who dare teach*. Boulder, CO: Westview Press.
- Giannakaki, M. S. (2005). The implementation of innovation in school. In A. Kapsalis (Ed.). *Management and administration of schools* (pp. 243-276). Thessaloniki: University of Makedonia Press.
- Goodlad, J. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.
- Johnston, J. S. (2009). *Deweyan inquiry: From education theory to practice*. Albany: State University of New York Press.
- Mundy, K., & Murphy, L. (2001). Transnational advocacy, global civil society? Emerging evidence from the field of education. *Comparative Education Review* 45(1), 85-126.
- Newman, W., & Bauer, V. (2005). Incitement to advocate: Advocacy education of future librarians of University of Toronto's faculty of information studies. *Feliciter* 51(1), 41-43.

Noddings, N. (2010). Moral education in an age of globalization. *Educational Philosophy &*

Theory 42(4), 390-396.

Peters, L. (2009). *Global education: Using technology to bring the world to your students*.

Eugene, OR: International Society for Technology in Education.

Purtillo, R. (2005). *Ethical dimensions in the health professions (4th ed.)*. Philadelphia: Elsevier.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking.

Teachers College Record 104, 842-866.

Rogers, E. M. (1984). *Diffusion of innovation (2nd ed.)*. New York: Free Press.

Schon, D. (1986). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard*

Educational Review, 57(1), 1-22.

WATSON COLLEGE OF EDUCATION

Organizational Chart

The Watson College of Education is headed by the Dean and supported by two associate deans (Academic & Student Affairs and Teacher Education & Outreach). The Watson College of Education was reorganized from two departments to four on July 1, 2006. The departments of Specialty Studies and Curricular Studies in the Watson College of Education were reconfigured into the:

- Department of Early Childhood and Special Education
- Department of Elementary, Middle Level and Literacy Education
- Department of Instructional Technology, Foundations and Secondary Education
- Department of Educational Leadership

On July 1, 2013, the Department of Early Childhood and Special Education and Department of Elementary, Middle Level and Literacy Education merged to form the Department of Early Childhood, Elementary, Middle, Literacy and Special Education.

Organizational charts for the Watson College of Education are located at:
<http://www.uncw.edu/ed/orgchart.html>

Current charts for the Dean's Office, Academic and Student Affairs, Teacher Education and Outreach, and each of the departments may be accessed from the links below:

Organizational Charts

[Dean's Office](#)

[Academic and Student Affairs](#)

[Teacher Education and Outreach](#)

Academic Departments

[Department of Early Childhood, Elementary, Middle, Literacy, and Special Education](#)

[Department of Educational Leadership](#)

[Department of Instructional Technology, Foundations and Secondary Education](#)

WATSON COLLEGE OF EDUCATION

Special Programs, Labs and Centers, Initiatives

The Watson College of Education has a number of special programs, labs, centers, grants, and initiatives to support the Academic and Student Affairs and the professional development of public school colleagues. The Professional Development System (PDS) is a comprehensive university-public school partnership that aligns efforts and resources for the improvement of education for students in southeastern North Carolina. Over 145 schools and more than 2000 partnership teachers and administrators partner with university faculty at the Watson College to share the responsibility for building the education profession. Information on PDS: <http://www.uncw.edu/ed/pds/>

The mission of the Center for Science, Technology, Engineering, and Math (CSTEM) is to improve the quality of pre-college science and mathematics education in the schools of North Carolina through programs designed for in-service and pre-service teachers as well as students. For more information on CSTEM, see:

<http://uncw.edu/ed/stem/>

A number of labs and centers provide students with curricular materials, opportunities to tutor children from the community, and resources to enhance their technology skills. The Curriculum Materials Center (CMC) is a specialized collection of the William Madison Randall Library on the campus of UNCW located on the first floor of Education Building. The CMC serves as a resource center for students enrolled in UNCW's teacher education programs and for teachers in the surrounding area. CMC information is located at: <https://library.uncw.edu/cmcc/>

The Betty Holden Stike Educational Laboratory at UNCW is designed as a critical component of the undergraduate elementary and special education and middle grades programs. Students practice the methods they are learning in their courses by teaching a child in a one-on-one setting. The Ed Lab provides an environment rich with print and non-print media, manipulatives for math, and a wide variety of materials and supplies which invite learning. For more information, see: <http://www.uncw.edu/ed/edlab/>

Technology skills are infused throughout the Watson College's undergraduate and graduate programs and supported by the Educational Technology Unit. Information on the center: <http://www.uncw.edu/ed/tech/>

The Watson College of Education also houses a number of special grants and initiatives. Current information on these initiatives is located at: <http://www.uncw.edu/ed/grants.html> Examples of these initiatives include First Years of Teaching Support (<http://www.uncw.edu/ed/teach1/>) and the National Board Certification Support Program (<http://www.uncw.edu/ed/nbct/>).

WATSON COLLEGE OF EDUCATION

Committees and Councils

The Watson College of Education has a number of continuing committees and councils related to internal processes and external programs. Committees and councils also are involved in curriculum development processes. The functions of committees related to academic programs such as the Curriculum Committee, Teacher Education Council, and the Graduate Council are described later in this Manual.

Special committees related to particular tasks are appointed on an as-needed basis by department chairs or the Dean. Selected examples of on-going and ad hoc committees or councils with representation from the Watson College of Education are listed below. Information on current committees:

<http://www.uncw.edu/ed/pdfs/faculty/comassign.pdf>

Watson College Committees:

- Assessment/Accreditation Steering Committee
- Administrative Team
- Courtesy Committee
- Curriculum Committee
- Diversity Committee
- Faculty Senate
- Grade Appeal Committee
- International Committee
- Library/CMC Committee
- Program Coordinators
- Scholarship Committee
- Teacher Education Council
- Teaching Fellows Advisory Committee
- Technology Council

Student Organizations:

- Kappa Delta Pi
- NSTA
- SCEC
- SNCAE

WCE Advisory Committees

- Watson College Faculty Advisory Committee
- Watson College Building Committee
- Watson RPT Committee

(Adopted 7/96; Revised 7/97, 12/00, 5/01, 7/03, 10/05, 12/08, 12/10)

WATSON COLLEGE OF EDUCATION

Administrator Role Descriptions

Dean

The Dean is responsible for administering and providing direct and effective leadership in undergraduate and graduate program development, evaluation, staffing, budgeting, and resource management to faculty and staff in the four academic departments and the special initiatives, labs and centers in the Watson College. Associate deans, department chairs, and selected coordinators and directors report directly to the Dean. The organizational chart for this role may be viewed at: http://www.uncw.edu/ed/pdfs/org_dean.pdf

Areas of responsibility and major components of the role include:

1. Participates actively in planning, institutional research, and evaluation in support of university-wide programs.
2. Manages the Watson College of Education facilities.
3. Launches innovative programs to enhance the education community.
4. Provides leadership and advocates for the Academic and Student Affairs, personnel, finances and budget in the Watson College of Education.
5. Provides quality control of all services, programs, and resources of the unit.
6. Provides leadership in recruiting and developing quality faculty dedicated to teaching, service, applied research and creative expression.
7. Establishes new relationships and maintains current working relationships with the State Department of Public Instruction, state legislature, and University of North Carolina General Administration.
8. Serves as chief administrative officer responsible for accreditation of programs by NCATE, DPI, SACS, etc.
9. Supports the institution's commitment to equal educational opportunity and actively assists in meeting the actions set forth in the University's affirmative action plan.
10. Provides leadership in meeting the professional and staff development needs of school districts throughout the service region.
11. Serves as a resource person on education issues and trends at the national, regional, and state levels.
12. Reports directly to the Provost/Vice Chancellor of Academic Affairs.

(Revised 12/00, 10/05, 12/08)

WATSON COLLEGE OF EDUCATION

Administrator Role Descriptions

Associate Dean for Academic and Student Affairs

The Associate Dean for Academic and Student Affairs is responsible for all aspects of the Academic and Student Affairs in the Watson College of Education. In this capacity, the Associate Dean for Academic and Student Affairs represents the Dean in ensuring the emergence of a total quality program which is held in high esteem at the local, state, regional, and national levels. In addition, the Associate Dean must demonstrate unit-wide leadership for accountability, assessment, and accreditation, Academic and Student Affairs and processes, and related academic services. The Associate Dean must stay current with regard to SDPI, NCATE, SACS, legislative, and Board of Governors' actions governing Academic and Student Affairs and ensure the Watson College's compliance with all mandates. The organizational chart is located at:

http://www.uncw.edu/ed/pdfs/org_academicprograms.pdf

Areas of responsibility and major components of the role include:

A. Accountability and Accreditation

To collaborate on all assessment initiatives for Academic and Student Affairs and coordinate all NCATE/SDPI/SACS accreditation activities with the Administrative Team and faculty including:

- Assist with preparation of reports and documents for visits
- Assist with annual reports for AACTE/NCATE/SDPI/SACS
- Assist with preparation of rejoinders
- Represent WCE at related meetings conducted by NCATE, SDPI, and UNC General Administration
- Guide assessment processes for Academic and Student Affairs

B. Academic and Student Affairs Leadership

To provide unit-wide leadership to ensure total program quality, consistency with cutting-edge research, philosophical grounding, and steady growth in effectiveness of all programs.

- Facilitate significant discussion amongst all key players in the Watson College pertaining to curriculum.
- Serve as WCE representative on state and national committees related to Academic and Student Affairs
- Serve as Dean's designee on such committees as Academic Standards and Graduate Council
- Serve on Associate Deans' Committee and other ad hoc groups related to academic issues
- Coordinate the transmission of curricular items to WCE Curriculum Committee, Teacher Education Council, Graduate Council

- Assist the Dean in preparation of agenda and materials for Teacher Education Council

C. Academic Processes Leadership

To provide leadership and supervision of processes related to academic programs including policy development, admissions, course scheduling, and licensure including:

- Generate policies, monitor implementation, and clarify processes related to Academic and Student Affairs
- Oversee schedule coordination with department chairs to ensure program quality, student accessibility, program coherence, and budget management
- Serve as the Watson College's liaison with Enrollment Management, Registrar's Office, Admissions, and Graduate School Admissions
- Complete admissions process to the Watson College three times per year
- Ensure accuracy in catalogues, websites, and program sheets for Watson College of Education academic areas
- Facilitate the licensure process for faculty and program completers
- Provide quality assurance and accuracy on Watson College of Education publications
- Oversee initiatives related to recruitment and retention of diverse students, as well as ensure accessibility to programs

D. Related Academic Services

To provide leadership and supervision of related academic services such as professional experiences, advising, orientations, commencement, and scholarships including:

- Coordinate registration and student orientation activities
- Oversee advising activities to ensure that students understand their programs and options, and that all faculty execute their advising roles
- Ensure that all practica, clinical, and field placements within the Watson College are handled in accordance with professional standards
- Organize and direct WCE commencement ceremonies
- Facilitate the administration of WCE scholarships, including Teaching Fellows Program

WATSON COLLEGE OF EDUCATION

Administrator Role Descriptions

Associate Dean for Teacher Education and Outreach

This role serves the Watson College and the Dean in administrative duties and responsibilities including work with the Administrative Team and Expanded Administrative Team. Other major components of the role of Associate Dean for Teacher Education and Outreach are focused on partnerships and outreach to the community. The partnership initiatives include those with public schools, national professional organizations, and other departments /divisions at the university. In this capacity, the Associate Dean for Teacher Education and Outreach is responsible for providing leadership, administrative oversight, assessment, and logistical management in the following areas. The organizational chart is located at: http://www.uncw.edu/ed/pdfs/org_outreachalliance.pdf

All NCATE / SDPI/SACS accreditation activities and other accountability requirements with the Associate Dean for Academic and Student Affairs, the Dean and the Watson College Leadership to ensure compliance:

- Assist with preparation of materials, schedules, reports, and logistical arrangements for visits
- Assist with data gathering, analysis, and annual reports for AACTE/ NCATE/ SDPI/ UNC General Administration/ UNCW
- Assist with on-going accreditation activities
- Engagement in an initiative between the Watson College and university Institutional Research, IT division, and providers of web-based tools to redesign, develop and implement efficient and effective methods for the management of evidence-based performance outcomes

To oversee the collaborative outreach services and related personnel in the following areas:

- University-School Partnership (Professional Development System) relationships, agreement negotiations and policies, conferences and professional development services, collaborative initiatives, and needs assessments
- National Board Certification Support Program for pre-candidates, initial certification, retake, and renewal candidates
- First Years of Teaching Support Program for initially licensed teachers for WCE graduates, alternative licensure teachers, and other beginning teachers
- Educational Lab serving methods course instructors / candidates and community elementary / middle grades students
- Special outreach professional development offerings and events for university and P-12 faculty (i.e., regional, state, and national level conferences, institutes, or blended workshops)

- Liaison for coordinated efforts with UNCW Public Service and Continuing Education, Science and Math Education Center, Southeast Education Alliance, NC Department of Public Instruction, etc. as related to outreach services to school districts and personnel
- Serve as Host Site Coordinator for NC TEACH alternative pathways to teaching program for Watson College of Education
- Serve as Watson College representative on the Southeast Education Alliance Board of Directors
- Watson Online Professional Development System providing virtual professional development for PK – 12 teachers

To facilitate the obtainment of grants and other external funding for Watson College of Education:

- Collaborate with other faculty members on the development, implementation, and administration of grants (with school districts, schools, businesses, and/or other professional organizations)
- Assist other faculty members efforts to obtain grant funds to support their research, scholarship and/or service

Represent Watson College of Education in national organizations and initiatives:

- National Association for Professional Development Schools (NAPDS)
- AACTE / Western Oregon University CTPL Coalition (Connecting Teaching, Teacher Preparation and K-12 Learning)

Serve as the Dean's designee relative to collaborative issues and potential alliances and perform other duties as assigned by the Dean:

- Serve on Associate Dean's Committee and other ad hoc groups
- Serve as designee on various UNCW committees such as UNC-Tomorrow, Export Controls Committee, Ad Hoc Committee on Faculty Reporting Software, and the Regional Engagement Center Task Force
- Assist in the planning of retreats and special functions for the Watson College
- Assist in the preparation of reports and responses to various entities

WATSON COLLEGE OF EDUCATION

Administrator Role Descriptions

Department Chair

The primary responsibility of the chair is to ensure the efficient and effective operation of programs assigned to the department. The department chair is appointed by the Dean for a term of 5 years, with a possibility of renewal for one additional term. This role is subject to annual review by the Dean. Organizational charts for each of the three departments may be found at:

<http://www.uncw.edu/ed/orgchart.html>

Areas of responsibility and major components of the role are:

1. To recruit and mentor new faculty, and to hire part-time faculty as needed.
2. To facilitate program development, evaluation, and revision processes, as well as accreditation reviews.
3. To develop class schedules in collaboration with program coordinators and other department chairs, and to ensure they are accurately loaded in the Banner scheduling system.
4. To oversee the reappointment, promotion and tenure; peer evaluation; and post-tenure review processes for faculty within the department.
5. To consult with the Director of Professional Experiences and Field Experience Coordinator to determine placements for interns, and to identify university supervisors.
6. To participate in intern orientations, transfer orientations, and program-specific information sessions as needed.
7. To plan and conduct departmental meetings each month.
8. To serve on the Dean's Administrative Team and advocate for departmental needs.
9. To manage the departmental budget, and to identify departmental resource needs and plan for filling them.
10. To evaluate, facilitate, and forward to the Dean following approval at the departmental level, any undergraduate course and program changes, additions and deletions proposed by faculty members or mandated by the state.
11. To evaluate, facilitate and forward to the Dean following departmental approval, any graduate course or program changes.
12. To review Professional Development Plans (PDPs) for faculty members and suggest revisions based upon faculty performance and/or program area

needs.

13. To review evaluation data, including Professional Development Reports (PDRs), SPOT data, and peer evaluations, for each faculty member, full and part time, and to generate an annual evaluation report describing strengths and areas for improvement.
14. To meet with each faculty member to discuss the annual evaluation.
15. To coordinate searches for faculty members authorized by the Dean.
16. To complete the following annual reports due at the end of the academic year:
 - Individual Faculty Annual Evaluations
 - Merit Recommendations
 - Faculty Work Load Report
 - Annual Departmental Summary of Accomplishments
17. To review evaluation data from program completers and discuss with the Director of Assessment, program coordinators and faculty ways to address identified needs.
18. To teach one course per semester and one course every other summer or schedule determined by Dean.
19. To hire and supervise secretarial staff and to oversee the selection and assignment of graduate assistants, work assistant students, and work study students in the department.
20. To represent the department and college at University meetings.
21. To serve on committees as assigned as ex officio members.
22. To perform other duties as assigned by the Dean.

(Revised 12/00, 10/05, 12/08)

ANNUAL DEPARTMENT CHAIR EVALUATION

It is expected that the annual university survey by which faculty evaluate their chair will continued to be used – and that it will be aligned with the criteria of this Watson College policy in order to provide meaningful, consistent feedback. In addition, the WCE Dean might consider inviting a small number of departmental faculty to provide additional qualitative input for the evaluation of their chair.

For each category below, to be shared in survey form, it is understood that the rating indicates the chair has met or exceeded the majority of listed performance descriptors.

Chair Duties

Exceeds Expectations:

Excellent attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules, and evaluations; effective management of departmental budget; and other duties required by dean or department. Accepted leadership appointments to college and/or university committees and task forces. Demonstrated evidence of responsiveness to peer and faculty evaluations related to chair duties.

Meets Expectations:

Good attention to managerial responsibilities as chair, including timely submission and careful preparation of required reports, schedules, and evaluations; effective management of departmental budget; and other duties required by dean or department. Served on college or university committees or task forces and performed some professional service on behalf of the community. Demonstrated evidence of responsiveness to peer and faculty evaluations related to chair duties.

Needs Improvement:

Poor attention to managerial responsibilities as chair, resulting in missed deadlines or careless preparation of required reports, schedules, and evaluations; generally poorly administered departmental budget; and limited responsiveness to other duties required by dean or department. Inadequate level of service at the college, university, community, or professional level.

Leadership as Chair

Exceeds Expectations:

Excellent demonstrated ability to create and realize vision for and with the department, toward common goals for the good of the department and college. Initiated and supported faculty in the development of new program(s) or major improvements in existing program(s) or significant revisions in departmental policies to better serve departmental, college, and/or university mission(s). Launched major initiatives and/or supported faculty efforts to increase resource base through the acquisition of trust funds, significant grants, and /or instructional equipment. Enlisted or appointed an effective committee for the recruitment of

outstanding new faculty and staff. Successfully mentored junior faculty in their professional development. Effectively mediated conflicts and maintained strong departmental morale. Set a positive example and by encouraging and recognizing individual faculty excellence in addressing various aspects of the department's mission. Worked effectively with other chairs, directors, and college and university administrators, frequently initiating dialogue and suggesting solutions to problems. Served as an excellent role model for faculty in the areas of teaching, research/creative activity, and service. Demonstrated evidence of responsiveness to peer and faculty evaluations related to leadership.

Meets Expectations:

Good demonstrated ability to create and realize vision for and with the department, toward common goals for the good of the department and college. Initiated and supported faculty in the development of new program(s) or improvements in existing program(s) or revisions in departmental policies to better serve departmental, college, and/or university mission(s). Launched initiatives and/or supported faculty efforts to increase resource base through the acquisition of trust funds, grants, and /or instructional equipment. Enlisted or appointed an effective committee for the recruitment of outstanding new faculty and staff. Successfully mentored junior faculty in their professional development. Mediated conflicts and maintained strong departmental morale. Set a positive example and encouraged and recognized individual faculty excellence in addressing various aspects of the department's mission. Worked with other chairs, directors, and college and university administrators, engaging in dialogue and participating in problem solving. Served as a role model for faculty in the areas of teaching, research/creative activity, and service. Demonstrated evidence of responsiveness to peer and faculty evaluations related to leadership.

Needs Improvement:

Poor demonstrated ability to create and realize vision for and with the department, toward common goals for the good of the department and college. Was often unresponsive to departmental, college, or university initiatives to strengthen departmental programs and policies or was autocratic in determining changes in programs and policies. Was unresponsive to needs to improve departmental resources in funding and other areas through special initiatives. Did not differentiate among faculty in setting expectations for contributions to the department's mission. Was unhelpful in the recruitment of new faculty and staff and insensitive to junior faculty needs for mentoring by the chair and by senior faculty. Usually ineffective in mediating conflicts between faculty and staff and between faculty and students. Served as a poor role model for faculty in the areas of teaching, research/creative activity, and/or service. Did not usually work well with other chairs, directors, and college and university administrators, responding negatively to or ignoring calls for assistance.

(Approved September 2013)

WATSON COLLEGE OF EDUCATION

Administrator Role Descriptions

Program Coordinator

Program coordinators will be appointed by the department chair, after consultation with program faculty. They will typically serve a three-year term, with annual reviews conducted by the department chair. They are eligible for a second consecutive three-year term, though it is considered best for this position to be rotated among program faculty.

Program coordinators will be provided with a three-credit teaching load reduction per academic year in return for their administrative service. However, a stipend can be chosen instead, typically in an amount equal to the salary they would earn for a three-credit teaching overload.

With the assistance of program faculty, during the academic year program coordinators agree to facilitate:

- regular meetings with program area faculty and report outcomes to department chair
- meetings with prospective students to describe the admissions process and program requirements
- the admission application review process for their program area
- transmission of decisions on admission or rejection to the office of the Associate Dean for Academic and Student Affairs
- maintenance of student records for students enrolled in the program for the purposes of scheduling meetings, notifying students of changes, and assigning advisors
- academic advising, as needed
- verification that student evidences have been approved by faculty and submitted by students
- the scheduling and transmission of results of comprehensive exam/portfolio/thesis process for candidates to the Associate Dean for Academic and Student Affairs

- verification of graduation eligibility status for the Graduate School each semester by checking degree audits and doing any required substitutions
- the assessment processes – including serving as assessment liaison reviewing data, and identifying program strengths and areas for improvement
- attendance at program coordinator and graduate coordinator meetings (as appropriate) and keep program faculty apprised of information
- coordination of program curriculum development, including program and course development and revision processes
- accreditation and program approval activities and reports
- end of the year and annual reports as needed
- fall, spring, and summer schedule development
- accuracy and modifications of program websites, program sheet information, and catalogue copy
- representation at university-school partnership meetings
- coordination of program marketing and recruiting
- other related duties as specified by the department chair

When possible, program coordinators will be provided with a modest stipend to be available during the summer months primarily to respond to program-related communications from current and prospective students.

I agree to these terms -- and I have selected (and thus circled):

Course Release

– or –

Stipend

Faculty
Signature & Date

Department Chair
Signature & Date

Roles of Graduate Coordinators in the Watson College of Education

1. Meet with prospective students to describe the admissions process and program requirements.
2. Coordinate the admission application review process for their program areas, including during summer sessions (or identify a designee).
3. Advise assigned students.
4. Coordinate the scheduling and transmission of results of the comprehensive exam/portfolio/thesis process for candidates to the Associate Dean.
5. Verify graduation eligibility status for the Graduate School each semester by checking degree audits and doing any required substitutions.
6. Attend Graduate Coordinator meetings and keep program faculty apprised of information.
7. Generate reports requested by the Graduate School, Dean, Administrative Team, or department chair.
8. Collaborate with the Department Chair and Associate Dean for Academic and Student Affairs on curriculum development and revisions, websites, reports, catalogue and program sheet edits, and other initiatives related to graduate programs.
9. Confer with the Department Chair on course scheduling needs each term to ensure that students can complete program requirements in a timely manner.

WATSON COLLEGE OF EDUCATION

Program and Curriculum Development and Revision Process

Course Proposals and Revisions

Faculty committees from each program area submit course proposals and revisions to the department chair for discussion by the department. If approved by majority vote in the department, the proposal or revision is forwarded by the department chair to the Dean. After review, the Dean may send the proposal back to the department for revisions, or if it is acceptable send it to the Watson College of Education Curriculum Committee. If approved by the Curriculum Committee, the Dean will transmit it to the Teacher Education Council. This Council makes recommendations to the Dean regarding approval of new courses and revisions to existing courses. If approval is recommended by the Teacher Education Council and granted by the Dean, undergraduate course proposals are sent to the University Curriculum Committee. All approved course changes are forwarded to the Provost's office. Course changes are included in the university catalogue and implemented after final approval at the various levels.

Faculty responsibilities related to curriculum actions are outlined at:
http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=132

For additional information on the University Curriculum Committee, see:
http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=47

Graduate course proposals follow the same sequence as outlined above, and following approval by the entities listed are sent to the Graduate Council. Information on the Graduate Council may be found at:
<http://uncw.edu/gradschool/council.html>

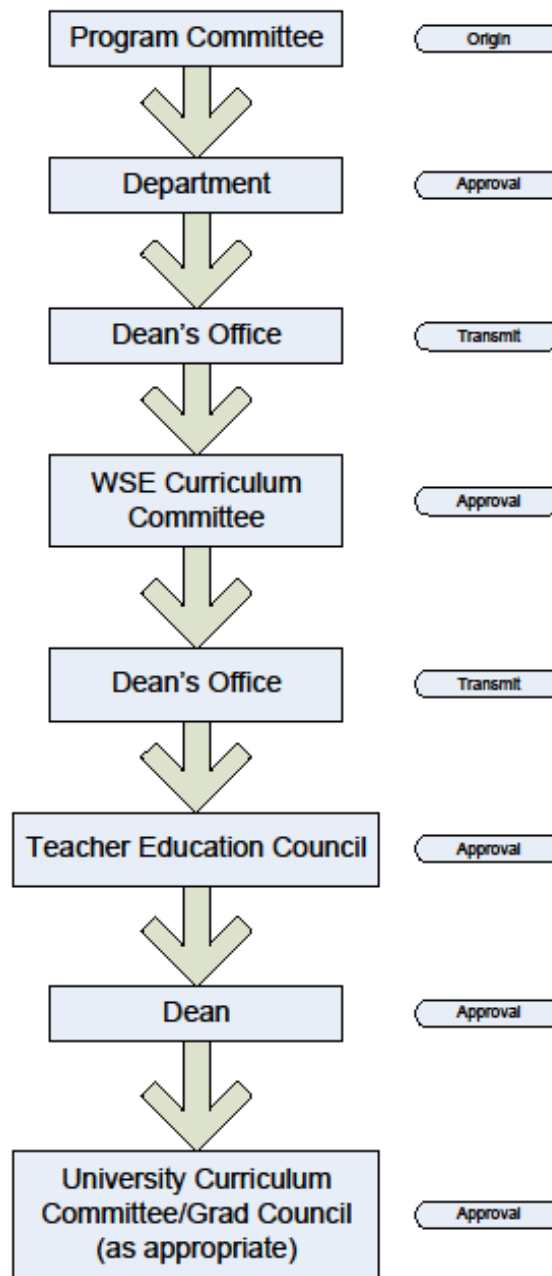
The Course Action Form for submitting undergraduate course changes is located at:
<http://www.uncw.edu/ed/curriculum/documents/Proposal%20for%20Undergraduate%20Curriculum%20Change.pdf>

Graduate course proposals must be submitted using the form available at:
<http://uncw.edu/gradschool/curriculum/requests.html>

A visual schematic depicting the Watson College's Curriculum Approval Process is located on the next page.

WATSON COLLEGE OF EDUCATION

Program and Curriculum Development and Revision Process



New Program Proposals and Revisions

Proposals for new or revised *programs* also must be approved through the curriculum process as previously outlined. New and revised program proposals must be accompanied by information on budget and field experience placement requirements. A format for budget requests is shown below.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM CHANGES

INSTITUTION: University of North Carolina Wilmington

PROGRAM CIP#, Name, Level):

Degree(s) to be Granted:

Program Year:

ADDITIONAL FUNDS REQUIRED -- BY SOURCE						
			Reallocation of Present Departmental Resources	WCE Resources Requested Increase Funds	Other Funds (Identify) Other Sources (Identify)	Total
	EPA Academic Salaries Faculty Position(s) TAs					
	Benefits					
	Supplies and Material (Identify) Set Up					
	Marketing					
	Other Expenses					
	Capital Outlay (Equipment) (Identify) Faculty Set Up					
	SPA Regular Salaries (Identify positions)					

In addition, they must be accompanied by an Assessment Plan in the following format:

**Watson College of Education
PROGRAM ASSESSMENT PLAN**

Program: _____

I- Assessment Matrix

Outcomes/ Key Evidence Areas	Courses/Experiences (Where will evidence or outcome be assessed?)	Decision Point (When will outcome or key evidence be assessed?)	Assessment Products (Student work)

II- Dissemination of Results - Describe briefly procedures mechanisms through which results are disseminated to faculty (e.g., Program area faculty meetings, semester basis or/and annually)

III- Use of Results - Describe how results will be used to close the feedback loop

NOTE: New programs at the undergraduate and graduate levels approved by the Provost must be transmitted to University of North Carolina General Administration for approval. Information on guidelines for new programs may be found at: <http://www.northcarolina.edu/?q=academic-planning/new-degree-programs>. New licensure programs must be submitted to the Department of Public Instruction for provisional approval/temporary authorization to grant licensure.

WATSON COLLEGE OF EDUCATION

Committees Related to Program and Course Reviews

Watson Curriculum Committee

The Watson College of Education Curriculum Committee serves as an advisory body to the Dean. The Curriculum Committee is charged with the task of monitoring undergraduate and graduate programs and ensuring that university studies and professional curricula remain complementary. The committee takes into account everything program-related, such as admission requirements and total number of hours in a program, and is specifically charged by University policy with reviewing all curricular proposals submitted by the departments of the college and making recommendations for or against approval to the Dean. It also provides a formal mechanism of program integration and coordination across Watson College.

The Watson College of Education Curriculum Committee is comprised of seven voting faculty members, three from the Department of Early Childhood, Elementary, Middle, Literacy and Special Education, two from the Department of Instructional Technology, Foundations, and Secondary Education, and two from the Department of Educational Leadership. At least one member from each department is to be tenured.

(Approved December 2013)

Teacher Education Council

Broad representation in policy and curricular matters related to undergraduate and graduate teacher education is accomplished through the Teacher Education Council. The Teacher Education Council exists by the administrative action of the Chancellor, and the members (including a representative from PK-12 education) are appointed by the Chancellor. The Teacher Education Council provides the governance structure for the Watson College of Education and must recommend to the Dean approval of course and program changes in order for them to be implemented. The list of current members of the Teacher Education Council is available at:

<http://www.uncw.edu/ed/tec/>

Graduate Council

The primary function of the Graduate Council shall be to review, develop, and make recommendations concerning policy for the Graduate School and graduate education at UNCW. The Council also shall serve in an advisory capacity to, and shall undertake special assignments from, the dean of the Graduate School. Members are elected from the graduate faculty of each division. Additional information on the Graduate Council and a list of current members are available at: <http://www.uncw.edu/gradschool/council.html>

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Advisory Board

The purpose of the Advisory Board is to directly inform community members about Watson's programs, activities, accomplishments, challenges, etc. and to garner input about the Watson College and ways in which it can perhaps improve. This board is comprised of members from local schools, social service agencies and related settings.

The current membership of the Advisory Board may be found at:
<http://uncw.edu/ed/advisory.html>

(Revised 07/13)

SECTION II: FACULTY ACADEMIC PROCEDURES

WATSON COLLEGE OF EDUCATION

Administrator Teaching Requirements

Associate deans and department chairs in the Watson College of Education shall teach one course per semester, and also may include one course in summer school at least every other year. The Dean may make adjustments to this schedule as necessary.

It is intended that summer courses will carry reasonable student enrollment as a means of supplementing the summer school budget and off-setting costs of international programs and other special initiatives. Administrators must arrange vacation times to ensure summer school teaching rotations, attendance at program planning sessions, and provision of assistance with freshman and transfer student orientations.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Advising

Commitment to Advising

The Watson College of Education has as its primary goal the preparation of highly competent professionals to serve as teachers and educational leaders in North Carolina and the nation. To achieve this goal in the educator preparation programs, the faculty must recruit, advise, and retain students who are academically strong and committed to becoming excellent teachers and administrators. Information on advising is located at: <http://uncw.edu/ed/advising/> Program sheets for all undergraduate and graduate programs may be found at: <http://www.uncw.edu/ed/degrees.html>

The emphasis on advising of students is the result of an organizational commitment from the dean and faculty to quality interactions and program clarity for advisees. All faculty members in the Watson College of Education serve as advisors for undergraduate and/or graduate students, and selected faculty also are designated as freshmen advisors for pre-Education majors. One fulltime advisor is designated for education majors who have not yet been admitted to the teacher education program, and that individual also advises at Cape Fear Community College (Wilmington, New Hanover County). A fulltime advisor is designated as the Alternative Licensure Coordinator to advise students who are in licensure-only status and/or who are lateral entry teachers. Three advisors are hired to advise at community colleges: one is assigned to Coastal Carolina Community College (Jacksonville, Onslow County) and Carteret Community College (Morehead City, Carteret County), another serves Brunswick Community College (Shallotte) and Southeastern Community College (Whiteville, Columbus County), and the third serves James Sprunt Community College (Kenansville, Duplin County) and Sampson Community College (Clinton; Sampson County).

Advising is considered as one of the areas for annual evaluation of faculty; as a result, it is included in determination of merit pay increases. Training sessions are conducted each fall for new faculty members (i.e., "Advising 101"), and they have reduced advising loads for the first year of employment. Advising updates are provided to all faculty members each semester.

Orientation sessions are conducted each semester and during the summer for freshmen and transfer students by Watson College faculty and administrators to provide program information and to describe the criteria for admission to the Teacher Education Programs. Students in the University College (i.e., freshmen and sophomores) are assigned to education faculty for advising, and all pre-

education and education majors are advised by professional advisors and faculty members for the duration of their programs. In the secondary and allied program areas, College of Arts and Sciences faculty are designated as advisors for students completing licensure requirements. In addition, Watson College of Education faculty members in the secondary education areas serve as informal advisors to assist students in planning their programs.

Non-degree graduate students are advised by the Associate Dean for Academic and Student Affairs who also serves as the primary Graduate Coordinator for the Watson College. Degree-seeking graduate students are assigned to advisors in their specialty area; e.g., reading, educational administration, etc. in order to provide program guidance and ensure completion of degree plans.

Students are provided with information about program requirements, availability of counseling services, and job opportunities through websites, university catalogues, Student Handbook and Code of Student Life, Teacher Internship Handbook, and handouts provided during orientation and advising sessions. In addition, students can seek assistance from the Associate Dean for Academic and Student Affairs in the Watson College of Education. Department chairs and the Associate Dean for Academic and Student Affairs are extensively involved in working with student situations and serve as liaisons with other campus offices to resolve student issues.

Advising of Prospective Students

The Academic Advisors, UNCW Teacher Recruiter, and Alternative Licensure Coordinator advise prospective students on a walk-in or appointment basis. Students who already have degrees and are interested in pursuing teacher licensure may provide a copy of their transcripts and have them evaluated to determine remaining courses needed for licensure.

Assignment of Undergraduate Advisors

1. All students declaring EDN as their intended major and changing from University College, entering transfer students, or students changing majors to education of young children, elementary, middle grades, or special education are assigned to advisors based upon the student's intended area of study. Advising numbers are kept as equitable as possible by program area and faculty.
2. The Alternative Licensure Coordinator advises all licensure-only students and lateral entry teachers seeking completion of licensure requirements.
3. Students are notified of their advisor assignments prior to the preregistration period each semester and the advisor is listed on the degree audit.

4. Advisors provide information on program requirements and prerequisites and recommend waivers/substitutions as appropriate. The waivers/substitutions must be approved by the department chair and the Associate Dean for Academic and Student Affairs who serves as the Dean's designee on academic matters.

Change of Major - Undergraduates

1. Students changing majors within the Watson College of Education complete a form in the Associate Dean for Academic and Student Affairs' office (EB 309).
2. Students changing to a major outside the Watson College of Education complete a form in the Registrar's Office or available online at: <http://uncw.edu/reg/students-majorChg.htm>

Assignment Of Graduate Advisors

1. Students are assigned to advisors at the time of acceptance into the graduate program. Advisors are selected based upon program areas, and advising loads are distributed as equitably as possible.
2. The Graduate Coordinator advises all non-degree graduate students.
3. Students are notified of their advisor assignments prior to the preregistration period each semester and advisors are listed on degree audits.
4. Advisors provide information on program requirements and prerequisites and recommend waivers/substitutions as appropriate. The waivers/substitutions must be approved by the department chair and the Associate Dean for Academic and Student Affairs.
5. Students seeking Add-on Licensure are advised by the Program Coordinators (or designees) for the area of licensure they wish to earn.

Change of Major - Graduates

Requests for change of major are completed in the Graduate School and verified by the Graduate Coordinator. If additional admissions requirements are specified for the new major, the student will have to satisfy those requirements.

WATSON COLLEGE OF EDUCATION

UNCW Awards for Faculty

Reassignment Awards

Faculty Reassignment Awards

Purpose: Faculty Reassignment Awards provide faculty with a semester in which all other duties are reassigned so that they may devote full time to a significant research or artistic project.

http://uncw.edu/policies/documents/03.210_Faculty_Reassignment_Award06.pdf

<http://uncw.edu/aa/documents/FacultyReassignmentproposalcoversheet.pdf>

Research and Development Awards

Charles A. Cahill Awards

Purpose: Charles L. Cahill Awards for Faculty Research and Development are grants of funding for the following purposes:

- To encourage new research or artistic endeavor
- To provide seed money to initiate a project that may subsequently attract funding from other sources.
- To encourage the development of specific professional skills

<http://www.uncw.edu/ors/documents/CahillGuidelines.pdf>

Center for Teaching Excellence Summer Teaching Initiatives

Purpose: CTE Summer Teaching Initiatives assist faculty to develop and improve innovative teaching by providing support for the improvement of teaching skills. Since all faculty are required to devote effort toward improving their teaching, candidates for summer stipends must further demonstrate the value of their project beyond its usefulness for their own classroom.

<http://uncw.edu/aa/documents/cteform03.pdf>

Summer Research Initiatives

Purpose: Summer Research Initiatives provide support during the month of June for faculty to engage in significant research or artistic initiatives.

http://www.uncw.edu/aa/Awards/documents/summerresearchinitiative03_000.pdf

Summer Curriculum Development Initiatives

Purpose: Summer Curriculum Development Initiatives provide support for faculty to engage in significant and extraordinary curriculum development on behalf of the department, school or college.

<http://www.uncw.edu/aa/Awards/documents/summercurriculum03.pdf>

Other UNCW Academic Affairs awards are provided as funds become available. These often include course development, research support, and special travel funds.

(Revised 12/08, 12/10)

Teaching Awards

To recognize and reward good teaching, UNCW, the Board of Trustees, and the Board of Governors have established several different awards which are made to faculty who demonstrate excellence in teaching. Recipients of the awards are chosen typically through a competitive process of nominations from departments, faculty, students, and alumni. Awards are made at a commencement or convocation, or at some other formal occasion. Recipients receive a stipend ranging from \$750 to \$7500 for a period of one to three years, depending on the award. For most of the awards, recipients also receive a medallion.

The awards are as follows and additional information is located at:

<http://www.uncw.edu/aa/Awards/awardsfaculty.htm>

Chancellor's Teaching Excellence Awards

Several of these are awarded each year to recipients from the College of Arts and Sciences and the professional schools. Eligibility, criteria, and procedures for selection, which vary across the college and the schools, are distributed to the faculty along with a call for nominations. Currently, three awards are presented to outstanding scholars in the College of Arts and Sciences, and two are shared among the professional schools. Awards are in the amount of \$750.

Board of Trustees Teaching Excellence Awards

One recipient each year is chosen by the Chancellor's Nomination Committee, which is appointed by the chancellor after consultation with the president of the Faculty Senate. Eligibility, criteria, and procedures for selection are distributed to the faculty each spring along with a call for nominations. The recipient is announced at the August meeting of the Board of Trustees and is presented with a \$1500 check.

Distinguished Teaching Professorships

Three recipients are recommended to the chancellor each year by the Distinguished Teaching Professorships Award Committee, which consists of at least three previous recipients of the award and includes representation from the College of Arts and Sciences and the professional schools. All tenured, full-time faculty who have achieved a sustained record of teaching excellence are eligible. Procedures and specific criteria for nomination vary for the different professional schools and the College of Arts and Sciences. Each recipient is presented with an annual stipend of \$5000 for three consecutive years.

Board of Governors' Awards for Excellence in Teaching

UNCW's recipient of this award will receive a citation and a stipend of \$7500 at an appropriate event to be attended by recipients and guests, members of the Board of Governors, the president and vice presidents of the university, and the chancellors or their designees. Any tenured faculty member who has taught at the institution for at least seven years, who has demonstrated excellent or exceptional teaching over a sustained period of time, who has been teaching during the academic year in which he/she is selected, and who has not received this award previously while teaching at any UNC institution is eligible for this award. (**Note:** general guidelines for use of the institutional allocations may provide for non-tenured faculty as well, and may have a shorter period for eligibility.) The selection process is initiated early in the fall term by a campus-wide selection committee. Faculty, students, administrators, and alumni will be invited to nominate persons for consideration by the campus committee.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Watson College of Education Faculty Awards

Course Release Request

Purpose

The Course Release Request process is designed to encourage and support research-active faculty by allowing them to request release from one regularly scheduled course during the academic year.

Process

The Course Release Request process is open to all full-time tenure-track faculty members. In order to be eligible for a course release, faculty must demonstrate an active research agenda. (Research may be disseminated at conferences, but publication submissions to journals, online journals, or books are required.) The number of course releases granted each academic year will be based upon budget availability.

1. Complete the Course Release Request form, obtain signature of department chair, and submit six copies to the Dean's Office.
Due Date: January 15th
2. The dean will convene the Dean's Advisory Council comprised of faculty from each department to review proposals and recommend up to the number of course releases available based upon budget. (Members of the Council who wish to submit proposals will recuse themselves from deliberations.)
3. The dean will notify faculty and chairs of their selections for course release.
4. Chairs and faculty members will negotiate which semester the release will occur depending upon focus for research and programmatic needs.
5. Faculty must submit a summary of the status of the research at the end of the course release semester, but no later than May 15th. Copies of submitted works should be provided to the department chair.

To be eligible for a subsequent release in future academic years, faculty must provide documentation of publications resulting from previous course releases.

Watson College of Education Course Release Request Form

Name _____ **Due Date: January 15th**
 (Request is for the following academic year, fall or spring semester as negotiated with the department chair.)

Area(s) of Research Focus:

Brief description of the research and scholarship area(s) to be emphasized during the course release covered in the research agenda.

Targeted Journals/Books:

List the journals and or books targeted for publication. (Research also may be disseminated at conferences but publication submissions to journals, online journals, or book publishers are required.)

Recipients of the course release will submit a summary of the status of the research to the dean and the department chair at the completion of the semester in which the research/scholarship is being conducted.

Faculty Member _____ **Date** _____

Department Chair _____ **Date** _____

Special Travel Awards

Special funding to support WCE “Ambassador” travel to professional meetings and conferences as a representative of the Watson College of Education may be available from the Dean’s office. (This amount will be in addition to the annual faculty allotment that is provided through the department.) These travel allocations are made based on the availability of funds and should be requested through the department chair.

Minigrants

Special funding to support WCE initiatives such as technology infusion or diversity may be available to faculty. These minigrants are designed to support faculty curricular and/or research efforts. Applications are distributed at the beginning of each academic year, and allocations are made based upon availability of funds. These also require approval of the department chair/supervisor prior to submissions

Robert E. Tyndall Service Award

The “Robert E. Tyndall Service Award” was established to honor Dr. Robert E. Tyndall, dean of the Watson College of Education from 1991-1999. During his time as dean, Dr. Tyndall led the Watson College very effectively and with great vision. As part of his vision, he worked extremely hard to recruit full time non-tenure track faculty with exceptional expertise to add to the uniqueness of the Watson College and its mission. This award is to honor Dr. Tyndall for his leadership and vision for the Watson College of Education.

Criteria

The recipient of this award must be a full-time non-tenure track employee of the Watson College of Education (WCE). The employee must have been employed by the WCE for at least two years prior to nomination for the award. Faculty or staff can submit the nomination. The employee should exemplify the attributes of dedication to the field of teaching, commitment to the mission of the Watson College, ability to work with all constituents, and an ability to lead his or her area in a new direction.

Award Timeline

The award will be given in alternate years beginning in the year 2000. The recipient will receive the award during the Watson College of Education commencement ceremony.

Roy E. Harkin Part-Time Faculty Service Award

The “Roy E. Harkin Part-Time Faculty Service Award” was established to honor Dr. Roy Harkin who served as the first Dean of the Watson College of Education. He served in that capacity from 1979 to 1990. During the time Dr. Harkin guided the Watson College he actively recruited quality part time personnel to assist the faculty. Through his leadership in this endeavor, many qualified educators in the region have served in this capacity. This award is to honor his overall contributions to the Watson College.

Criteria

The recipient of this award must be a part-time employee of the Watson College of Education. The employee must have been employed by WCE for at least two years prior to nomination for the award. Faculty or staff can submit the nomination. The employee should exemplify the attributes of dedication to the field of teaching, commitment to the mission of the College, ability to work with all constituents, and an ability to demonstrate extraordinary contributions in his or her area.

Award Timeline

The award will be given in alternate years beginning in the year 2001. The recipient will receive the award during the Watson College of Education commencement ceremony.

(Revised 12/08)

Roy E. Harkin Teacher Recognition Award

The Teacher Recognition Award was established in 2008 in memory of Dr. Roy E. Harkin. Dr. Harkin served as the chair of the Education Department at UNCW from 1976 to 1979. In 1979 the department became the School of Education, and Dr. Harkin was named as the first dean. He served as Dean until 1991. This award is funded by the family and friends of Dr. Harkin in recognition of his commitment to partnerships with public schools and his appreciation for the contributions of public school educators to teacher education programs and the preparation of prospective teachers. The award is designed to recognize a public school teacher who has contributed to the preparation of future teachers by demonstrating excellence as a partnership teacher and/or site coordinator.

The process for selection of a public school educator to be recognized at the Watson College’s Commencement ceremony in May or December each year is described below:

1. In order to ensure that teachers from all of the Watson College’s Professional Development System partner districts are eligible, a random drawing of a school system will be done from the total pool of districts/charter schools each selection period (early November for

December recognition, early April for May recognition). After a school system has been selected, it is removed from future pools until all systems/charter schools have been chosen to ensure that the selection is rotated among the PDS partners.

2. The key contact for the selected school system will be notified that his/her system has been selected for this award period. The key contact and PDS Director will ensure that the list of partnership teachers and site coordinators for the system is accurate for the designated school year.
3. A Selection Committee will be established to determine the recipient of the award. The committee shall be comprised of four persons: (a) the school system's key contact, (b) another central office employee such as the Director of Personnel or Director of Professional Development, (c) the Watson College's Director of the Professional Development System, (d) the Watson College's Director of Professional Experiences. Selection Committee members may solicit recommendations or comments from principals, site coordinators, site coordinator liaison, and university supervisors.
4. The recipient must be selected by majority vote of the Selection Committee. He/she will be notified by letter from the Dean of the Watson College of Education and invited to attend the December or May commencement ceremony.
5. The recipient will receive a gift card worth \$150 for purchase of classroom supplies and a certificate of recognition. The names of all recipients will be added to a plaque to be located in the atrium of the Education Building above the glass case outside of the offices of the Professional Development System.

(Developed 12/08)

WATSON COLLEGE OF EDUCATION

Conflict of Interest/External Activities for Pay Policies

Faculty in the Watson College of Education are required to complete an Annual Report of Potential Conflict of Interest Activities or Relationships form located at: <http://uncw.edu/ors/ConflictofInterest.html>

They also must complete an External Activities for Pay form from the website: <http://www.uncw.edu/ors/documents/ExternalProfessionalActivitiesforPay.pdf>

Both forms must be submitted to the department chair by the posted due date at the beginning of each academic year. The website for all such forms is: <http://uncw.edu/ors/ConflictofInterest.html>

NOTE: If any changes occur during the year, faculty members must complete a new form and get prior approval from the department chair prior to engaging in external activities for pay.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Course Section Enrollment Requirements

NOTE: Course section decisions are based upon college, department, and program area priorities to provide student access and support progress towards program completion.

1. All course sections (except internships) must meet university minimum class size limits to avoid cancellation and be permitted to continue unless there is an extenuating circumstance approved by the Dean:
 - undergraduate courses must have a minimum of 15
 - graduate courses must have a minimum of 7

These class minimums are especially important during the summer terms since current year enrollment establishes budget allocations for the next year's summer sessions.

2. Department chairs, in consultation with the Associate Dean and Dean, may request continuation of smaller sections during the academic year for program continuity and student interests and will make appropriate workload adjustments for equivalency such as:
 - assign faculty members a particular task such as program development or recruitment
 - assign a partial load of interns to compensate
 - assign other program or curriculum related tasks

3. Class sizes will be set at the time of schedule building as listed below. Faculty have the prerogative to override their own closed classes to allow students to add if space permits and academic integrity will not be compromised. However, additional pay *will not* be provided if faculty choose to add students to their class sections, nor will a separate section be created unless approved by department chair and dean.
 - a. Foundations courses = 25 (EDN 200, 203, 301; SEC 200, SEC 210)
 - b. Technology on-site courses = 22 (EDN 303; SEC 300, 310)
 - c. Methods courses (higher than EDN 303 and SEC 320) = 25
 - d. Fully online courses (90% or more online), web-enhanced courses (at least 50% online), information highway delivery = 22
 - e. Internship courses = 5 - 6 interns per section; smaller or larger numbers will be paid at prorated amounts for part-time faculty
 - f. Graduate courses = 20
 - g. Thesis/dissertation/MIT portfolio supervision = 5 students per section

NOTE: Designated sections created to accommodate students (online, extension, and campus-based) may be combined to equal the numbers above and be counted as "one section equivalency" for payment or workload purposes.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Emeritus Appointments

Retiring tenured faculty members who hold the rank of Associate Professor or higher with a minimum of eight (8) years of service at UNCW are eligible for emeritus status in the rank held and in the department served at the time of retirement. All recommendations for emeritus appointments must be initiated at the department level. Following consultation with and approval of the departmental faculty, the chairperson shall submit a recommendation to the appropriate dean who shall recommend to the Provost and Vice Chancellor for Academic Affairs. The provost shall recommend to the chancellor, who shall, in turn, recommend to the Board of Trustees for approval.

Emeritus faculty are (1) invited to formal convocations and general faculty events, (2) listed in the *Undergraduate Catalogue* and *University Telephone Directory*, (3) accorded library privileges, free ID cards, and free parking, if requested, and (4) admitted to athletic and cultural events at faculty rates. Emeritus faculty members are not eligible to hold office or to vote in faculty elections.

Faculty on phased retirement retain their professorial rank and are not eligible for emeritus status until their participation in the program is completed.

Additional information is located in the *Faculty Handbook* and on the website: http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=82

WATSON COLLEGE OF EDUCATION

Faculty Evaluation

Faculty Evaluations By Students (SPOT)

Students evaluate all faculty members every semester in all courses (including summer school) using the institution-wide Student Perceptions of Teaching questionnaire. Professors designate an individual to administer the evaluation during the last ten days of classes or final week of summer school. The professor is to leave the room while SPOT is administered.

The proctor's responsibilities are to:

1. Read the directions for filling out the forms.
2. Pass out the evaluation forms and pencils.
3. Collect the evaluations, place and seal them in an envelope.
4. Deliver the evaluations to the department secretary who sends them to Academic Computing.

The department secretary types up the written comments verbatim and gives them to the department chair who then forwards the SPOT forms to ITSD for tabulation. Upon return of the tabulation, the department chair sends a copy of the written comments and the computerized feedback to each professor. Copies of the typed comments and tabulated responses are placed in the professor's personnel file.

Supervisor Evaluation

Faculty who supervise interns are evaluated by both the interns and the partnership teacher. These evaluations are considered in developing the annual evaluation and in merit pay recommendations. The forms used can be seen in the Practicum Handbook.

Faculty Evaluation By Administrator

At the end of each academic year each faculty member, full and part time, receives a written evaluation from the department chair based on his or her PDP, Individual Performance Report using Digital Measures and any appropriate supplementary items, SPOT and other student evaluation comments, peer reviews, and observations. A conference to discuss the results of the evaluation is scheduled with each full and part time faculty member. A copy of the annual evaluation is placed in the faculty member's file, and this document is used in consideration for merit recommendation.

Additional information on Faculty Evaluation:

http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=60

Review of Non-Tenured Faculty Progress toward RTP

This review of non-tenured faculty is separate from and in addition to the annual merit review process.

Each spring, non-tenured faculty are asked to prepare an annual report covering their efforts in teaching, research, and service. Non-tenured faculty members should use *DigitalMeasures* to run the **UNCW RTP Application for Reappointment, Tenure, and/or Promotion** custom report. The report should reflect an individual's entire body of work. Additional documents may be used to evaluate the faculty member's progress with regard to teaching.

The reports of faculty completing their first, second, and fourth year will be disseminated to the tenured (senior) faculty in their department.* In the following Fall semester, the chair will convene a meeting of departmental senior faculty to review and discuss the reports submitted by non-tenured faculty for review.

During the meeting, the senior faculty and department chair will discuss each non-tenured faculty member's progress toward reappointment, promotion, and tenure within the context of the university and college RTP criteria outlined in the UNCW Faculty Handbook and WCE Procedures Manual. After all reviews have been completed, chairs will schedule meetings with each non-tenured faculty member to provide guidance and feedback that resulted from the meeting. The chair will provide a written statement that outlines the major points from the meeting with senior faculty and will provide senior faculty with a copy of the written statement that is presented to the non-tenured faculty member.

*Non-tenured faculty completing their third year will have just gone through the formal reappointment review process. Those completing their fifth year will be submitting their formal application for promotion and tenure in the following Fall semester.

(Approved September 2013)

WATSON COLLEGE OF EDUCATION

Faculty Expectations

UNCW Policies

Watson College faculty members are required to comply with all applicable UNCW policies which may be revised from time to time and are located at:

www.uncw.edu/policies

General Expectations

The faculty members in the Watson College of Education are a community of scholars working together and supporting each other in accomplishing the mission and goals of the Watson College. Each faculty member has significant responsibilities in the areas of teaching, research, and service and is expected to meet those responsibilities in a professional manner. In addition, each faculty member is expected to participate in an ongoing plan for continued professional development. (Professional Development Plan and the end of the Professional Development Report) The following expectations also apply to faculty in the Watson College:

1. To become familiar with and support the established goals, procedures, and policies of the Watson College.
2. To plan and implement programs guided by organizational goals.
3. To actively work to move the organization forward by identifying problems, generating solutions, providing timely reports, and completing similar professional tasks.
4. To collaborate with individuals, committees, departments, and other levels of the organization on decisions.
5. To adhere to a minimum of ten posted office hours per week, and to advise students as assigned.
6. To attend all Watson College of Education functions, such as WCE meetings and department meetings, and at least one commencement (May or December) during the academic year contract period. Faculty should notify the Dean in writing if they will not be attending a designated function.

7. To adhere to the university policies on course syllabi as stated in the following excerpts from the UNCW *Faculty Handbook* located at: http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=131

Two factors that faculty should keep in mind when preparing opening class handouts are:

(1) students have a right to know the course policies that affect them (e. g., regarding grading and attendance);

(2) specifying policies in writing is important for the protection of the faculty. Most student complaints about grades have concerned unspecified or vague grading policies.

In every course, undergraduate and graduate, the opening handout needs to spell out (clearly and specifically) the attendance policy (if the faculty member has one), the basis for grading, and office hours. Modifications to the opening handout should be communicated to students in writing. Faculty are free to develop their own classroom policies within appropriate professional parameters, but these policies must be communicated to the students at the beginning of the course.

Additional UNCW expectations are outlined at:

http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=131

Watson College of Education Syllabi Format

Current and proposed undergraduate and graduate course syllabi should include the following components:

Title and Course Description

Check that the title and course description match the latest catalog text (or description for a new proposed course).

Relation of Course to Conceptual Framework

Embed references to the Conceptual Framework in the syllabi as it pertains to purpose, outcomes, topics or evaluation.

Course Objectives and Outcomes

State objectives in behavioral terms. Where applicable or appropriate, include performance indicators that relate to the current state standards that reflect expectations of learned societies.

Instructional Methods and Activities

As you describe the instructional methods and activities, state explicitly how field/clinical experiences and the development of technology competencies are integrated into the course.

Evaluation and Grade Assignment

Outline the methods of evaluation and the criteria for grade assignment. Describe specifically any traditional assessment methods, performance assessment methods, and rubrics. The assessment of technology competencies, if appropriate, should also be explicitly stated. If students can earn extra credit, the process must be specified.

Bibliography (Optional)

Include classic references from the field, as well as contemporary references, as appropriate for the course.

Other components faculty should consider including on course syllabi:

1. Attendance policy – include specifications if attendance is required and if there are consequences for absences, tardies, or leaving class early. **NOTE:** Faculty teaching online or web-enhanced courses should include specifications for logging in and posting of assignments and any penalties for not participating by posted dates.
2. Late assignments – include if late assignments will be accepted and if there is a penalty (e.g., loss of points) for late submissions
3. Watson College of Education Standards of Professional Conduct – statement that all students are expected to adhere to the Watson College of Education’s Standards described at: <http://uncw.edu/ed/advising/documents/StandardsofPC.pdf>
4. Office hours – statement about 10 office hours per week, email availability, and scheduling meetings by appointment
5. Cell phone policy – include specification regarding use of cell phones during class times
6. Laptop policy – include parameters for using laptops during class sessions

University administrators encourage faculty to also include:

Violence prevention information and resources available at:

<http://uncw.edu/care/faculty.htm>

Students with disabilities information and resources available at:

<http://www.uncw.edu/disability/>

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Faculty Field-based Rotation Expectations

All faculty members in the Watson College of Education are expected to be involved in field-based activities in public schools on a regular basis. At least once every three semesters, faculty must participate in one or more of the following activities:

1. Direct supervision of interns in partnership schools.
2. Direct supervision of internships related to programmatic specializations (e.g., MSA internships).
3. Direct field-based research or project in collaboration with public school educators at designated sites which requires substantial field engagement and has been approved by department chair.

(Adopted 7/96; Revised 7/98, 12/00, 12/08)

**UNIVERSITY OF NORTH CAROLINA WILMINGTON
WATSON COLLEGE OF EDUCATION**

Faculty Workload Policy

The Watson College of Education is a professional school charged with the responsibility of preparing and developing outstanding teachers, administrators, higher education personnel, and instructional technology specialists. Faculty of the college are expected to participate in teaching, research, and service.

The faculty of the Watson College of Education are first and foremost teachers who endeavor to serve as exemplary role models of effective teaching (face-to-face and online) for students of WCE and faculty across campus. Faculty teaching is a broad category that extends beyond instruction and includes keeping course curricula and programs up to date, advising students, contributing to the professional development of in-service educators (preK-16 and other settings), and engaging in collaborative initiatives with schools, school districts, other colleges and universities, community and governmental agencies, businesses, the military, and various other related settings.

Faculty also remain current with research in their field, generate new knowledge through their own research, present scholarly papers and seminars, and publish in peer-reviewed journals and other outlets. They further endeavor to increase their influence regionally, nationally, and internationally through grant applications, creative endeavors, and collaborations across disciplines and with other universities and governmental agencies.

In addition to research and teaching, faculty are also engaged in a variety of service activities. For example, faculty attend relevant university meetings, provide service to university committees and professional organizations, as well as provide myriad forms of pro bono service to professional organizations, schools, school districts, community and governmental agencies. In addition, all individuals are expected to perform program, department, and/or college service. When appropriate, faculty are also expected to engage in program coordination, thesis and dissertation advising, and other related duties.

In an effort to achieve balance among these various expectations and demands, the following guidelines have been established to ensure that faculty members are actively engaged in performing a variety of important functions associated with their roles. These guidelines are to be implemented by all departments in the College.

Full Workload Expectations

The Watson College of Education has outstanding faculty members as indicated by their academic background, professional experience, teaching skills, and commitment to scholarly inquiry and collaborative practice. The following workload policies apply to all full-time tenure-track or tenured faculty in the College:

- Following the *UNCW Academic Affairs Faculty Workload Policy*, faculty have an annual (academic year) workload equivalent to 24 credits, which typically is divided as 12 credits per semester. “Routinely expected faculty duties such as advising, committee work, and professional development are in addition to that teaching load, together constituting a full workload.”
- Again following the *UNCW Academic Affairs Faculty Workload Policy*, “The teaching assignment of 12 credit hours (or the equivalent) of a faculty member may be reduced based on his/her other professional assignments in research and/or artistic or creative activities and service (including administration) as well as other instructional activities. Such reductions should be commensurate with the effort associated with these other professional assignments. Through such reassignments, the standard teaching assignment of nine credit hours per semester may be achieved for faculty members significantly engaged in research, creative activities and/or service activities.”
- As outlined in *UNC-GA policy (400.3.4)*: ‘In addition to teaching load, . . . instructional workload also includes developing materials for a new course, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, and academic advising. To ensure that course material delivered in the classroom is relevant, faculty perform scholarly activities such as research, scholarship, and creative expression. These activities may include writing articles, monographs, and grant proposals, editing a scholarly journal, preparing a juried art exhibit, directing a center or institute, or performing in a play, concert, or musical recital.’
- As part of their full workload, faculty are expected to establish office hours; serve on committees; attend college, department and program meetings; attend selected university events (such as commencement); engage in professional development activities; advise and mentor students; etc.
- Tenured faculty can engage in a maximum of three credits of overload during each semester of the academic year, with the approval of the

department chair. Untenured tenure-track faculty can engage in a maximum of three credits of overload during each semester of the academic year, with the approval of the department chair and the dean. Such overloads cannot be used as a reason to decrease involvement in the responsibilities that are listed above as a faculty member's expected workload.

- Faculty must be sure to adhere to University (and state) policies for any work commitments that generate salary from external sources.

Variations in the Workload

Department chairs may approve (or recommend to the dean) load distribution and course reductions for individual faculty, based on other instructional, research, or service assignments. For example:

- *Course/curriculum activities*: Significant engagement in new program development or program revision, beyond the usual expectations for a full-time faculty member.
- *Academic advising*: An advising load that is considerably more extensive than the standard expectation for a full-time faculty member.
- *Thesis/dissertation advising*: Significant engagement in thesis and dissertation advising, beyond the usual expectation for a full-time faculty member. This typically entails the completion (as committee chair) of five theses and/or dissertations over time, which can then result in a three-credit teaching load reduction, to be based on departmental needs and negotiated with the department chair.
- *Accreditation review*: Significant engagement in data collection and reporting for accreditation and related reviews, beyond the usual expectation for a full-time faculty member.
- *Academic administration*: Program coordination, center directing, and other similar assigned administrative roles, beyond the usual expectation for a full-time faculty member.
- *Externally funded scholarship*: Grants that provide funds for buyout of faculty teaching assignments. The buyout should be for the appropriate percentage of salary.

- *Service to the public or profession:* Significant engagement in service to community or school partners or to appropriate professional organizations, beyond the usual expectation for a full-time faculty member. Such service might include the office of president of a national association, editorship of a national journal, and the like.

Additional Considerations Regarding Workload Policy

Department chairs, in collaboration with the Dean, are required to actively monitor and report specific information regarding the workload of the faculty. Reports from the Banner database on teaching workloads do not typically contain information on alternative assignments, administrative roles, or buyouts for grants and other special initiatives. In addition, faculty may be teaching courses in more than one department and/or working or being compensated from other sources on or off campus. In order to facilitate the department chair's ability to ensure consistent, full and equitable workloads, it is vital for faculty members to work closely with their department chair in the planning, developing and operationalizing of their annual workload.

(Adopted August 2013)
(Revised September 2014)
(Adopted September 2014)

Watson College of Education

Course Banking Policy

- Banked credits refer to what is owed to the department (because of an uncommon/atypical reduced workload for one semester) or what is earned by the faculty member (because of an uncommon/atypical increased workload for one semester)
- A maximum of three credits can be owed or earned during any one semester
- A maximum of three banked credits can be addressed (from owed or earned) during any one semester, with teaching/supervising load addition or reduction being the only way of doing so
- The scheduling of owed or earned banked course credits must be approved by the department chair, with program and departmental course scheduling and staffing considerations in mind, as well as the college dean
- The timeframe for the resolution of banked credits is three years, though exceptions are possible in particular for faculty with significant administrative responsibilities
- Except in the case of emergency staffing situations, course banking cannot be earned in a semester if a faculty member has already maxed out with 12 credits of regular workload and 3 credits of overload

*Developed July 2014
Approved August 2014*

WATSON COLLEGE OF EDUCATION

Research Active Status

As noted in our Faculty Workload Policy, the Watson College of Education faculty are expected to “remain current with research in their field, generate new knowledge from their own research, present scholarly papers and seminars, and publish in peer-reviewed journals and other outlets.” Those faculty determined to be “research active” teach nine credits each semester, for a total of 18 credits. “Non-research active faculty will be expected to teach an additional three or six credits per academic year, for a total of 21 or 24 credits. The 21-credit teaching load is meant to be short-term and is reserved for those tenured faculty who are currently non-research active but who seek to become research active. The determination of load is made by the department chair in consultation with the faculty member and the Watson College dean.”

What is considered to be “research active” and how are we able to monitor that status in the case of an individual faculty member? One definition, cited by Macquarie University, Sydney, Australia, is helpful: It is understood to be “someone who pursues research on an ongoing basis, as a major focus of their academic activity.”

What, then, is research? As a professional school in a comprehensive master’s institution, our college generally adopts the perspective on scholarly activity that was defined by Ernest L. Boyer in his book, *Scholarship Reconsidered* (1990). Borrowing on work done at the University of Wisconsin Stout, this comprises a valuing of the following related categories:

- **Scholarship of Discovery**, which encompasses all activities that extend knowledge through the discovery or collection of new information. This includes, but is not limited to, what is typically referred to as basic or original research.
- **Scholarship of Integration**, which includes activities that are primarily interdisciplinary and interpretive, seeking better understanding of existing knowledge through integration across disciplines and original synthesis to bring new meanings and insights.
- **Scholarship of Application**, which encompasses activities that relate knowledge in academic disciplines to communities beyond academia. Applications may include original investigations oriented to solving problems, developing solutions to problems through use of existing discipline-based knowledge, and making information or ideas accessible to the public. Such scholarship is particularly relevant to a college of education.
- **Scholarship of Teaching**, which includes activities that are directly related to improving pedagogical practices. This type of scholarship is oriented to

discovery, evaluation, and communication of information about the learning process. Following on the work of Lee Shulman in 1999, the scholarship of teaching (as distinct from scholarly teaching) must meet three criteria: (1) The work must be made public; (2) The work must be available for peer review and critique according to accepted standards; and (3) The work must be able to be reproduced and built on by other scholars.

In addition, in order to value the broad nature of our scholarly activity, our college chooses to add a fifth category:

- **Scholarship of Artistic Endeavor**, which includes activities that are directly related to the creative process, particularly in the fine and applied arts, such as drama, music, and visual arts. This scholarship involves artistic creation and dissemination of works.

What exactly constitutes research-active status? Generally speaking, it is expected that a faculty member engage in research (or scholarly activity) pertinent to one's area(s) of expertise in the college. At a minimum this means that faculty will keep current with developments in their areas of expertise by attending professional conferences, meetings, workshops, etc. and by reading current literature in their field(s).

The University policy on graduate teaching status helps to inform our view of what it means to be research active:

- A continuing record of productive scholarship. Scholarship shall be defined as the creation of factual, theoretical, or interpretive knowledge, including performances, showings, and other forms of artistic accomplishment, which
 - Is subject to regional, national, or international peer evaluation
 - Is disseminated regionally, nationally, or internationally in professional media
 - Establishes a permanent record in a format appropriate to the discipline

More specifically, to be considered as research active, during any given five-year period a faculty member must contribute substantively to the scholarship in one's field. They must meet the following criteria:

- Publish at least two peer-reviewed journal articles, two book chapters, a book, or a similar number (i.e., comparable body of work) of creative works related to the discipline of the scholar; or publish one peer-review journal article and develop one peer-reviewed funded grant whose results are widely disseminated;

and

- Engage in one or more other scholarly activities, such as or comparable to:
 - Conference papers and presentations, particularly invited and peer reviewed
 - Editorship of a journal
 - Research-based technical reports (funded or unfunded)
 - Research based grant applications (including reviewer comments if not funded)
 - Educational media and materials

The resolution of research-active status (and review of faculty workload in general) will coincide with the end-of-year performance reviews that each faculty member undergoes with her/his department chair. The final result will be determined by the department chair in consultation with the Watson College dean.

Faculty will start their five-year period once they join (or re-join, after an absence of several years) the college as a full-time, research-active faculty member.

(Developed March 2014)
(Revised May 2014)
(Revised August and September 2014)
(Adopted September 2014)

WATSON COLLEGE OF EDUCATION

Graduate Faculty Criteria

Eligibility For Graduate Faculty

All full-time faculty members holding academic rank of professor, associate professor or assistant professor, who meet the criteria established by the UNCW Graduate Council (hereafter called Graduate Council) shall be eligible for membership in the Graduate Faculty. Appropriate exceptions may be approved from time to time, including persons holding the status of adjunct professor.

Persons employed for the first time at UNCW as tenure-track faculty, adjunct, or visiting faculty may be granted membership on the Graduate Faculty at the discretion of the graduate dean for an initial appointment not to exceed three years.

Faculty with full-time administrative appointments that include the administration of graduate programs shall be members of the Graduate Faculty in recognition of those duties and responsibilities. Whenever such administrative appointments are concluded, such persons shall be granted a five-year extension of membership, after which each shall be evaluated using the prevailing criteria in the normal five-year cycle, as described below.

Admission and Criteria

An eligible person desiring membership on the Graduate Faculty may be appointed (or reappointed) to a five-year membership by the dean of the Graduate School upon nomination by the appropriate department chair and college or school dean, and with the advice and consent of the Graduate Council.

The application for Graduate Faculty status is located at:
<http://www.uncw.edu/gradschool/facultystaff/forms/graduatefaculty.pdf>

At the minimum, the following general criteria shall be required for membership on the Graduate Faculty:

1. An earned terminal degree in an appropriate discipline along with demonstrated effectiveness in teaching.
2. A continuing record of productive scholarship. Scholarship shall be defined as the creation of factual, theoretical, or interpretive knowledge, including performances, showings, and other forms of

artistic accomplishment, which (a) is subject to regional, national, or international peer evaluation, (b) is disseminated regionally, nationally, or internationally in professional media, and (c) establishes a permanent record in a format appropriate to the discipline.

3. A record or strong indication of growing involvement with scholarship for those applicants/members holding the rank of assistant professor.

Academic units, either colleges, schools, or the respective departments, may at their option propose additional criteria. Such criteria shall not negate the general criteria, but may further define the expectations for membership on the Graduate Faculty for persons within the academic unit. An academic unit, if it chooses, thus may propose that their members demonstrate a record of scholarly accomplishment that meets specific qualitative and quantitative criteria. Such criteria shall be adopted by procedures established within each unit (e.g., majority vote) in concert with the appropriate academic officers and submitted to the Graduate School for approval by the Graduate Council. Academic units may propose revisions in their criteria at any time, but the previously established criteria shall remain in effect until the revisions have been approved by the Graduate Council.

Exceptions to the application of these criteria may be approved on a case-by-case basis upon petition to the dean of the Graduate School and the Graduate Council. Nothing in these and future criteria shall be adopted as a means of discriminating against any person because of race, sex, physical handicap, religion, age, or ethnic background.

Activities of Graduate Faculty

Members of the Graduate Faculty may serve on the Graduate Council, vote on amendments to these Bylaws, and participate in graduate instruction, advisory committees of graduate students, and in other matters concerning graduate education within their college or schools and the university. Activities associated with graduate education (after academic year 1994-95) shall be limited to members of the Graduate Faculty.

Temporary Membership on the Graduate Faculty

Academic units normally shall use only members of the Graduate Faculty as instructors for graduate courses (note: see definition below). On those occasions when someone who is not a member of the Graduate Faculty is proposed as an instructor for a graduate course, or proposed for service on a graduate student's advisory committee, the dean of the college or school shall request approval for such an appointment from the dean of the Graduate School; the request should include a justification, the person's curriculum vitae, and a

statement concerning timely actions toward making the person eligible for regular membership of the Graduate Faculty. The dean of the Graduate School will report these requests to the Graduate Council for its advice and consent.

Graduate courses shall be defined as those classes identified by a 500 or 600 prefix. Classes that are cross-listed (i.e., concurrently carry an undergraduate course number and a graduate course number) also must be taught by members of the Graduate Faculty.

Watson College of Education Criteria for Graduate Faculty

Evidence indicates a continuing pattern of:

- A. Classroom dissemination of major current knowledge claims in his/her special field, consistent with validated developments in that field and
- B. Scholarly productivity -- publication of scholarly work in refereed journals, book chapters, monographs, and texts, service and presentations to professional conferences and educator groups.

During the five-year period immediately prior to renewal application for Graduate Faculty status, the candidate must evidence:

1. Teaching effectiveness based upon multiple measures, including peer and student evaluative data. Teaching must demonstrate currency, relevancy and scholarship.
2. Ongoing scholarly activities in the form of:
 - a. Two peer-reviewed articles, or two book chapters, or a monograph or bookPlus either:
 - b. presentation of at least three refereed papers to state, regional, or national meetings in the field,or
 - c. professional contributions such as principal investigator on competitive grants, scholarly editing activities, evaluation and technical reports, and leadership in professional organizations.

WATSON COLLEGE OF EDUCATION

Grant Submissions Process

Watson College of Education Requirements

The development of grant proposals requires a number of critical decisions that impact faculty, the department, and the Watson College. If a faculty member is interested in pursuing a grant, the following steps should be taken:

- 1st step: Discuss the grant with the department chair/supervisor and get his/her support and advice.
- 2nd step: As work on the proposal is being developed, the faculty member must consider the following important stipulations that are associated with grants: Be sure to consider the commitment of resources that the grant can have on the Watson College. It is suggested that principal investigators consider building in personnel such as graduate assistants, clerical support, technical support, etc. and a buyout of faculty time if that is necessary. Faculty time issues must be discussed with and agreed upon by the Department Chair and the Dean since these decisions have great implications for program and course delivery.
- 3rd step: Meet with the Department Chair and the Dean to discuss the proposal, budget, and to obtain approvals for grant routing.
All grants must be routed in-house before going to UNCW Office of Sponsored Programs via RAMSeS system.
<https://uncw.myresearchonline.org/ramses/>
- 4th step: Principal Investigators should contact the Office of Research Services and Sponsored Programs (ORSSP) once the decision is made to submit a proposal. Proposals and internal processing forms should be submitted to ORSSP at least one week prior to the sponsor's deadline to ensure all requirements will be met.
<http://www.uncw.edu/research/osp/>
- 5th step: Report information to Dean's Office

Institutional Review Board Requirements

The Institutional Review Board (IRB) is responsible for ensuring that all research using human subjects conducted at UNCW or by UNCW faculty, staff, and students at any location complies with federal and state regulations. All projects involving human subject research must be approved by the Institutional Review Board. OSP will not accept funding from an outside agency without IRB approval. Investigators must have completed the required training prior to IRB review. For more information on IRB see: <http://uncw.edu/ors/human.html>

(Revised 10/05, 12/08, 12/10)

Office of Sponsored Programs Procedures

The Office of Research Services and Sponsored Programs (ORSSP) is the service unit on campus responsible for the oversight of externally sponsored programs. ORSSP provides complete sponsored programs administration and support including

- identifying funding sources
- assisting faculty in proposal development
- electronic proposal submission, and
- monitoring funded projects.

It is the administrative unit responsible for seeing that the university remains in compliance with federal and state policies pertaining to research, serving as the coordinating office for human and animal compliance activities and in the cases of Intellectual Property, works with the [Office of Innovation and Commercialization](#) to transfer research-derived technology into commercial use. For more information on this office and forms and processes for grants, see:

<http://uncw.edu/research/oic/>

(Revised 12/10)

WATSON COLLEGE OF EDUCATION

Leave of Absence and Class Coverage Procedures

The Watson College of Education makes every effort to accommodate special conditions for faculty who need time off due to personal circumstances. In situations where short-term conditions necessitate class coverage by other faculty members, such arrangements can be made in consultation with the department chair. When circumstances warrant an extended leave of absence, the UNCW Leave of Absence policies will go into effect. These policies are described at: http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=126

Additional information on related policies is located on the Academic Affairs website: http://uncw.edu/aa/policies_reports.html

The following general procedures will apply when faculty must be absent during class times:

1. As a courtesy and professional responsibility faculty should notify the department chair via email or verbally as soon as practicable in instances where classes will be cancelled on a one-day basis.
2. Faculty should request departmental Administrative Associates to post a class cancellation notice on the classroom door for students.
3. In cases where faculty will be away from campus 2 - 5 class days a written statement describing plans for class coverage arrangements should be filed with the department chair.
4. In cases where a faculty member needs to be away for longer than one week, he/she should meet with the department chair and develop a plan for class coverage, as well as obtain authorization for the extended absence.
5. In cases where class meets in a location other than the assigned classroom, he/she will notify the department secretary or department chair.

WATSON COLLEGE OF EDUCATION

Methods Faculty Licensure

As of July 1, 1989, all college and university faculty members who teach undergraduate or graduate methods courses or supervise field experiences for prospective classroom teachers in approved teacher education programs must be licensed. * (The presence of any one of the following criteria defines a class as a methods course: the course is called a methods course; it includes a supervised field experience with a participatory component in a school; its primary focus is on organization, techniques, procedures, or strategies for teaching.)

***NOTE:** As of July 1, 2008 this requirement was rescinded by the state; however, the Watson College of Education will maintain the practice of having faculty licensed as one of their quality assurance measures.

Methods faculty must hold a license for the content area in which they teach or supervise. They must also demonstrate involvement with teachers in public schools.

Faculty members supervising students in field experiences must hold licensure in a curriculum area at the appropriate grade level and/or demonstrate involvement with teachers in public schools.

This requirement for licensure applies only to faculty members involved in the preparation of classroom teachers (including the areas of media, exceptional children, and workforce development education). The requirement also applies to faculty members involved in the preparation of principals and/or assistant principals. The requirement does not apply to faculty members working with licensure programs in the following: administration areas not listed above, supervision, or special service areas not listed above.

The following list indicates some methods teaching assignments and the appropriate licensure for each assignment:

1. Instructors of courses that prepare teachers for grades 9-12 must hold secondary licensure in the students' area of study or licensure as a curriculum-instructional specialist.
2. Instructors of courses that prepare students for licensure in more than one secondary area must be licensed in at least one of those areas or as a curriculum-instructional specialist.

3. Instructors of courses that prepare teachers for the elementary or middle grades (birth through 9) must hold elementary or middle grades licensure or licensure as a curriculum-instructional specialist.
4. Instructors of courses that prepare teachers for K-12 special subject areas must hold the specific K-12 subject area of their students' intended licensure area or licensure as a curriculum-instructional specialist.
5. Instructors of courses that prepare students for more than one special subject area must be licensed in at least one special subject area or as a curriculum-instructional specialist.
6. Instructors of courses that prepare students for licensure in exceptional children must be licensed in at least one exceptional children area or as a curriculum-instructional specialist.
7. Instructors of courses that prepare students for licensure in vocational education must be licensed in the vocational area students are preparing to teach.

The standard requirements for licensure apply to methods faculty. Licenses must be renewed every five years, and deans or department heads must verify that fifteen appropriate renewal credits have been earned during the five years immediately preceding the expiration date of the current license.

Forms for licensure application and renewal may be obtained from the Associate Dean for Academic and Student Affairs in the Watson College of Education.

WATSON COLLEGE OF EDUCATION

Official Correspondence and Obligations

Official correspondence related to contracts, grants, or commitments of personnel, funds, or space to other University officials, the State Department of Public Instruction, UNC General Administration or other outside agencies and organizations require the signature of the Dean or his/her designee. No contracts or commitments of personnel, funds, or space allocated to the Watson College of Education or other UNCW facilities may be made by a faculty member or administrator without the Dean's approval. Such commitments also require the approval of the Chancellor or designee.

(Revised 12/00, 12/08)

WATSON COLLEGE OF EDUCATION

Professional Development Process

Beginning in the 1992-93 academic year, the Watson College of Education adopted a Professional Development Process. This process focuses upon the elements central to the mission of the University: teaching, research, and service. The reporting formats are consistent with the criteria for Reappointment, Promotion, and Tenure specified in the *UNCW Faculty Handbook*.

The Professional Development Process is explained in more detail in Section III of this Procedures Manual. The forms to be completed by full and part-time faculty each academic year, Professional Development Plan (due September 15th) and the Individual Performance Report (due April 15th) are on the following pages.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Professional Development Plan

Due September 15th

Faculty Member: _____ **Academic Year:** _____

Department: _____ **Date Submitted:** _____

MENTORS (for new faculty, Assistant Professors and non-tenured Associate Professors)

Teaching/Supervision
and Improvement of Instruction/Supervision

PEER REVIEWERS:

Target Area(s) for Growth:
(Course(s), Topic(s), Methodology(ies), etc.)

Special Initiatives in Teaching/Supervision:

Evidence to be Collected of Effective Teaching/Supervision:

Research and Scholarship

Specific Scholarship/Research Activities:

Refereed and non-refereed publications in process

Grants

Presentations (international, national, regional, state, local)

Professional consultancies and/or leadership/creative activities

WCE/UNCW/school district/business partner/colleagues I am collaborating with this year on research and scholarship:

Service

Focus Area(s) for Service:

University, Watson College and Department service

Service to professional or scholarly organizations

College/university collaboration

Indicate school(s)/district(s)

Nature of collaboration.

Number of teachers/administrators/B-12 students involved

Co-Collaborators

Community service

Leadership in Service

Specific service items involving leadership roles (e.g., Editorial Board, Officer in Professional Organization, Member of Leading International, National, Regional, State, or Local Policy Committees, WCE/Department leadership roles)

The following are my diversity related goals: (*Note* – the target area for goals may change each year)

Other initiatives not listed above:

Faculty Member **Date**

Department Chair **Date**

WATSON COLLEGE OF EDUCATION**Individual Performance Report****Due April 15th**

Faculty members in the Watson College of Education will generate quantitative reports of their activities for the academic year using Digital Measures, and also may provide supplementary information of other activities not included in that format in a summary or in an updated vita. The Individual Performance Report must be submitted to the faculty member's department chair by April 15th each year. Data from the faculty reports will be used in the annual evaluation process and also to compile unit-wide reports requested by the university, State Department of Public Instruction, and General Administration.

(Developed 12/08)

WATSON COLLEGE OF EDUCATION

Phased Retirement Guidelines

Consistent with the University of North Carolina Wilmington's policies governing the administration of the Phased Retirement Plan, the Watson College of Education has established the following internal procedures to further clarify commitments and expectations.

Intent

The intent of the Phased Retirement Plan is to meet the personal and professional needs of faculty seeking greater flexibility in work schedules and performance responsibilities while simultaneously addressing the Watson College of Education's desire to extend the involvement of its talented senior faculty in program delivery. Thus, the Phased Retirement Plan must strike a vital balance between the needs and goals of faculty entering the program, and those of the department and the Watson College.

Guidelines

Internal guidelines for implementation of the program have been established as follows:

1. Faculty may enter the program based upon the criteria outlined by General Administration and UNC-Wilmington.
2. The university commitment is made to a retired, contractually employed individual for three years and is non-renewable. This does not preclude further limited contractual employment on a case-by-case basis initiated by the Watson College outside of the Phased Retirement Plan if negotiated by both parties.
3. Faculty choosing Phased Retirement must make their intentions known in writing to the department chair and dean no later than the annual February 1 deadline.
4. Persons in the Phased Retirement Plan in the Watson College of Education shall meet at a minimum the expectations outlined below:
 - a) Teach 2 courses per semester or any combination of courses over the academic year totaling 4 courses as agreed to by the chair and dean.
 - b) Participate in committee assignments tied to the contracted role and specific expertise for which the individual was employed.
 - c) Participate in designated writing assignments or comparable alternative assignments as determined by the chair.
 - d) Schedule a minimum of five hours per week to be available to students outside of classes.

5. Persons participating in the Phased Retirement Plan will not be required to advise students unless as a substitute for (c) or (d) above.
6. Program participants are expected to be on campus on all class days.
7. Participants shall not be asked to assume additional writing or committee assignments or special project assignments outside of (c) and (d).
8. Designated work area will be assigned.
9. Disagreements resulting from interpretations and clarifications of items (a) through (d) will be resolved by the Dean of the Watson College of Education.

For additional information, see the UNCW guidelines on the following pages.

(Revised 7/98, 9/00, 12/08)

Phased Retirement Program

University of North Carolina Wilmington

The major goal of the University of North Carolina at Wilmington Phased Retirement Program is to provide additional flexibility and support for individual tenured faculty members who are approaching retirement. The program permits faculty nearing retirement to reduce their working hours while maintaining their professional commitment to students and the university. The program increases the university's contractual alternatives for accommodating faculty interests and creates a new faculty benefit.

Current information on phased retirement policies from UNC General Administration is located:

<http://old.northcarolina.edu/hr/unc/benefits/retirement/prp.htm>

<http://old.northcarolina.edu/policy/index.php?pg=dl&id=348&format=pdf&inline=1>

<http://www.northcarolina.edu/apps/policy/index.php?pg=vs&id=s347>

The most current information on UNCW policies is available at:

http://uncw.edu/policies/documents/08440_Phased_Retirement_Policy.pdf

Additional information on the UNCW Human Resources website is located at:

<http://www.uncw.edu/hr/PRP.html>

Advantages of the Recommended Phased Retirement Program

- The program offers an additional benefit to tenured faculty members and therefore helps in recruiting and retaining quality faculty members.
- The program facilitates institutional planning for allocation of instructional resources by identifying some faculty positions that will become available at an earlier time and with more certainty than currently possible.
- The program allows the university to allocate and begin to fill faculty positions with new personnel while retaining the skills and knowledge of experienced faculty on a half-time basis during their phased retirement period.
- The program both permits and encourages tenured faculty to continue their affiliation with the institution, although in an untenured status, while decreasing their obligations, thereby providing a gradual transition into full retirement.

**SECTION III: FACULTY APPOINTMENT,
PROMOTION AND TENURE, AND
REAPPOINTMENT POLICIES**

WATSON COLLEGE OF EDUCATION

Personnel Recruitment, Development, and Evaluation Processes

The Watson College of Education follows a deliberate and prescribed process of recruiting and appointing faculty. The Watson College values diversity in age, gender, race, ethnicity, socioeconomic status, disability, sexual orientation, and veteran status. Special effort is extended, through mailings and individual contacts, to elicit applications from qualified minority candidates. Public school practitioners also are valuable assets to the program. All must hold at least a master's degree, have had experience in P-12 schools or other relevant settings depending upon the program area, and hold appropriate North Carolina licensure if involved in teaching methods or supervising interns.

The Watson College has a strong commitment to continuous program and personnel performance development and review. In a professional environment we recognize that standards for faculty performance are governed by prevailing norms of competence and professional knowledge bases specific to our community. Faculty and administrators have continually attempted to refine and extend the values and beliefs which have historically characterized excellence in teaching, research, scholarship, and service.

The Watson College requires that faculty engage in a Professional Development Process every year where each faculty member identifies areas and strategies for improvement of instruction, scholarship, professional development, and service. The resulting Professional Development Plan and the reports based on those plans become part of the organization's goal-setting, decision-making, and resource allocation.

In addition to the commitment to the professional development of personnel in the Watson College, it is imperative that evaluation processes be formalized and visible. Each faculty member regardless of rank is evaluated by students in each course he or she teaches on criteria listed on SPOT or other student evaluation instrument and is evaluated by peers on an established schedule. The yearly reports and data from student and peer evaluations of teaching provide a basis for the annual conference and written evaluation, as well as for recommendations on merit pay, promotion, and tenure.

The Watson College believes that the range and quality of our performance review processes make a clear statement that we are committed to continuous professional growth and performance improvement. The following materials represent a review of the various performance review procedures currently in effect beginning with the recruitment and selection of new faculty and concluding with post-tenure review. It is important to note that in a professional school hiring decisions, promotion and tenure recommendations, and performance review

procedures are based upon the total constellation of university expectations for teaching, research, and service.

Teaching, however, remains the central focus area in the Watson College of Education. The role of the institution in these procedures is to continue to remind faculty of standards and commitments, and to ensure that faculty monitor progress toward achievement of standards and goals they have established. Further, this process serves to demonstrate to faculty, students, and our P-12 partners that we desire to provide the best academic environment for all individuals involved in the educational enterprise.

Centrality of Teaching

The Watson College of Education is committed to the trinity of teaching, scholarship and service as the context for assessing professional contributions. Each is important and faculty must demonstrate attention to all three areas. Excellence in one category does not offset inadequate performance in the others. Given this philosophy it should be noted, however, that teaching competence is the essential baseline for reappointment and tenure. Average or low performance in teaching ensures that a candidate will have difficulty in meeting faculty standards.

(Revised 1/01, 12/08)

WATSON COLLEGE OF EDUCATION

Recruitment and Retention of Faculty

The Watson College of Education places significant emphasis on the personnel process as a critical determinant of program quality. Because we are a professional school charged with the preparation of educators, we recognize our responsibility to make teaching practices visible and to engage in broad and intense discussions about best teaching practices. We also recognize the importance of being open to constructive feedback relative to course content and design, as well as the degree to which we as faculty model the practices and behaviors associated with professional educators. To that end we strive to recruit the best possible faculty and staff to implement the goals of the Watson College of Education and practice equal opportunity.

We view the following processes as interrelated systems in which each aspect should be consistent with and reinforce every other aspect:

- Recruitment and Selection**
- Socialization and Mentoring**
- Continuous Professional Development**
- Evaluation of Professional Personnel**

Recruitment and Selection

An effective system for the recruitment and selection of employees which reinforces desired competencies is central to maintaining professional quality. The socialization of faculty begins at the initial point of contact during the recruitment and selection process. It is through these early contacts that potential faculty begin to shape understandings about what is and is not valued by the faculty of the Watson College of Education. While we are reviewing the candidate's qualifications and beliefs about teacher preparation, the candidate is assessing our philosophy, attitudes, and value systems. In this regard we have sought to establish a preliminary set of guiding principles and to operationalize these through our recruitment, and selection processes.

Guiding Principles

- o The most important factor in improving the quality of services delivered by an organization is the identification of highly competent and motivated personnel who share and are committed to operationalize the values of the organization.
- o For such individuals to be identified the organization must specify selection criteria and ensure that the recruitment process allows candidates an opportunity to demonstrate that he or she meets such criteria.
- o The organization should state its recruitment criteria, goals and values in explicit language which reflects the technical skills and professional norms which are most valued.

- o The recruitment and selection process should be in writing and made known to candidates.
- o Persons who possess expertise in the field of specialization should guide the process and formulate judgments relative to the technical skills sought.
- o The recruitment and selection process should be regarded as the initial stage of professional socialization and development.
- o When the agreed upon processes are to be deviated from, this must be done with the consent of the professional body into whose community the candidate seeks admission.
- o The selection process must be visible and objective and free of bias.
- o All candidates should be notified of the outcome of the selection process and the faculty apprised of the outcome in writing.

Nondiscrimination Statement

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents – except where sex, age or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

Socialization

The Watson College of Education utilizes several processes to orient faculty to expectations for reappointment, promotion, and tenure (RPT) and to guide the senior faculty in their role as consultants to the department chairs in RPT recommendations. In addition, the Watson College of Education emphasizes continuous development of skills through the Professional Development Process in the areas of teaching and improvement of instruction, scholarship and professional development, artistic achievement, and research, and service. Peer reviews and student evaluations are considered as part of the Professional Development Process and as data in the Annual Evaluations conducted by department chairs.

Department chairs meet with new faculty members during their first month on campus to orient them to departmental and College expectations and procedures. One aspect of this orientation is a discussion of the Watson College of Education and University criteria for RPT. In addition, senior faculty members meet with new personnel to discuss RPT procedures and expectations. The senior faculty also serve as “mentors” to assist new faculty with all of the roles expected. The Dean of the Watson College of Education meets with new faculty members at least once per semester during the first year of employment to discuss expectations and to clarify questions on RPT and other processes.

Faculty Mentoring Plan

The Watson College of Education at the University of North Carolina Wilmington is committed to mentoring new faculty. A mentoring plan was officially implemented in Fall, 2001.

Each new faculty member has a mentor who is a senior faculty member in addition to his/her chair who will guide the beginning professor through the tenure process. The mentors' responsibilities include:

- Explanation of Watson College of Education and University committees
- Communication of guidelines for promotion and tenure
- Discussion of examples of portfolios/notebooks for RPT
- Communication of departmental and college initiatives
- Explanation of merit review process and related documents (PDP, PDR)
- Observation at least once a year
- Meetings at least three times per year
- Review of the faculty member's documents and/or portfolio at least once a year and providing constructive feedback
- Any other assistance deemed necessary for the new faculty member

The intent of the mentoring program is to provide support for new faculty in all aspects of the professorial role, maintaining progress towards reappointment and promotion and tenure, development of a collegial supportive professional environment, and retention of quality faculty.

(Adopted 6/01; Revised 12/08)

Continuous Professional Development

Beginning in the 1992-93 academic year, the Watson College of Education adopted a Professional Development Process. This process focuses upon the elements central to the mission of the University: teaching, research, and service. The reporting formats are consistent with the criteria for RPT specified in the *UNCW Faculty Handbook*.

The Professional Development Process document serves to verify the Watson College of Education's commitment to program quality and development of personnel. The outcomes, including data such as student and peer evaluations and documentation of research and service productivity, provide a basis for the chairs' Annual Review of faculty performance.

Evaluation Of Professional Personnel For Reappointment, Promotion, And Tenure

Prior to the 1992-93 academic year the Watson College of Education had a separate document for use in conjunction with the University's criteria for RPT, and these expectations also were discussed in orientation meetings. This document entitled "The Watson College of Education Faculty Evaluation General

Guide” specified criteria for acceptable performance in the areas on Instruction, Scholarship, and Service as well as general guidelines for reappointment, promotion, and tenure. At the request of the Dean, a faculty committee comprised of personnel from all three ranks reviewed the document in May, 1992, to determine its compatibility with the University criteria. The committee felt that having two sets of standards was confusing and recommended using the College’s criteria only as an internal guide. Therefore, candidates being considered for RPT decisions will be evaluated using the UNCW criteria as described in the *Faculty Handbook*.

(Adopted 6/02; Revised 12/08)

WATSON COLLEGE OF EDUCATION

Part-time Faculty Selection, Orientation, and Evaluation

Part-time faculty members in the Watson College of Education are selected by the department chairs typically in consultation with program area faculty who may recommend persons, review their credentials, and/or interview them. Part-time faculty members are hired based upon their professional qualifications including current North Carolina licensure if teaching methods courses or supervising interns, educational background consisting of at least a master's degree, and references.

Part-time faculty members are invited to the Watson College's Fall Faculty Retreat and the monthly faculty meetings to assist them in learning about the unit and programs. In addition, program coordinators conduct orientations for part-time faculty, including meetings specific to their roles such as the "Supervisor Support Meetings" held several times each semester. They also are invited to selected program area meetings to discuss program quality measures and student performance. Part-time faculty teaching specific methods courses meet with the course coordinator of the courses to ensure that their syllabi and expectations are congruent. Internship supervisors are assigned a mentor to assist them with the skills expected in this role. The use of email distribution lists and one-on-one communication in person, by phone, and electronically ensures that administrators and program faculty are in constant communication with part-time faculty.

New part-time faculty members receive written and verbal orientation to administrative matters such as office procedures, administration of SPOTs and other evaluations, and submission of grades via SeaWeb. Full-time program faculty orient them to the objectives of the course or field experience to be taught, the role of the course in the overall program, and key assignments that are added to candidate portfolios during the course. Ongoing consultation about courses, students, and departmental procedures is provided by fulltime faculty.

Like fulltime faculty, part-time faculty members are evaluated via the SPOT (Student Perceptions of Teaching) instrument or alternative instruments designed for use with field experiences and internships for faculty who supervise candidates in these courses. They also are observed by the department chair or a fulltime faculty member to assess the quality of their teaching.

At the beginning of each academic year, all full and part-time faculty generate a Professional Development Plan (PDP), in which they set their teaching, service, and scholarship goals for the coming academic year. This plan is submitted to the department chair and discussed in a conference with the chair. At the end of the academic year, faculty generate an Individual Performance Report in which they reflect on their accomplishments for the year, including teaching, service, scholarship, and professional development. A formal evaluation conference is held to discuss the reports, SPOTs, and other evaluations.

Part-time faculty are encouraged to attend seminars and training provided throughout the campus community by the Center for Teaching Excellence, the Office of Instructional Technology, and WCE sessions on TaskStream and related educational expectations. Part-time faculty can apply for stipends and support for course and material development, and for grants in collaboration with fulltime faculty. In the past several years, part-time faculty have benefited from grant-funded professional development in the areas of technology infusion, web-course development, electronic portfolio assessment, and assessment of learning activities. All part-time faculty have access to the development of webpages to use with their classes. The Professional Development System office also offers faculty professional development in school reform models, coaching and supervision strategies, and methods for meeting federal standards, such as closing the achievement gap.

The Watson College of Education has been enriched by the quality of its part-time faculty. The employment of current and recently retired teachers, administrators, and superintendents to teach courses and supervise interns has added a vital practitioner's perspective to all program areas.

(Developed 10/05; Revised 12/08)

WATSON COLLEGE OF EDUCATION

The Professional Development Process

A. Purpose

The Professional Development Process is one component of the Watson College of Education's commitment to assurance of program quality, academic rigor, and growth and development of personnel. This commitment is consistent with the School's mission to provide a broad array of quality training and service programs for teachers and administrators in North Carolina, and its goal of becoming the best educator preparation program.

The Professional Development Process focuses upon the elements central to the mission of the University of North Carolina Wilmington: teaching, research, and service. The expectations and reporting formats used in the Watson College of Education are compatible with the university's Criteria for Reappointment, Promotion, and Award of Tenure. Expectations are specified in the areas of teaching, scholarship and professional development, artistic achievement and research, service, and organizational contributions.

The planning, implementation, and evaluation of an individual faculty member's Professional Development Process Plans and Reports are considered as part of the organizational unit's goal-setting, decision-making, and resource allocation processes. Similarly, the outcomes, including such data as student and peer evaluations of teaching and documentation of research and service productivity, provide a basis for the annual evaluation of performance, as well as recommendations on merit pay, promotion, and tenure.

All faculty, full and part-time, within the Watson College will develop a Professional Development Plan (PDP) during the early part of the fall semester of each academic year. The annual PDP should be based upon a personal assessment of individual professional needs and goals, and submitted to the department chair by September 15. The results of the annual evaluations conducted in prior years should be incorporated into the design of the Professional Development Plan in consultation with the department chair or supervisor. This consultation may occur at the end of an academic year during the final evaluation conference, or at the beginning of an academic year.

The justification for the priorities selected, as well as completion of documents and activities, are the responsibility of the individual faculty member. The department chairs are responsible for ensuring compatibility of PDPs with individual and organizational needs, monitoring completion of activities, and ensuring adherence to timelines. They also are responsible for generating annual written evaluations of the performance of each faculty member, and for conducting evaluation

conferences as specified in another section of this document. The Dean of the Watson College of Education monitors the overall evaluation; reappointment, promotion, and tenure; merit, Professional Development Plan processes.

The next four sections specify the expectations and considerations for each element of the Professional Development Process. Faculty also should review the UNCW *Faculty Handbook* for expectations relative to reappointment, tenure, and promotion decisions for each of these elements. This information may be found at:

http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=57

The final section contains information on timelines and reporting formats.

B. Teaching and Improvement of Instruction

The University of North Carolina Wilmington has as its primary focus the quality of teaching provided to all students. Teaching effectiveness has been cited as the primary criterion for RPT decisions. The Watson College of Education is especially concerned with instructional performance since its purpose is to produce teachers and administrators responsible for the development of future generations of students. The following expectations apply to all faculty members in the Watson College of Education, regardless of rank or tenure status.

1. Improvement of classroom instruction is the focus of this first element. If any other area related to instruction is selected (e.g., syllabus development), this should be considered as an exception, and must be approved by the department chair.
2. Data related to this area must include any resulting from university and school-adopted systems for the evaluation of instruction. <One example is the Student Perceptions of Teaching (SPOT) instrument administered in all classes every semester.>
3. Peer reviews must be selected for the purpose of providing assistance in improvement of teaching based upon the following stipulations:
 - a. For non-tenured faculty, two reviewers with appropriate areas of expertise are to be selected from within the department. One reviewer is selected by the faculty member, and the other is named by the department chair.
 - b. For tenured faculty, one reviewer with appropriate areas of expertise is to be selected by the faculty member. The reviewer may be from within or outside of the College. If the reviewer is not a Watson College of Education faculty member, a copy of his/her vita must be provided and approved by the Chair.
 - c. Process for all faculty teaching courses

- (1) Whenever peer review of instruction is prescribed or intended, the timeline for the review processes will be set by the Chair and faculty member and included in the PDP of that year in which the review will occur. The Chair will monitor the review process throughout the year. However, the faculty member is responsible for adherence to the established timeline and for assuring completion of review tasks.
- (2) The reviewer(s) will be selected based upon 3 a. or b. above. If two faculty members are serving as a team, the Review Team should observe the same instruction whenever possible. Except for non-tenured, tenure-track faculty members the members of the Review Team may be from outside the WCE; however, if they are not faculty of the WCE, a copy of their resume must be provided to the Chair who may approve or disapprove their appointments. Team members reviewing performance of non-tenured, tenure-track faculty members must be WCE faculty.
- (3) Each faculty member whose performance is being reviewed is responsible for preparing materials for the reviewer(s). These materials may be organized in a file, notebook, portfolio, computer system, or other forms preferred by the individual and approved by the Department Chair. Documents may be materials related to teaching activities including: syllabi, exams, reading assignments, records of interactions with students, or documents showing performance of students relating to course objectives.
- (4) The reviewer(s) will examine the documents furnished and meet with the faculty member to arrange times for visits to classes and to discuss instructional goals, methods, styles of teaching, or other aspects of the course that provide a context for the observation. The reviewer(s) will observe classroom performance for approximately one full class period for courses scheduled to meet less than two hours per session or half a class period if the normal class length is two hours or longer. Longer observations or more observations may be made if agreed upon by the faculty member and the reviewer(s). The forms to be used for recording the observations and making reports are included later in this section.
- (5) The reviewer(s) will write the observation report, provide a copy to the faculty member whose performance is being reviewed, and then discuss the report with the faculty member in a scheduled post-observation conference. The

post-observation conference with the faculty member should occur no later than two weeks after the last planned observation is completed. Following the conference with the faculty member, the reviewer will submit the written report (see Peer Observation Report and Peer Review Report for Supervisors) to the Department Chair.

d. Peer Review for Supervisors of Interns

The purpose of the peer review process for supervisors of internships is to optimize the effectiveness of the university supervisor as a member of the Watson College of Education Professional Development model.

- (1) A PDP specifying planned improvements in supervisory performance will be submitted to the Department Chair by September 15th (or January 15th, if serving only during the spring semester) of each academic year for which supervision services are contracted. Department chairs may add focus items to the PDP if (a) previous evaluations warrant or (b) a pattern of concerns indicates a need.
 - (2) Each supervisor will select a mentor for the year from among the tenure-track faculty in the Watson College. The supervisor will meet with the mentor to discuss a focus goal or goals related to provided effective supervision. The PDP will include the focus goals and planned strategies to meet these goals.
 - (3) Each supervisor is responsible for providing documents to the mentor to demonstrate outcomes of the completed strategies. The documents provided should not include information that identifies students, partnership teachers, or schools where supervision occurs. The supplied documents may include data from observations, student observation reports, descriptions of sample seminar activities, student products, or other proof of positive effects on the professional development of interns.
 - (4) The supervisor will have a final meeting with his or her mentor to discuss the documentation, after which the mentor will complete the Peer Review Report for Supervision. The Report will be delivered to the Department Chair by the mentor by April 15th. In addition to the Report, supplemental documentation may be requested from the supervisor by the Department Chair.
4. Observation of classroom instruction is considered to be a vital part of efforts to improve teaching. The observations should be

conducted by the peer reviewers according to the considerations listed below:

- a. Non-tenured faculty members must be observed a minimum of two times per year until tenure is achieved.
- b. Tenured faculty at the associate professor level must be observed a minimum of once every two years. Faculty planning to seek promotion must be observed in the year immediately preceding submission the application for promotion.
- c. Full professors must be observed a minimum of once every three years.

In addition to observations by peer reviewers, department chairs may conduct classroom observations if: (a) student evaluations warrant; (b) a pattern of concerns prevail over three semesters; or (c) if other special conditions indicate areas of need.

The Peer Observation Report Form and Peer Review Report for Supervisors are at the end of this section of the manual

C. Scholarship and Professional Development

Scholarship is viewed as an essential function of the role of a university professor. Scholarship can enhance and enrich teaching, and provide a role model for students demonstrating that quality teachers are also life-long learners. Similarly, professional development demonstrates a commitment to being actively involved in one's area of expertise through such activities as participation in professional societies and attendance at conferences.

Expectations. The following expectations apply to all tenure-track faculty members in the Watson College of Education.

1. Professors are expected to remain current in their fields through review of relevant literature.
2. Professors are encouraged to participate in activities which enhance their areas of expertise through such activities as fellowships, seminars, workshops, consultancies, and attendance at professional meetings.

D. Artistic Achievement and Research

Research and dissemination of knowledge are key contributions of the Watson College of Education. Research can be used to improve one's university teaching, as well as to provide assistance to educators in the field as they seek to enhance instruction, design programs, and develop system or state-level policies.

Expectations. The following expectations apply to all tenure-track faculty members in the Watson College of Education.

1. A continuing pattern of classroom dissemination of major current knowledge sources in his/her field, and publications and presentations must be documented.
2. To be considered for graduate faculty status, during the five-year period immediately prior to renewal application, the candidate must evidence:
 - (a) teaching effectiveness based upon multiple measures including peer and student evaluative data. Teaching must demonstrate currency, relevancy, and scholarship.
 - (b) ongoing scholarly activities in the form of:
 - (1) two peer-reviewed articles, two book chapters, a monograph or book:
plus either:
 - (2) presentation of at least three refereed papers to state, regional, or national meetings in the field,

or
 - (3) professional contributions such as principal investigator of competitive grants, scholarly editing activities, evaluation and technical reports, and leadership in professional organizations.

E. Service

Service to the University, College and departments, students, professional organizations in the faculty member's discipline, and the community is an important element in the role of a professor. As a professional unit within the university, the Watson College of Education has a vital commitment for the provision of service in a variety of educational arenas.

Expectations. The following expectations apply to all tenure-track faculty members in the Watson College of Education.

1. Focus areas for service that are within and outside of the university, such as committee work and consultancies, must be identified.
2. Service to public schools, school systems, or state-level units is an important priority.
3. Service to students on campus and to young people in schools or community programs is vital to the image and success of a professional school.
4. Service in professional organizations through leadership roles is strongly encouraged.

F. Organizational Contributions

Organizational Contributions include such activities as advising, serving as program coordinator mentoring of faculty, program development and/or revision, advisor/sponsor of student groups, accreditation report writing, service on search committees and other committees, development of technical reports.

G. Timelines and Reporting Formats

The Professional Development Plan should be submitted to the department chair by September 15th by all full and part-time faculty. The Plan outlines focus areas and development activities for Teaching and Improvement of Instruction, and Scholarship, Research and Service.

The Individual Performance Report and any supplementary documentation should be submitted to the department chair by April 15th. Between April 30 and June 1, the department chairs will complete a written review of each faculty member's performance based upon the components of the Professional Development Plan and subsequent Report. A conference to discuss the results of the review will be scheduled with faculty members during this same time period.

These forms are included in the annual evaluation and the faculty member's personnel file and used for merit and RPT recommendations. The information also will be used by the administrative staff to compile reports for the Annual Review of the Watson College of Education, and to respond to requests for data on faculty workload and productivity from General Administration and legislative groups.

At the end of each academic year department chairs conduct conferences and provide written feedback to each faculty member on his/her performance. The annual review conferences and written feedback also provide opportunities for the department chair and faculty member to discuss progress on expectations for reappointment, promotion, and tenure.

WATSON COLLEGE OF EDUCATION

Peer Observation Report Process

The “prompts” given in each category are simply suggestions to help define the category. The prompts are illustrative; they are not intended to be exhaustive or prescriptive.

- A. **Classroom.** Describe the classroom setting and instructional arrangements. Note any inadequacies in the physical surrounds (lighting, acoustics, seating arrangements, etc.) that might affect the teacher’s choice of method or interfere with instruction. Describe any adaptations that the teacher has made to accommodate environmental challenges or special student needs.
- B. **Knowledge of Subject Matter.** Does the instructor exhibit mastery of the content? Is the depth and breadth of material appropriate to the level of the course and the students? Does the material relate to the syllabus and the goals of the course? Does the instructor emphasize conceptual grasp of material, incorporate recent developments in the field, relate the material to real-world applications? Does the instructor distinguish between fact and opinion and present divergent viewpoints when appropriate?
- C. **Instruction.** Was the instructor well-prepared and organized? Does the method of teaching seem appropriate for the material and level of the course? Were instructional methods used effectively? Were the various parts of the lesson (and the teaching strategies) well-integrated? Was the overall organization of the session logical? Does the instruction match the instructor’s goals for the lesson? If the instructor used illustrations and technologies, were they effective?
- D. **Interactions with Students and Student Engagement.** Was there evidence of instructor/student rapport? Were instructor questions used effectively? Did the instructor answer questions appropriately? Were interactions conducive to learning? If discussions occurred, were the purpose and guidelines made clear? Were student questions handled effectively by the instructor? Was the instructor sensitive to student confusion or difficulty in understanding? Did the instructor teach to the whole class or a select group? Were students attentive and engaged?
- E. **Style.** Did the instructor show enthusiasm for teaching? For the subject? Did the instructor seem friendly and relaxed? Did the instructor’s presentation style contribute to effective teaching in the context of this course?
- F. **Course Materials.** Did the syllabus make clear what would be required of students during the classes you observed? What is the overall quality of the handouts and other materials? If test questions or assignments based upon these lessons were available, do they seem appropriate for the nature and level of the instruction you observed? Were the reading materials for these sessions adequate for student preparation?
- G. **General Comments.** What did you like most about this class and/or the instructor’s approach? What part of the class seemed particularly to enhance the learning process? Did you learn anything in the pre- or post-observation conferences that influenced or modified your responses? What strengths and areas for improvement were identified?

WATSON COLLEGE OF EDUCATION

Peer Observation Report

Name: _____

Date: _____ Team Member(s): _____

1. Faculty member's identified focus area(s) for growth

2. Description

A. Classroom/Lab

B. Knowledge of Subject Matter

C. Effectiveness of Instructional Approaches (including technology utilization)

D. Interactions with Students and Student Engagement

E. Style (overall classroom climate, effectiveness of teaching style)

F. Course Materials (effectiveness, relevancy, currency)

G. General Comments

3. Conclusions (Strengths and Area(s) for future growth)

Peer Review Report For Supervisors

Name: _____

Mentor: _____

Date: _____

Supervision Goal(s):

Proposed Strategies:

Outcomes:

Conclusions (Strengths and Area(s) for future growth):

WATSON COLLEGE OF EDUCATION

Merit Review Process

Overview and Purpose Statement

The Watson College of Education is committed to a continuous professional development and improvement process for faculty with merit pay incentives for tenure-track faculty commensurate with productivity and contributions. The Merit Review Process in the Watson College incorporates faculty self-evaluation and reporting, a peer review process by an elected committee, department chairs' evaluations, and results from student instruments such as SPOT and interns' ratings of supervision. The purpose of this comprehensive approach is to provide for individual input, as well as collegial reviews by peers, student evaluations, and administrators' assessments. This review process provides a framework for addressing the goals of the departments and the Watson College, as well as rewarding individual contributions and activities.

NOTE: Merit pay is contingent upon funding as allocated by the state each year.

Process

At the beginning of the academic year, each faculty member (tenured and tenure-track) must submit a Professional Development Plan (PDP). The PDP must address the areas of Teaching, Organizational Contributions, Service, and Scholarship described in a later section of this document. The PDP must be submitted to department chairs by September 15th. Preliminary planning for the PDP should be based upon performance during the previous academic year. Faculty should develop their PDPs in consultation with the department chairs. This consultation may occur at the end of an academic year during the final evaluation conference, or at the beginning of an academic year.

At the end of the academic year, an Individual Performance Report describing the faculty member's activities during the academic year must be submitted to the department chair by April 15th. (For merit pay purposes, the reporting period is defined as April 15th of the previous year to April 14th of the current year.) The Individual Performance Report provides specifics such as names of conferences where presentations were made, titles of journals and books, and provides a qualitative and quantitative summary of a faculty member's productivity. (NOTE: If the Report is not submitted by April 15th, the faculty member will not be eligible for merit pay consideration.)

Criteria

Each department within the Watson College of Education establishes criteria for merit levels. Faculty should check with the department chair for the current list of criteria.

(Implemented Spring, 2001; Revised 12/08)

WATSON COLLEGE OF EDUCATION

UNCW Criteria for Reappointment, Promotion, And Award Of Tenure

Excerpt from the UNCW *Faculty Handbook* located at:

http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=85

It is essential that the university faculty be composed of individuals with superior personal and professional qualifications. The educational quality of the institution depends primarily on its faculty and, therefore, is uniquely dependent upon a policy for promotion and tenure. A sound promotion and tenure policy should consistently define, recognize, and impartially reward excellence for professional contributions of the faculty. A university expresses its institutional goals most directly in the act of promoting and tenuring its faculty, and such a policy should be explicitly stated and made available to all faculty.

It is essential also that the university faculty be composed of individuals with a variety of strengths. Heterogeneity among faculty in contributions to the university is crucial. Guidelines for reappointment, tenure, and promotion should be seen in part as a means for fostering and rewarding individual strengths and competencies among faculty. Thus in the following guidelines the examples of the ways in which contributions to teaching, scholarship and research, professional development, and service may be shown should be taken as indicating the variety of ways in which excellence may be demonstrated rather than as a fixed and exclusive set of common desired activities. Fixed weightings to be used in determining the relative importance of these different areas should be avoided in making reappointment, tenure, and promotion decisions.

Objective evaluation in these areas is difficult; however, it is imperative that means for evaluation be operationally defined. Evidence for evaluation will, where appropriate, include peer evaluation, chairperson's evaluation, student evaluations, self-evaluation and public documentation as well as other supporting material deemed relative by the faculty member under evaluation. The information used in the evaluation of an individual will be shared with the individual in an open and constructive way. These evaluations should be used to determine the answer to what may be the overriding question, "In what way is this individual of importance to the university?" An important, if elusive, quality that should be spoken to in arriving at promotion, reappointment and tenure decisions is the extent and manner of the faculty member's commitment to furthering the goals of the university.

The following guidelines have been formulated to aid in the development of recommendations for promotion and tenure. These guidelines emphasize that promotions are made only on the grounds of merit. [Section 602 \(4\) of the Code](#) of The University of North Carolina states that "these considerations shall include an assessment of at least the following: the faculty member's demonstrated professional competence, his potential for future contribution and institutional needs and resources."

Department chairpersons and senior faculty members must consider the long-range plans of the institution and, more especially, the continuing and projected departmental programs together with the faculty member's promise of future professional achievement.

Criteria for Tenure and Rank

Tenure

Because of their long-term consequences for the university and its faculty, tenure decisions are more important than promotion decisions. To be granted tenure, a faculty member must have evidenced proficiency and a pattern of growth in areas of teaching; scholarship and research/artistic achievement; and service. Of these, teaching effectiveness is the primary criterion for the granting of tenure. When a faculty member who has served two years or longer at the rank of assistant professor is recommended for permanent tenure, he/she will also be recommended for promotion.

Academic rank

1. Assistant professor

For appointment to the rank of assistant professor a candidate shall show promise as a teacher and evidence of progress in the area of research or artistic achievement.

2. Associate professor

For appointment to the rank of associate professor a candidate shall show evidence of having developed into an effective teacher, of a continuing pattern of research or artistic achievement, of regular professional service, and of scholarship and professional development.

3. Professor

For appointment to the rank of professor a candidate shall have exhibited during her/his career distinguished accomplishment in teaching, a tangible record of research or artistic achievement, and a significant record of service. An individual with the rank of professor should have a reputation as an excellent teacher and be recognized as a scholar within her/his professional field.

For reference, see: http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=92

Process and Format

I. Eligibility and timing

- A. A faculty member hired as an assistant or associate professor must complete at least two years of probationary service before being considered for tenure. No other minimum time requirement for service at any level has been established. Applications for tenure before a decision is mandatory must demonstrate that special circumstances or exceptional productivity have provided sufficient evidence that the faculty member has met the qualifications for that action.
- B. An untenured assistant or associate professor may not apply for promotion without also applying for tenure.
- C. A faculty member may not be tenured at the rank of assistant professor.

- D. Typically, candidates for tenure and promotion are reviewed in the fall, and candidates for reappointment are reviewed in the spring. However, a faculty member hired with a start date in January may be reviewed for reappointment in the fall or for tenure and promotion in the spring if that semester is the mandatory final semester for review. Discretionary reviews, whether for tenure (with or without promotion) after the required two-year probationary period but prior to the mandatory time for review or for promotion of a tenured faculty member, may be conducted either fall or spring semester.
- E. An assistant professor with an initial 4-year contract must be reviewed for reappointment no later than early in the 6th semester of employment.
- F. An assistant professor with a second 3-year contract must be reviewed for tenure and promotion no later than early in the 3rd semester of that contract (11th semester of employment).
- G. An associate professor (not granted tenure at the time of contract) who holds an initial 5-year contract must be reviewed for tenure no later than early in the 7th semester of employment.

II. Content

A. Instructions to the RTP candidate.

1. Compose and paginate the application to include the first six Roman-numbered sections specified in the [prescribed format](#). Beginning with section IV, all required subcategories must be included as numbered.
2. Whenever it is appropriate to list items by date, use reverse chronological order (most recent first).
3. There are typically two parts to an RTP candidate's dossier: the application (to which is appended the chairperson's⁽²⁾ recommendation) and the supporting documentation.
 - a. The **application** format should consist of (1) a narrative specifically prepared for the personnel action being applied for and (2) lists of accomplishments. The application should be self-contained, since it is typically read in its entirety by RTP Committee members before supporting documentation is consulted. The application must be prepared in the [prescribed format](#).

Link to format:

http://uncw.edu/facsen/documents/RTP_Appl_format.htm

b. Supporting documentation

A. Supporting documentation must include:

- A. all of the candidate's SPOT summaries—the printouts summarizing results of all 16 evaluation questions—over at least the most recent two-and-one-half years, as well as copies of the Question 16 Section Summaries and frequency graphs over the same period. All SPOT results should be organized in reverse chronological order. (See [Guidelines for the Administration, Use, and Interpretation of the "Student Perception of Teaching" \(SPOT\) Evaluation](#), especially Section B4.)

- B. all refereed publications published since the candidate was appointed at the present rank. A "selected" sub-collection of those publications is not sufficient, nor is a collection of photocopies of titles pages or tables of contents. Copies of publications will be returned to the candidate when the review process is completed.
- B. A table of contents or explanation of the organization of the supplementary documentation is helpful.
- C. The supporting documentation normally can be presented in one, or perhaps two, three-ring binders. It is not necessary or desirable to submit boxes of voluminous files.

Consultation By Senior Faculty For RPT

At the time of submission of documents by a faculty member for a reappointment, promotion, or tenure decision, the senior faculty is notified by the department chair of the availability of materials for review and the time and location of the meeting for consultation with the chair. The University criteria are disseminated by the chair for senior faculty to use as guides for their review of materials. When the senior faculty members are convened for the discussion, the department chair typically uses a matrix based upon the criteria stipulated in the UNCW Faculty Handbook to remind faculty of the expectations and to record comments. The senior faculty consider the language in the University criteria, such as "evidence of having developed into an effective teacher, of a continuing pattern of research or artistic achievement" or "recognized as a scholar within his/her professional field" in reviewing the application and supporting documentation of each candidate.

Additional instructions for Administrators are located at:

http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=97

Definition of Senior Faculty in the Watson College of Education

Senior faculty in the Watson College of Education is defined as individuals from the RPT candidate's home department who are tenured and at the rank sought by the candidate or a rank above. For individuals seeking reappointment at the rank of assistant professor or candidates seeking promotion and/or tenure at the associate professor level, the senior faculty will be tenured associate and full professors in the home department. If a department consists of three senior faculty members or less, two additional members will be selected by the Dean naming one and the candidate naming the second.

For promotion to full professor, the tenured full professors in the Watson College from all departments will serve as the senior faculty and will be convened by the department chair from the candidate's home department. All full professors will be involved in these promotion decisions until such time as each department in the Watson College has a sufficient number of full professors to operate as independent review entities.

External Review Policy for the Watson College of Education

External reviews for RPT tenure, promotion to associate, and promotion to full professor decisions are optional.

Purpose of External Review

The intent of external review is to provide additional evidence to support the case for tenure and promotion. External reviews may be used to provide additional evidence for scholarship, teaching, or service when the candidate's field is not familiar to the senior faculty.

External Review Procedures

- Department chairs announce candidates applying for promotion and tenure during the semester prior to the actual review
- Candidates may request external review in a letter to the department chair during the semester prior to the actual review
- Senior faculty determine by majority vote at an announced meeting the semester before the review if external reviews will be requested for any candidates
- If the candidate or the senior faculty request external review, the candidate gives a list of three to five names to the department chair including a brief description of their qualifications to write the review and their prior association with the candidate
- The department chair selects two reviewers and an alternate from the list
- The candidate and department chair meet to discuss the specific criteria (teaching, research, and/or service) that will be requested from the reviewers
- The department chair sends the reviewers the candidate's vita, samples of the candidate's work, and the UNCW criteria for the rank (taken directly from the faculty handbook)
- The reviewers are asked to write a letter of no more than 2 pages addressing scholarship, service, and/or teaching as determined by the candidate and department chair
- External reviews are considered part of the overall evaluation process and are submitted as supporting documentation for the categories determined by the candidate and department chair
- Cost associated with external review is paid by the departments

WATSON COLLEGE OF EDUCATION

UNCW Policy on Post-Tenure Review

Excerpt from the UNCW *Faculty Handbook* located at:

http://uncw.edu/facsen/documents/Faculty_Handbook.pdf#page=114

Post-tenure review (PTR) is a comprehensive, formal, periodic evaluation of cumulative faculty performance to ensure faculty development and to promote faculty vitality. The purpose of PTR is to support and encourage excellence among tenured faculty by recognizing and rewarding exemplary faculty performance; providing for a clear plan and timetable for improvement of faculty found deficient; and for those whose performance remains deficient, providing for the imposition of appropriate sanctions, which may, in the most serious cases, include a recommendation for discharge.

Just as an institution's policies governing the award of tenure must reflect the institution's mission, policies for PTR must also be guided by institutional mission, and the performance of each tenured faculty member must be evaluated in the context of the mission of the individual's college or school and department. While PTR is not a revalidation of the award of tenure, many characteristics of an institution's tenure policies remain relevant in judging the performance of tenured faculty. UNCW's "Criteria for Reappointment, Promotion and Award of Tenure" states:

The primary concern of the university is teaching its students. Thus teaching effectiveness is the primary criterion for reappointment, promotion, and tenure.

It follows that teaching effectiveness should be the primary evaluation area in the post-tenure review of a faculty member. The "Criteria" also states:

It is essential also that the university faculty be composed of individuals with a variety of strengths. Heterogeneity among faculty in contributions to the university is crucial... Fixed weightings to be used in determining the relative importance of these different areas should be avoided in making reappointment, tenure, and promotion decisions.

The most effective way to ensure that the importance of individual contributions is appropriately recognized, and to account for differences in the nature and mission of varied academic disciplines, is to base the post-tenure evaluation on peer review by departmental colleagues, and to have the department chair determine the quality of faculty performance and, when necessary, to guide the creation and implementation of a development plan. To effectively link the annual evaluation of faculty to PTR, the post-tenure review must take place at the departmental level, as do the annual evaluations.

PTR is an addition to an already elaborate process of faculty evaluation. Care must be taken to focus on the new features of evaluation that PTR brings, and to avoid redundancy of evaluation. The objective of PTR is to identify and reward exemplary faculty performance, and to identify and correct deficient faculty performance. PTR provides a new opportunity to identify sustained exemplary performance of faculty that may not be recognized over a period of only one year, and for which there has heretofore been no means of recognition. PTR provides a new constructive mechanism to correct deficient performance of faculty, in the rare event that it occurs. PTR should not be used to suggest ways that competent, conscientious faculty may merely improve their satisfactory performance—annual reviews already have that function.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

WCE Procedures for Post-Tenure Review

Timetable

Faculty of whom Post-Tenure Review (PTR) is required must undergo a review no later than the fifth academic year following the most recent of these review events:

- Award of tenure at UNCW
- Departmental recommendation for promotion
- Prior post-tenure review
- Other equivalent comprehensive review of performance at UNCW
- Return to faculty status following administrative service of two years or more

Exceptions shall be made in the following cases:

1. During the first five years of the PTR policy, faculty whose most recent review event occurred more than five years before the start of the policy shall undergo a review on the next five-year anniversary of that event.
2. A period when a faculty member is on leave from professional duties shall not be included as part of the five years between mandatory review events; in such cases, the maximum interval shall be extended accordingly.
3. A faculty member who is temporarily assigned to duties away from the Wilmington area during the period when a review is required shall undergo review during the academic year when duties in the area are resumed.
4. PTR is not required of a faculty member who has officially set an irrevocable retirement or resignation within the next 12 months.

Procedures

The Watson College of Education has established procedures consistent with UNC and UNCW policies governing Post-Tenure Review as follows:

- By October 25 of each academic year a three-member PTR peer review committee will be selected from faculty within the Watson College of Education. The PTR committee will be composed of two tenured faculty selected by the chair and one tenured faculty member recommended by the faculty member being reviewed.
- Consistent with the UNCW PTR policy, the candidate will provide the committee with copies of his or her SPOT and other appropriate student evaluations, list of courses taught, peer reviews of teaching, annual

Professional Development Plans, and Professional Development Reports/Summary of Activities, and annual evaluations completed by the department chair for the five years preceding the Post-Tenure Review date. These information sources provide a description of the candidate's performance and productivity-in the areas of teaching, research/scholarship; and service. All documents must be submitted by December 20th of the semester preceding the spring review. In the area of research/scholarship the committee may request or the candidate may choose to provide samples of research, articles or presentations. (NOTE: It is intended that the review process not require the preparation of materials beyond those typically associated with annual reviews.)

- The PTR committee will conduct a peer review of the candidate's teaching during the year of PTR. This review will include an examination of course syllabi and appropriate instructional materials, as well as a classroom observation consistent with existing WCE procedures for peer reviews of teaching. This review will also serve as the annual observation when appropriate. (A tenured associate professor will have previously participated in a peer review of teaching at least twice during the preceding five years and a full professor would have been observed at least once.)
- Based upon their review of the materials provided and the PTR Committee's observation of teaching, the PTR committee will make written recommendations to the department chair using the Watson College's PTR Summary Evaluation Form. The recommendations should include descriptive explanations of the committee's assessment of the candidate's performance in the areas of Teaching, Research/Scholarship, and Service.
- The chair will consider the committee's recommendation, as well as other information that may be appropriate, to reach a fair and equitable judgment in ranking the candidate's performance as satisfactory, exemplary, or deficient.
- The chair shall provide a copy of the evaluation to the faculty member and shall meet with the faculty member to discuss the review. The faculty member has the option of considering the review and then writing a response to be placed in the permanent file. The faculty member and chair shall sign the evaluation and the response to acknowledge receipt by both parties. The chair shall forward a list of the peer evaluators, a copy of the evaluation, and the faculty response, if any, to the dean.
- On those occasions in which overall performance is determined to be deficient, the chair and the faculty member will jointly develop an intervention plan designed to assist the faculty member to improve in the area(s) of need. This plan must be developed within ten working days of receipt of the evaluation by the faculty member. The plan must include the following:

- Specific strategies and steps designed to lead to improvement, Specification of outcomes which constitute improvement,
 - Resources to be committed, if any,
 - A specified timeline, not to exceed three years,
 - Statement of the process by which performance under the plan will be evaluated and feedback provided to the faculty member, including a clear specification of which person(s) will conduct the evaluation, and
 - A clear statement of consequences should the improvement not occur.
-
- The faculty member and the chair shall sign the development plan, and the chair shall forward a copy to the dean, who must approve any resources to be committed.

 - A development plan shall not be required of a faculty member who has received a satisfactory review.

 - Each year the Provost shall establish deadlines for the completion of the process.

 - Any cases requiring further action or appeals will follow the UNCW policies on Due Process in Post-Tenure Review.

(Revised 9/01, 12/08)

Post-Tenure Review
PTR Committee Summary Evaluation Report

Date _____

Faculty Member _____

Peer Review Committee _____

Teaching

[For rankings of exemplary or deficient, provide a detailed explanation and evidence for the assessment]

Comments:

Research/Scholarship

[For rankings of exemplary or deficient, provide a detailed explanation and evidence for the assessment]

Comments:

Service

[For rankings of exemplary or deficient, provide a detailed explanation and evidence for the assessment]

Comments:

Overall Assessment [circle one] Exemplary Satisfactory Deficient

Signatures of Peer Review Committee _____

Post-Tenure Review
Department Chair Summary Evaluation Report

Date _____

Faculty Member _____

Peer Review Committee _____

Teaching

[For rankings of exemplary or deficient, provide a detailed explanation and evidence for the assessment]

Comments:

Research/Scholarship

[For rankings of exemplary or deficient, provide a detailed explanation and evidence for the assessment]

Comments:

Service

[For rankings of exemplary or deficient, provide a detailed explanation and evidence for the assessment]

Comments:

Overall Assessment [circle one] Exemplary Satisfactory Deficient

Signature of Department Chair _____

Signature of Faculty Member _____

Date Submitted to Dean _____

Attachments

- PTR Committee Report
- Faculty Response (optional)
- Other supporting documents
- PTR Plan (if necessary)

SECTION IV: STUDENT PROCEDURES

WATSON COLLEGE OF EDUCATION

Admissions

Undergraduate Admissions

All students seeking licensure as teachers apply to the Watson College of Education by submitting an application form to the Associate Dean for Academic and Student Affairs during the semester in which they anticipate completing the admissions requirements listed below. Students wishing to pursue teacher preparation programs must be formally admitted to the Watson College of Education and to the Teacher Education Program. Admission is required before enrollment in courses in the upper division (i.e., courses numbered higher than EDN/SED 303 or SEC 220).

Minimum requirements for admission are:

1. University requirements in English, math, and science laboratory courses with a grade of "C" (2.00) or better;
2. Completion of introductory educational foundations coursework:
 - a. For the education of young children, elementary education, middle grades education, special education and special subjects (i.e., physical education, health, music, and foreign language) programs, completion of EDN 200 with a grade of "C" (2.00) or better.
 - b. For the secondary education program, completion of SEC 200, SEC 210 and SEC 220 all with a grade of "C" (2.00) or better.
3. Completion of four semesters or two academic years of full-time college study or completion of required general studies with a minimum GPA of 2.7 on a 4.0 scale on all work attempted at UNCW. Transfer students must earn a 2.7 on a minimum of 12 hours completed at UNCW.
4. Passing scores on teacher education entry tests specified and mandated by the Board of Education of the State of North Carolina. UNCW must be listed as a score recipient. Scores must be on file at UNCW at the time decisions are made.

PRAXIS I TESTS

Reading	176
Writing	173
Mathematics	173

Or combined total score of 522.

Exemption policy for Praxis I based upon SAT or ACT scores is listed at <http://www.uncw.edu/ed/advising/>

Applications are reviewed at the end of the Spring and Fall semesters and at the conclusion of Summer Session II. The review process by the Associate Dean's office includes verifying the information on the application. Students are notified of their acceptance or rejection by letter from the Dean.

NOTE: Responses to Criminal Background questions also are considered during the admission process to determine the fitness of the applicant for the role of teacher.

Application may be found on mySeaport.

Special Undergraduate/Licensure-only Students

Students who have graduated from UNCW or another institution may return as special undergraduates to pursue licensure. Programs of study for licensure-only students are comparable to those for degree-seeking students, and are outlined on program worksheets. Students entering the Watson College of Education to earn licensure must meet the same requirements for admission and program completion as degree-seeking students. Upon initial application as a licensure-only student, the individual's transcript is evaluated and a program of study is generated by the Alternative Licensure Coordinator.

If a licensure-only student graduated with less than a 2.7 cumulative GPA, he/she may receive a "Fresh Start" on the GPA in order to qualify for admission to the Watson College of Education. These persons must earn a 3.0 on 12 hours of coursework, and meet all other requirements for admission in order to be eligible to continue in the program. Students interested in this option should contact the Alternative Licensure Coordinator.

Information on Alternative Pathways to licensure is available at:
<http://www.uncw.edu/ed/advising/documents/AltPathways.pdf>

Graduate Admissions

Applications are forwarded electronically from the Graduate School to the appropriate program coordinator and admissions committee. For non-degree seeking students the applications are sent to the Associate Dean, who as Graduate Coordinator, reviews the applications, indicates admission or rejection and returns them back to the Graduate School for notification of students.

Specific admissions requirements by program may be found at:
http://www.uncw.edu/ed/degree_grad.html

WATSON COLLEGE OF EDUCATION

Student Awards and Scholarships

Awards and Scholarships for Undergraduate Students

The Promise of Excellence in Teaching

This award is given to an outstanding student teacher in education of young children, elementary, middle or special education each Fall and Spring semester. University supervisors submit nominations to the Scholarship Coordinator. The Scholarship Committee, appointed by the dean in conjunction with chairs, selects the award recipient. The recipient is given the award (plaque and book) during the Watson College of Education's commencement ceremonies in December and May.

Scholarships

All students interested in being considered for a scholarship must submit the Watson College of Education Scholarship Application. A faculty committee, selected by the dean in conjunction with the chairs, meets to determine recipients of the awards. The Scholarship Coordinator reviews and awards the scholarships and notifies students after consultation with the Financial Aid Office. Information on scholarships is available in the undergraduate catalog and on the Watson College's website: <http://www.uncw.edu/ed/advising/scholarship.html>

Awards and Scholarships for Graduate Students

The Associate Dean for Academic and Student Affairs, as Dean's designee, receives nominations from faculty for scholarships for graduate students. Notices are sent with descriptions and criteria after notifying the dean and the chairs.

Graduate students may also apply for scholarships listed at:
<http://www.uncw.edu/ed/advising/scholarship.html>

Examples of available scholarships limited to graduate students include:

Schwartz Scholarship

Award: In-state tuition and fees for the academic year

Criteria: Student must

1. Be in good standing academically and making significant progress toward the degree.
2. Have completed 12 hours of coursework with GPA of 3.5 or higher.
3. Have contributed to the scholarship of his/her department or program (e.g., publication in refereed journal, presentation at a meeting).

Champion McDowell Davis Scholarship

Award: In-state tuition and fees for the academic year

Criteria: Students must be full-time and have at least two more semesters of work.

1. Undergraduate GPA and MAT scores
2. Indications of the quality of work completed in graduate school to date

Jane Logan Lackey Scholarship

Award: \$650

Criteria: First priority will be given to minority applicants

1. Undergraduate GPA of at least 3.25 in the major
2. Acceptable scores on MAT or GRE

Excellence in Teaching Award

Award: \$250

Criteria:

1. Demonstrated exceptional competence in teaching and mentoring of undergraduates
2. High expectations for the undergraduates with whom they work
3. Fair and competent in evaluations of undergraduates
4. Mastery of subject matter
5. Enthusiastic in teaching of undergraduates

Tuition Remission Awards

Tuition remission awards are allocated by the Graduate School to the Watson College of Education. The tuition remission covers the difference between out-of-state and in-state costs. The remission can be awarded to one student or can be divided to assist more than one student.

Students are nominated by department chairs in consultation with the Graduate Coordinator. Award recipients are selected based upon the following criteria:

- Documentation of out-of-state status and financial need
- Demonstrated excellence in academic performance
- Potential for success in educational settings

New Scholar Awards

New Scholar awards (\$1,000) are allocated by the Graduate School for use in recruiting a highly qualified new graduate student. Students are nominated by department chairs in consultation with the Graduate Coordinator. Award recipients are selected by the Dean based upon the following criteria:

- Clear potential for success in graduate school
- Excellence in previous academic performance and work experience

WATSON COLLEGE OF EDUCATION

Concerns and Grievance Procedures

Faculty Concerns about Students

Personal or behavioral concerns about students may be addressed by:

1. Referring the student to the Dean of Students office or the Counseling Center.
2. Notifying the department chair of concerns and seeking assistance.
3. Referring the student to the Associate Dean for Academic and Student Affairs and/or submitting a Performance Review Process form.

Academic concerns about students may be addressed by:

1. Referring the student to the Learning Center.
2. Discussing the problem with the department chair.
3. Referring the student to the Associate Dean for Academic Programs.
4. If the problem cannot be resolved, the student may then be referred to the Dean.

Academic and professional behavior expectations are included in the Watson College of Education Standards of Professional Conduct and Performance Review Process described in this section of the Procedures Manual. Faculty should complete the Performance Review Process form on students whenever an issue or concern has occurred. Faculty should discuss the situation with the student first if possible.

Student Concerns about Faculty

The student should discuss his/her concerns with the faculty member first if appropriate. If no resolution is reached or it is inappropriate to seek resolution from the faculty member, the student should discuss the situation with the department chair. The chair must make the faculty member aware of the concerns expressed in a timely manner but may keep the student's identity confidential. If a satisfactory resolution cannot be reached, the student should work with the Associate Dean for Academic and Student Affairs. The final avenue for appeal is to the Dean. All due process rights of both parties must be observed.

Faculty and students are encouraged to consult the following documents for additional information and university procedures: *UNCW Code of Student Life*, *Undergraduate Catalogue*, *Graduate Catalogue*, and *Faculty Handbook* which may be accessed through the UNCW homepage: <http://www.uncw.edu/>

WATSON COLLEGE OF EDUCATION

Grade Appeals

Grade appeal procedures are delineated in the *Undergraduate Catalogue* and the *Graduate Catalogue* available on the UNCW website:

<http://www.uncw.edu/>

Undergraduate Grade Appeals

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method, chosen by the faculty member, which is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, prejudiced or capricious academic evaluation by a faculty member is a violation of a student's rights and is the valid ground for a grade appeal.

Any student who contests a course grade shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined below. These procedures are not to be used in cases involving student academic dishonesty. An appeal must be made no later than the last day of the next succeeding regular semester.

1. The student shall present the appeal in writing to the chairperson of the department within which the contested grade was awarded. The written statement shall limit itself to citations of evidence pertaining to the valid ground for the appeal. By conferring with the student and the instructor, the chairperson will seek resolution by mutual agreement.
2. Failing such resolution the department chairperson shall transmit the written appeal to the appropriate dean who will convene the Grade Appeals Committee.
3. The Grade Appeals Committee shall consist of the convening dean and five faculty members appointed by the dean. If the committee affirms the instructor's decision, the dean will notify in writing the faculty member, the student, and the department chairperson as appropriate. If the committee supports the student's appeal, it shall prescribe the method by which the student will be reevaluated. The grade resulting from the prescribed reevaluation is final and may not be further appealed.

Graduate Grade Appeals

Any student who protests a course grade shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined below. Such appeals must be made not later than the last day of the next regular semester.

The student shall present the appeal in writing to the dean of the college or school within which the protested grade was awarded. By conferring with the student and the instructor, the dean will seek resolution by mutual agreement. Failing such resolution, the dean will transmit the written appeal to the Graduate School. The dean of the Graduate School will convene the Grade Appeals Committee.

The Grade Appeals Committee will consist of the graduate dean as chairman and five members of the graduate faculty appointed by the graduate dean. If the committee affirms the instructor's decision, the graduate dean will notify in writing the faculty member, the student, and the appropriate dean. If the committee supports the student's appeal, it shall prescribe the methods by which the student will be reevaluated. If the reevaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the reevaluation is final and may not be appealed further.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Independent Study

Students may register for an Independent Study designed by a faculty member who determines appropriate course expectations. (NOTE: Independent Study courses are *not* used to replace regularly scheduled course offerings.) Faculty complete the forms that follow depending upon whether the course is undergraduate or graduate level. The forms are signed by the department chairs and forwarded to the Associate Dean for Academic and Student Affairs who signs as the Dean's designee.

Independent study form for undergraduate students:

http://www.uncw.edu/reg/documents/DIS_form.pdf

Independent study form for graduate students:

<http://uncw.edu/gradschool/registration/forms/independentstudy.pdf>

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Standards of Professional Conduct

Preamble

Educators are entrusted with the care and education of learners at all levels; therefore, they must adhere to a high standard of personal character and conduct in order to serve as positive role models for pupils, families/caregivers, and the community. Professional responsibility begins with a prospective educator's initial association with the Watson College of Education and continues after their admission as a candidate for licensure. All students associated with the WCE, prior to and after admission to the college, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession. Commitment to ethical and professional standards is expected to continue as candidates are licensed and assume their professional roles. All policies, procedures and regulations contained in the *UNCW Code of Student Life* also apply.

The WCE Standards of Professional Conduct incorporate the following:

- the Code of Ethics for North Carolina Educators (adopted by the North Carolina State Board of Education, June 5, 1997; www.ncpublicschools.org);
- the Code of Professional Practice and Conduct for North Carolina Educators, effective April 1, 1998 and
- the Watson College of Education professional expectations as identified in the Performance Evaluation Scale exit criteria.

The Standards are listed on the Watson College of Education website at:

<http://uncw.edu/ed/advising/documents/StandardsofPC.pdf>

Adherence to these professional standards is expected during all aspects of students' matriculation and career with the WCE, including practica and field activities. Violations of these Standards of Professional Conduct may result in disciplinary action, including but not limited to withdrawal from courses (including those that require field experiences and practica) and/or dismissal from the teacher education program. Students are also subject to discipline for misconduct as stated in the UNCW Code of Student Life.

Commitment to the Education Profession

1. Understands, respects and applies principles of teaching and learning and content knowledge relevant to the area of licensure;
2. Pursues growth and development in the theory, principles, and practices of the profession and uses knowledge and skills appropriately to improve the educational opportunities, experiences, and performance of student learners and colleagues.

3. Demonstrates appropriate behaviors, attitudes and skills related to the conduct of a professional educator, such as the following:
 - attire appropriate to the setting,
 - punctuality,
 - attendance,
 - professional interactions with peers, faculty, staff, and administrators as well as field-based personnel,
 - development and use of appropriate professional language in oral and written communications, and
 - adherence to institutional policies and procedures.
4. Provides accurate and truthful credentials and information regarding admission, requirements for licensure, and in all interactions with faculty and staff.

Commitment to Schools and School Systems

1. Contributes to a classroom climate conducive to learning.
2. Promotes optimal learning opportunities for all those engaged in the educational setting on-campus, on-line or in field experiences and/or practica.
3. Acknowledges and supports diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
4. Participates positively, collegially and cooperatively in campus-based coursework, school/community-based work and in other professional decision-making processes.
5. When acting in a professional capacity:
 - A. Acts fairly, consistently, and prudently in the exercise of authority.
 - B. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of their rights protected by law.
6. Acts and speaks respectfully in educational settings as a representative of UNCW, the Watson College of Education and its programs.

Commitment to Students

1. Supports, acknowledges and respects diversity among individuals in all educational settings.
2. Sets high expectations for all students and provides various methods and opportunities for students to achieve goals.
3. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
4. Manages student behavior fairly and consistently. Influences student behavior in positive ways while maintaining students' dignity;
5. Assesses students and assigns grades based upon the students' demonstrated competency, merit, and performance, without regard to personal factors that are irrelevant to the program involved.
6. Holds in confidence information learned in professional practice and contained in educational records except when disclosure is required by pertinent regulations or statutes.
7. Treats all students with respect and maintains an appropriate relationship with students in all settings. The educator will not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - a. Speech that is considered abusive, profane, vulgar, demeaning or obscene
 - b. Acts of child abuse, as defined by law
 - c. Any provision, sale or supply of alcohol or drugs
 - d. Any act of harassment based on sex, race, religion, disability, age, color, sexual orientation, and national origin as defined by policy and law and
 - e. Any intentional solicitation, encouragement, whether written, verbal, or physical, or consummation of a romantic or physical relationship with a P-12 student, or any sexual contact with a P-12 student. The term "romantic relationship" shall include dating any P-12 student.

WATSON COLLEGE OF EDUCATION

Performance Review Process

Consistent with the commitment to admit quality students into the teacher education programs, the Watson College of Education also focuses upon the retention of students in programs designed to prepare them to become effective educators. The Performance Review Process is an ongoing component of that effort, and is formally activated at least once per semester. The purpose of the Performance Review Process is to provide honest and candid feedback to prospective educators as part of the Watson College's obligation to produce quality personnel. Students should be aware that review of performance will occur at least twice during their program of studies in the Watson College of Education: (1) approximately midway through their coursework requirements, and (2) prior to student teaching. Faculty also can express their concerns at any time during a student's program.

The Performance Review Process focuses on student performance in the following areas:

Academic Achievement

This area encompasses performance in courses in Basic Studies, Pre-Education set, and Professional Studies in Education. Advisors monitor the attainment of a 2.7 GPA for admission to the Watson College of Education, as well as grades in courses leading to completion of degree and licensure requirements. Professors monitor student performance within courses based upon quality of work products submitted, grades, class interactions, academic integrity, and mastery of concepts within the various areas of study.

Professional Behavior

Included in this area are behaviors and skills related to becoming a professional educator, such as preparation for field-based assignments (e.g., having lesson plans completed); punctuality and attendance; appropriate attire; development of positive rapport with children, parents, teachers, and administrators; professional demeanor; professional interactions with university students, faculty, staff, and administrators; use of standard English in oral and written communications; and adherence to college rules and ethical standards. Partnership teachers, university supervisors, and professors monitor these behaviors in class sessions, the Ed Lab, and field-based assignments in school settings.

Process

Concerns about performance in Academic Achievement or Professional Behavior must first be discussed with the student by the partnership teacher, university supervisor, professor, or Ed Lab staff. At the time the discussion occurs, the individual also may discuss the situation/concern with the department chair.

At least once per semester (prior to the preregistration advising period), faculty will be surveyed by the Associate Dean for Academic and Student Affairs regarding performance of students enrolled in the programs. At that time, professors will share concerns and discuss support provided to date. (Professors also can notify the Associate Dean and/or department chair any time an incident occurs.)

The Associate Dean will compile the information received and share it with the department chairs. The Associate Dean will schedule a conference with any student for whom a pattern of concerns has been identified or for whom a serious incident has been observed. Department chairs also may meet with the students. Written records will be maintained for these meetings.

The first priority will be to provide any support or assistance appropriate for the student, such as referral to the Counseling Center or the Learning Assistance Center. Depending upon the nature of the situation, other options may be warranted including establishment of written timelines to correct certain behaviors (e.g., making up work missed) or specification of consequences (e.g., withdrawal from internship if pupils cease to learn or classroom routines are being disrupted).

Confidential records will be maintained on the conferences and any written correspondence by the department chairs and the Associate Dean for Academic and Student Affairs. If the pattern of poor performance persists for two semesters, the student will be advised by conference and follow-up letter from the Dean or the department chair to explore other career options. Copies of such correspondence will be sent to the Dean or his/her designee.

Note Regarding Crime Convictions

At the time of application for licensure, students are asked to complete a statement and attach copies of court proceedings regarding convictions for crimes other than minor traffic violations. The Watson College of Education may deny admission based upon the background review. The state may deny the issuance of a license if an individual has been convicted of or pleaded no contest to a crime if there is a reasonable and adverse relationship between the crime and the continuing ability of the person to perform any of his or her professional functions in an effective manner.

(Adopted 7/96; Revised 12/00, 10/05, 12/08)

WATSON COLLEGE OF EDUCATION

Criminal Background Process

Admission to the Watson College of Education

All candidates for licensure programs in the Watson College of Education will be asked to answer five questions related to criminal background and disciplinary actions at the time of application to admission. The questions are:

1. Have you ever been warned, reprimanded, placed on probation, suspended, expelled, or requested to resign from any high school, community college, college, or university or otherwise been subjected to discipline by any such institution or requested or advised by any such institution to discontinue your studies there.
2. Have you ever had a license or certificate denied, suspended, or revoked by a state or other governing body?
3. Have you ever been discharged or dismissed from employment or been requested to resign from employment?
4. Have you ever been convicted of a crime (excluding minor traffic convictions carrying 3 or fewer points for Department of Motor Vehicle purposes)?
5. Have you ever entered a plea of guilty, a plea of no contest, a plea of nolo contendere or an Alford plea to a criminal charge or otherwise accepted responsibility for the commission of a crime?

Candidates who answer “yes” to any one of the five questions must provide a written explanation and copy of court proceedings. The Dean of the Watson College of Education will convene an Administrative Review Committee to discuss the merits of the case and eligibility for admission based upon the nature of the offense, age of the individual at the time the offense occurred, circumstances surrounding the action, and rehabilitation record since the incident occurred (e.g., other crimes, repeated behaviors, etc.).

The Administrative Review Committee will make a recommendation to the Dean on eligibility for admission or denial. The Dean will make the final determination and transmit the decision to the candidate. The candidate may appeal the decision in writing within 30 days of the date of the letter from the Dean. The Dean will convene the Administrative Review Committee to determine the merits of the appeal, and transmit the final decision to the candidate.

Students denied admission will not be permitted to take any courses in the Watson College numbered higher than EDN/SED 300 and must change majors.

Eligibility for Tutoring, Field Experience, and Internship Placements

All candidates for licensure programs in the Watson College of Education will be asked to answer five questions related to criminal background and disciplinary actions at the time of application for tutoring, field experience, and internship placements. The questions are:

1. Have you ever been found to be in violation of the UNCW Code of Student Life and for which such violation has resulted in a warning, reprimand, probation or suspension?
2. Have you ever had a license or certificate denied, suspended or revoked by a state or other governing body?
3. Have you ever been discharged or dismissed from employment or been requested to resign from employment?
4. Have you ever been convicted of a crime (excluding minor traffic convictions carrying 3 or fewer points for Department of Motor Vehicle purposes)?
5. Have you ever entered a plea of guilty, a plea of no contest, a plea of nolo contendere or an Alford plea to a criminal charge or otherwise accepted responsibility for the commission of a crime?

Candidates who answer “yes” to any one of the five questions must provide a written explanation and copy of court proceedings. The Dean of the Watson College of Education will convene an Administrative Review Committee to discuss the merits of the case and eligibility for placements based upon the nature of the offense, age of the individual at the time the offense occurred, circumstances surrounding the action, and rehabilitation record since the incident occurred (e.g., other crimes, repeated behaviors, etc.).

The Administrative Review Committee will make a recommendation to the Dean on eligibility for admission or denial. The Dean will make the final determination and transmit the decision to the candidate. The candidate may appeal the decision in writing within 30 days of the date of the letter from the Dean. The Dean will convene the Administrative Review Committee to determine the merits of the appeal, and transmit the final decision to the candidate.

Students who are denied eligibility for tutoring, field experience, and internship placements will be dismissed from the licensure programs in the Watson College of Education since such placements are required for course completion and licensure recommendation.

WATSON COLLEGE OF EDUCATION**Policy for Maintaining, Storing, and Destruction of Departmental Student Advising Records**

Student files that are created and maintained for departmental advising purposes are confidential and subject to the provisions of FERPA and Student Right To Know laws. Therefore, they should be stored in a secure environment, which is not subject to unwarranted access by non-academic personnel.

Upon completion of a student's academic career by graduation or matriculation, the advising records should continue to be treated as confidential material and shredded or incinerated within two years. Authorized departmental access to the official record of any UNCW student or former student may be obtained through the Registrar's Office.

(Revised 12/08)

WATSON COLLEGE OF EDUCATION

Student Performance and Employment Follow-up

The Watson College of Education uses data sources such as Career Services, Department of Public Instruction, regional personnel directors, graduate school, and Web-based alumni responses to determine success of majors on graduate and professional school placement tests, licensure, and of initial and continuing employment requirements.

In addition, the Watson College has created databases on Watson College of Education graduates who have earned graduate degrees, attained National Board Certification, been recognized as teacher or principal of the year, and/or received other honors.

(Adopted 1/01, Revised 12/08)

WATSON COLLEGE OF EDUCATION

Student Teaching Eligibility and Placement

Information on all internship requirements may be accessed at:

<http://www.uncw.edu/ed/professionalexperience/>

Eligibility

Requirements for Eligibility for the Internship Semester:

- Admitted to Watson College of Education (Pre-education majors are **not** eligible)
- Cumulative GPA of 2.7 or better
- No grade below a C in any of the professional sequence of courses
- Successful completion of at least 90 hours of college coursework

- Licensure –only students
 - Verification of Bachelor's degree
 - 2.7 or better GPA in WCE coursework
 - Completion of required pre-requisite coursework as defined in the individual's plan of study (verified by Sam Black)

- Secondary/Allied students

If more than 9 hours of content area coursework is outstanding prior to the internship, the Discipline Coordinator and Secondary Program Coordinator should be notified and asked to render a decision regarding eligibility and preparation for internship teaching expectations.

In addition, students must complete an application for the practicum semester, register for the appropriate courses during preregistration and complete PRAXIS test requirements as required for their licensure area.

Placement

The Watson College, in conjunction with district personnel, attempt to identify teachers whose philosophies and teaching approaches are consistent with best practice. These teachers receive preparation in the supervision model before receiving an intern.

The Director of Professional Experiences is responsible for verifying student eligibility for the practicum semester, working with the Director of the Professional Development System and district personnel to make intern placements and assisting the department chairs to coordinate student placements and faculty supervision loads. The Field Experiences Coordinator contacts school systems regarding selection criteria and assists with training and orientation activities for interns and partnership teachers.

Interns are, as far as possible, assigned in cohorts of 5 or more students to a site. At the site, a Site Coordinator acts as liaison to the Watson College and assists interns, partnership teachers and university supervisors to resolve logistical and site-based concerns.

Out-of-Area Placements

Policies for out-of-area placement requests are located at:

http://www.uncw.edu/ed/professionalexperience/documents/Out-of-AreaPolicyFinal_000.pdf

Incoming Student Requests

Students from institutions other than North Carolina constituent institutions who request to do their practicum experience through UNCW must comply with appropriate Watson College of Education policies. For more information, see: <http://www.uncw.edu/ed/professionalexperience/documents/IntoAreaNewUpdate5-07.pdf>

Criminal Convictions

At the time of application for licensure, students are asked to complete a statement that they have not been convicted of crimes other than minor traffic violations. If this is not the case, they must attach to their statement copies of court proceedings regarding the convictions on their record. The Watson College of Education may deny placement based upon the background review. The state may deny the issuance of a license if the individual was convicted, or pleaded no contest to, a crime if there is a reasonable and adverse relationship to the continuing ability of the person to perform any of his or her professional functions effectively.

WATSON COLLEGE OF EDUCATION

Waiting Lists and Admission to Closed Classes

Faculty who are contacted by a student seeking admission to a closed class should advise the student to continue to attempt to register on SeaNet. Waiting lists may be used by the chairs to monitor the need for additional sections of a given course; however, being on the list does *not* guarantee that a student will be admitted to a class. To avoid confusion, faculty should not maintain individual waiting lists.

No student should be added to a full class prior to the first day of classes unless permission has been given by the faculty member. During the preregistration and Drop/Add periods, faculty members may grant overrides on SeaNet to students to make them eligible to add the course. Students must then register on SeaNet in order to be enrolled. Granting an override does not add the student to the course section.

On the first day of class, if a class is full, instructors may drop from the class rolls any student who does not appear or has not called the faculty member to explain his or her absence. To drop a student, the faculty member sends a memo to the department chair, who will forward it to the Associate Dean for Academic and Student Affairs.

(Revised 12/00, 10/05, 12/08)

WATSON COLLEGE OF EDUCATION

Withdrawals

As described in the *UNCW Catalogues* a student at either the graduate or the undergraduate level is allowed to withdraw from the university or from individual courses through the first week of the semester (the drop/add period) without having a grade entered on the academic record. A shorter drop/add period applies during the summer sessions. Inclusive of the second through sixth week of the fall and spring semesters, and in an equivalent time period during the summer, any undergraduate student who withdraws from the university or from individual courses will receive a grade of "W". The parallel period for graduate students is the second through the twelfth week during regular semesters. Students and faculty should review semester calendars specifying withdrawal dates located at:

<http://www.uncw.edu/reg/calendars.htm>

A grade of "W" does not affect the student's grade point average. Beginning with the seventh week of the semester for undergraduates and the thirteenth for graduates, a grade of "WF" will be assigned for each undergraduate course withdrawal and a grade of "F" for each graduate course withdrawal. These grades will count as hours attempted but may be changed to a "W" if extenuating circumstances warrant.

To appeal a "WF" grade, the undergraduate student presents the reasons to the appropriate dean who then notifies the professor of record for the course. If the professor approves the change, the dean notifies the Registrar. If the professor of record does not approve, the student may file a grade appeal, following the process in the appropriate UNCW catalogue. To appeal the "F" grade, a graduate student initiates an appeal process with the Graduate School. The decision of the graduate dean is final in these cases and the decision must be rendered prior to the end of the semester in which the withdrawal occurred.

To withdraw from an individual class or classes through the sixth week of classes, undergraduate students must report to the Registrar's Office before or on the last day for withdrawal, as indicated in the university calendar of events. Graduate students must report to the Graduate School before or on the last day for withdrawal, as indicated in the university calendar of events.

To withdraw from all classes and the university at any other time during the semester, the undergraduate student must process an official withdrawal form through the Dean of Students office. The graduate student must report to the Graduate School. If the student is unable to appear in person, written notice must

be sent to the appropriate dean or the Graduate School, depending upon the student's status.

Withdrawal from the internship semester may be necessary due to poor student health, family concerns or the inability of the intern to perform effectively in the role of teacher. When such a withdrawal is considered, the Director of Professional Experiences meets with the student and with the university supervisor to explore options and make plans for the completion of the student's program. If withdrawal is indicated, the chair notifies the Associate Dean for Academic and Student Affairs who sends a memo to the Registrar requesting that a "W" be entered on the student record for the practicum course(s).

(Revised 12/00, 12/08)

WATSON COLLEGE OF EDUCATION**Watson College Student Leaders**

The group is comprised of students from the Watson College who have been recommended by faculty members and approved by the Associate Dean for Academic and Student Affairs. They serve as ambassadors for the Watson College and as advisors to the Dean and Associate Deans. Last year they helped conduct the Educational Film Festival and served in other areas such as Homecoming, Ice Cream Social, etc.

(Revised 07/13)

SECTION V: ACCREDITATION

WATSON COLLEGE OF EDUCATION

Accreditation and Program Approval

The Watson College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and undergraduate and graduate licensure programs are approved by the State Department of Public Instruction (SDPI). For additional information, see: <http://www.uncw.edu/ed/ncate/>

The Watson College of Education was reviewed by NCATE and SDPI in April of 2014 and had an exceptionally positive visit, receiving full approval of all programs. The Watson College of Education met all NCATE standards with no areas for improvement.

NCATE team members assessed the unit (i.e., Watson College of Education) on six standards: Candidate Knowledge, Skills, and Professional Dispositions; Assessment System and Unit Evaluation; Field Experiences and Clinical Practice; Diversity; Faculty Qualifications, Performance, and Development; Unit Governance and Resources. WCE offers initial licensure teacher education programs in Elementary Education; Special Education, General and Adapted Curriculum; Early Childhood Education (B-K); Middle Level in Mathematics, Science, Language Arts, Social Studies; Secondary Level in Mathematics, Science, English, Social Studies; Foreign Language K-12 in French and Spanish; Music Education K-12; and Physical Education and Health K-12. Distance learning programs offered in the Elementary and Middle level programs. Alternate Route Programs offered through the MAT in Elementary Education, Middle Level and Secondary Education.

At the advanced preparation level programs are offered in Elementary Education; Middle Level in Mathematics, Science, Language Arts, Social Studies; Secondary in Mathematics, Science, English, Social Studies; Teaching English as a Second Language; Academically and Intellectually Gifted; Curriculum, Instruction, and Supervision; Language and Literacy; School Administration; and a Doctorate in Educational Leadership. All the licensure programs parallel the standards used by NCATE but also focus on individual program areas. In the future Watson College will adhere to standards outlined by Council for the Accreditation of Educator Preparation (CAEP) in preparation for the next visit in 2021.

SECTION VI: EMERGENCY PROCEDURES

WATSON COLLEGE OF EDUCATION

Emergency and Safety Procedures

Watson College of Education faculty are encouraged to refer to the UNCW website on Emergency and Safety Procedures in the categories of Interpersonal Violence, Emergency Notification, and Preparedness and Response. Information on all areas may be accessed at: <http://uncw.edu/emergencyandsafety/index.html>

During times of severe weather or other schedule disruptions, information is available on the UNCW website and the Emergency Hotline (910 962-3991).

(Revised 12/08)

UNCW Hurricane Information

HURRICANE POLICY UPDATE

UNCW Emergency and Safety Procedures may be accessed at:

<http://www.uncw.edu/emergencyandsafety/index.html>

In the event that a hurricane appears to threaten Southeastern North Carolina, UNCW will initiate emergency actions based on two triggers.

When New Hanover County announces a voluntary evacuation of the beaches, UNCW officials will implement a no-grading policy and revoke the attendance policy, actions designed to encourage students to leave campus, aiding in a quick campus evacuation when it becomes mandatory. When New Hanover County announces a mandatory evacuation of the beaches, UNCW will officially close to everyone except pre-designated essential emergency personnel. Residence halls will be completely evacuated and locked, all classes will be cancelled for the duration of the storm and until further notice, and access to university grounds and buildings will be denied.

As these events develop, a broadcast phone message and a mass e-mail message will be sent to students, faculty, and staff giving information on official closing times, Hurricane Hotline numbers, and any special instructions. Faculty, staff and students should also stay tuned to local media for closing and re-opening announcements.

While the university is officially closed, only employees who have been pre-designated as “essential” should report to work. Employees required to work will be compensated in accordance with the “Extra Time” policy. Employees not required to work will not have to make up lost time.

While the university remains open, in the event of threatening weather or unsafe traveling conditions, employees who are not able to travel to work, or who need to leave early, must charge the lost time to vacation or bonus leave or accrued comp time, or the time must be made up.

HURRICANE CHECKLIST

General Information for Offices and Departments

PRIOR TO HURRICANE SEASON

- Review emergency plans, including the Hurricane Operations Plan and any office or departmental emergency plans. Make sure all employees are familiar with these plans and procedures.
- Update staffing changes and emergency contact information for office and department.
- Check emergency supply inventory. Order any needed items. Make emergency personnel aware of these supplies.

HURRICANE WATCH – 36 hours prior to storm arrival

- Keep abreast of weather and the hurricane by checking local news stations periodically.
- Stay tuned for news from university decision-makers on next steps and major decisions.
- Begin preliminary hurricane preparations:
 - Review hurricane checklist.
 - Cancel or postpone events, meetings, and/or activities.
 - Back up critical computer files; store in a safe place.
 - Verify emergency supplies are on hand such as plastic or trash bags for wrapping equipment.

HURRICANE WARNING – 24 hours prior to storm arrival

- Complete hurricane checklists and procedures as indicated in emergency plans.
- Take actions to protect offices, labs, and equipment:
 - Close and lock all windows.
 - Disconnect all electrical equipment and plugs.
 - Move equipment off of floor and cover with provided plastic.
 - Prepare a voice mail for telephone extensions stating that UNCW has closed due to emergency weather conditions due to a hurricane and will reopen when conditions permit. Leave the Hurricane Hotline telephone number on voicemail: 910/962-3991 or toll free 888/657-5751 for the latest UNCW information.
 - All personnel should notify their supervisor when hurricane office preparations have been completed and they are planning to leave campus.
 - Close all blinds and close and lock office doors.
- Ensure emergency personnel check in with the EOC as needed.
- Evacuate personnel from offices and departments.

DURING THE HURRICANE

- No representatives from offices and departments should remain on campus during the hurricane unless they are designated emergency personnel who must remain on campus for the duration of the storm or they are directed to do so by the EO Coordinator (Associate Vice Chancellor for Business Affairs – Business and Support Services).
- Stay tuned to local news and the UNCW Hurricane Hotline for the latest weather conditions and university closing and opening information.

WATSON COLLEGE OF EDUCATION

Hurricane Response Plan

- Computer equipment should be covered but does not need to be disassembled. Only items immediately in front of windows should be moved. Members of the administrative team should check all areas (including offices) within their areas of responsibility. If covers are to be taped, caution should be exercised when applying to any finished surfaces.
- Critical files and disks should be placed in water secure areas and placed in locked areas.
- Personnel should be advised to take personal items they may need in the next three days home with them.
- SPA personnel may leave after all areas have been secured and they have checked with their supervisors.
- Students and other individuals should be advised that information about UNCW emergency operations and schedules can be obtained by calling the UNCW Hotline at 910 962-3991.
- Personnel who cannot return on the official schedule set by the university need to call their immediate supervisor or department chair.

(Developed 8/02; Revised 10/05, 12/08)

WATSON COLLEGE OF EDUCATION

Disaster Recovery Plan (DRP)

Functions and services performed by Watson College of Education:

The department offices house faculty personnel files, schedules, course information such as syllabi, and delivery of class records.

The Associate Dean for Teacher Education and Outreach' office administers some budgets, and keeps current and historical records and database related to university / school partnerships collaborative initiatives, special projects, WCE grants, generation of reports, accreditation materials and records.

The Associate Dean for Academic and Student Affairs' office coordinates student advising, admission to the Watson College of Education, field experience and internship placements, licensure recommendations, and accreditation activities.

The budget area in the Dean's office handles personnel and budgetary functions for the Watson College of Education. This office is a liaison to the accounting, travel, purchasing and systems and procedures offices. The Budget Office houses personnel records.

The customers for these services:

The departments serve mainly faculty.

In the Associate Dean for Academic and Student Affairs' office the customers are students, university faculty and administrators, public school personnel, and the State Department of Public Instruction.

In the Associate Dean for Teacher Education and Outreach' office the customers are WCE administrative team and faculty, public school partners, various organizations who participate in initiatives, and at times students. Accreditation bodies, university officials, and other administrative offices are also served on an as needed basis.

The Dean's office via the budget office serves the administrative team, SPA staff, faculty, graduate students, other university personnel. In reality, the dean's office serves all the customers previously mentioned.

The seasonal calendar, or fiscal year issues related to functions:

Departments follow the university calendar including summer activity.

The work of the Associate Dean for Teacher Education and Outreach' office is generally on-going, 12 months. Accreditation is cyclical depending on the time period.

The work of the Associate Dean for Academic and Student Affairs office is academic calendar-driven. Advising occurs year-round, but is particularly heavy during the middle of the fall and spring semesters. Admission to WCE occurs at the conclusion of the fall, summer II, and spring semesters. Field experience placements occur at the beginning of fall, summer, and spring semesters. Licensure recommendations are the most frequent at the conclusion of each semester, but are made throughout the year.

The start and ending of semesters, summer school terms, and the beginning and most importantly the ending of the fiscal year are critical. The total dean's office has service requirements during all 12 months.

Recommended Priority Services:

Priority list (Departments)

- Delivery of courses
- Schedule planning

Prioritized list: (Associate Dean for Teacher Education and Outreach)

- Accreditation data, documents and materials, including reports
- Budget backup data and spread sheets
- Current grant information/budgets/deliverables
- Partnership database with partnership teachers, site coordinators and other affiliated educators, including training, payment, placement information
- Information regarding special initiatives/projects including participants, accounting information, etc.
- Information regarding inactive grants

Priority for disaster recovery: (Associate Dean for Academic and Student Affairs)

- Licensure
- Field experience placements
- Advising
- Accreditation
- Admission

Priority list of functions: (Dean's Office - Budget)

- Management of uniform personnel and budgetary processes within WCE
- Implementation of all resource allocations approved by the dean for distribution to departments and offices throughout the year
- Daily management/maintenance of all general and trust fund accounts

- Maintaining records on budgetary allocations and expenditures
- Coordinating training needs of support staff
- Ensure compliance with all state, university and WCE policies and procedures throughout the budget and personnel processes and continually brief administrators about new policies and procedures

The computing and communications resources required in order to perform these functions or services:

The following resources are required:

- Mainframe access (SIS, SEAWEB, FRS, HRS)
- PCs and local server
- Software such as databases
- Printers
- Internet access
- Forms and documents
- Telephone

Backup of Records:

Records are backed up on a regular basis. Back-up disks/flash drives are stored at off-site location (i.e., key personnel's residence).

Data, documentation, vital records, etc. required:

The following types of documentation are required:

- Policy manuals
- Manuals for software
- Usernames and passwords
 - Input documents or data
 - Contact lists
- Personnel budgetary documents
- Projections and expenditures

The key personnel required to perform the functions and services:

Dean, Associate Dean for Teacher Education and Outreach, Director of PDS, Associate Dean for Academic and Student Affairs, Budget Manager, Departmental and dean's office staff.

Data and records currently backed up are stored:

Via ISTD (Departments)

Many of the documents are stored in a small room off of the Associate Dean for Teacher Education and Outreach' office in the Education Building. Many major documents, reports, and backup data are on hard drives and backup disks in this office. Budget information and backup documents are housed in this

office. The PDS office also has files with historical data on the partnership, including data on participants. There is a major server with information related to PDS that is accessible by the Associate Dean, the PDS office, and the Director of Professional Experiences.

Student advising records are maintained in locked file cabinets accessible to the Office Assistant and Associate Dean for Academic and Student Affairs. Accreditation materials are in a locked room accessible to the Dean, Associate Dean for Academic and Student Affairs, and Associate Dean for Teacher Education and Outreach. Licensure, field experience, and admissions data are backed up on computer servers.

Budget records and data are backed up on computer hard drives, disks/USBs, and CDs. A copy of the CD is stored at an off-site location (i.e., Dean's residence). The Dean, her assistant, and budget officer have access to those records.

The backup personnel designated in case the primary personnel are not available?

Associate Deans and their assistants, department chairs.

Method for contacting these individuals:

Home phone numbers available for senior administrators (Dean's Office)

Each unit must identify a DR team and leader who are capable of restoring function as specified by the organizational unit or required by the University.

The Team Leader will be the Dean (and the Associate Dean for Academic and Student Affairs) for the Watson College of Education.

Others who would need to be contacted concerning the disaster or reduced services:

- Faculty
- Students
- Department of Public Instruction
- National Council for the Accreditation of Teacher Education

Documentation procedures required to perform these services and functions:

The documentation for the functions of the unit is complete and available from university, state, and national sources.

Procedures for making decisions regarding the PDS office and their functions have been developed and disseminated to the related personnel

The consequence of services being unavailable for a period of one day, three days, seven days, and thirty days:

Would not be a significant consequence for under a week, but longer would create some difficulties depending on external deadlines (Associate Dean for Teacher Education and Outreach)

The functions of this office would not be crucial for a one to seven day period. However, loss of thirty days would impact program completion, licensure recommendations, and employability of graduates (Associate Dean for Academic and Student Affairs)

It would depend on the time of the month and year as to the consequences of the unavailability of function and services provided by the WCE budget office (Dean's Office)

Functions or services that would become more important during or as a result of a disaster:

No functions would become more important during a disaster.

It would be important to restore the availability of the services provided by this office as soon as possible.

Computing and communications resources, supplies, documentation, data and records, etc. that would be required to provide the specified functions and services for a period of three days without access to the central computing facility:

None (Departments)

Notebooks and databases maintained by hand could be utilized during a three-day shutdown for records housed in the Associate Dean for Academic and Student Affairs and Associate Dean for Teacher Education and Outreach offices.

A laptop and the backup information would be required in the dean's office, especially to maintain budget and personnel records.

The procedure for establishing normal function, including the loading of any manual processing that had been performed during the interim:

Once normal function is restored, all information maintained in written form would be entered.

An office-by-office check would be required by our in-house computing personnel to ensure functions had been fully restored.

Disaster recovery plan been prepared for your organizational unit which integrates with the plans of other units as necessary, and which references the specifications of the ITSD DR plan:

The WCE disaster recovery plan is part of the UNCW comprehensive plan that includes ITSD.

The WCE plan has been approved by the Dean and submitted to the Provost.

Plan tested and records of those tests are available for inspection:

Copies of department testing dates and results are to be forwarded to the Dean's Office.

The restoration of lost data has been tested recently in the Dean's office with the loss of two computers in this office.

January 3, 2001 the PC in the budget office was not able to be rebooted. A new computer was already ordered. Data was backed up on CD_RW and was restored when the new computer came in.

January 17, 2001 a new Dell Laptop was determined to have defective motherboard and screen. There was minimal loss of information in this instance.

Copies of the plan are in the possession of DR team members:

Copies of this plan will be provided to key personnel for storage at off-site locations.

Copy of the written plan is in Watson College of Education Procedures Manual.

Each department has a copy of the plan and backups. The Dean keeps a copy of the plan and backup in a secured off-campus site.

A copy of the WCE plan has been forwarded to ITSD.

The plan will be reviewed on an annual basis as part of the Procedures Manual Review.

SECTION VII: Other Procedures

WATSON COLLEGE OF EDUCATION

Web Site Accountability Policy

The Watson College of Education is committed to ease of access and accuracy on all WCE websites. The Watson College's webmaster works with the administrators and faculty to design and update information.

The webmaster is responsible for ensuring that all Watson College of Education websites are current, accurate, conform to the university policies, and are in accordance with the ADA compliance requirements. The Watson College's Administrative Team is accountable for monitoring existing sites and any new sites that are constructed for their respective areas.

The Dean is notified of any sites that are found to be out of compliance, to be inaccurate, or that contain outdated information. The Dean is responsible for notifying appropriate persons to remedy problems and ensuring alignment with these guidelines.

(Developed 11/01; Revised 12/08)

Watson College of Education - WI FI Hot Spot Check Out Agreement

Purpose:

Wi Fi Hot Spots are used to provide faculty and staff with access to internet for official business purposes in locations where access may not be available, where access may involve a cost to the employee, or where access may involve security risks.

Usage:

The computing equipment and services provided to employees, including information sent or received through this equipment, is allowed for official university business only.

The university reserves the right to place restrictions on the use of its electronic resources in response to complaints that present evidence of violations of university policies, rules, regulations or codes, or local, state or federal laws and regulations. Actions that violate these policies can result in immediate disabling, suspension, and/or revocation of the account owner's privileges pending review for further action. Such unauthorized or illegitimate use of electronic resources including but not limited to computer accounts, resources or facilities may constitute misconduct and accordingly violators are subject to appropriate disciplinary, criminal and/or legal action by the university and/or the State. If evidence is established, the university authorities responsible for overseeing these policies and codes will be consulted on the appropriateness of specific actions.

- These devices should not be used for personal streaming of movies, videos, and music outside of an individual's business needs.
- These devices should not be shared with non-university employees to provide internet access. User is responsible for usage by university employees while in possession of the device.

The university reserves the right to monitor the equipment, services or network and audit their use to ensure that all usage is in compliance with university policies and regulations, with the laws of the North Carolina, with the laws of the United States, and with international laws. In addition, the university may monitor or review employees' personal usage and the information sent or received to ensure compliance with established university policies.

Signature:

Signing below shall constitute an agreement on behalf of the user or other individual accessing such information systems to abide and be bound by the provisions of this agreement and the principles and guidelines contained in UNCW Policies: 07.100.05 Employees' Incidental Personal Use of Electronic Resources; 07.100 Responsible Use of Electronic Resources.

Employee Name (Please Print)

Date:

Employee Signature
