Watson College of Education

Policies and Procedures Manual

WATSON COLLEGE OF EDUCATION
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Updated June 2025

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Section 1 - Organization of the College

The Watson College of Education is comprised of the Dean and supported by two associate deans (Academic Affairs, Program Support, and Student Success [APS]; and Engagement, Professional Learning, and Scholarship [EPLS]). There are three departments in the Watson College of Education; the Department of Early Childhood, Elementary, Middle, Literacy, and Special Education (EEMLS), the Department of Instructional Technology, Foundations, and Secondary Education (ITSFE), and the Department of Educational Leadership (EL).

The centers, programs, and schools that are part of the Watson College of Education are Isaac Bear Early College High School, DC Virgo Preparatory Academy, the Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM), and MarineQuest.

1.1 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, diverse communities;
- Advancing the profession.

1.1.1 WCE 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 10/2012)

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1.2 WCE Conceptual Framework

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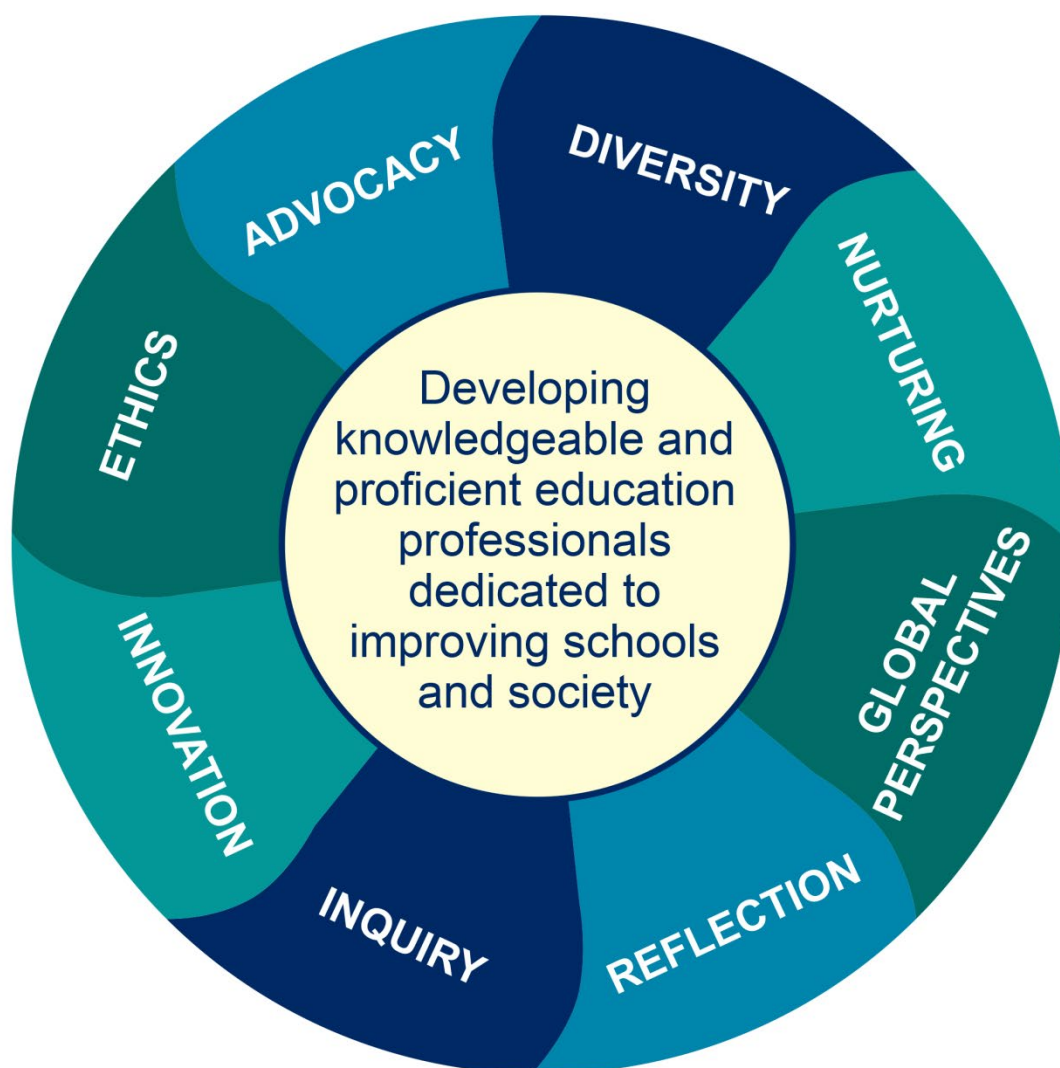
LEARN LEAD CREATE INSPIRE
Watson College of Education

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), Council for the Accreditation of Educator Preparation (CAEP) 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.

1.3 Organizational Chart

The Watson College of Education is headed by the Dean and supported by two associate deans (Academic Affairs, Program Support, and Student Success; and Engagement, Professional Learning, and Scholarship).

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.

There are three current departments in the Watson College of Education:

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

Organizational charts for the Watson College of Education are located on the Watson website.

(Revised 12/08, 12/10, 7/13, 8/23)

1.4 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 affairs, student affairs, and faculty affairs of the college as well as the professional development of public-school colleagues, community college colleagues, STEM learning for formal and informal education, and STEM learning for youth.

- 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 200 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.

- The Watson College of Education has a strong commitment to STEM education:
  - Marinequest (est. 1980) – Marinequest's mission has been to provide young people with opportunities to explore, discover and value marine habitats and encourage them to develop into environmentally responsible adults.
  - Junior Seahawk Academy (est. 2005) - Provides a platform for middle school aged students from the southeastern regions of North Carolina to develop an interest in learning math, science and technology.
  - Center for Education in STEM (CESTEM) (est. 1984) – Programs to improve the quality of precollege science and mathematics education in the region through programs designed for in-service and preservice teachers.
  - Center for Assistive Technology - offers professional development and events, and lends assistive technology equipment for persons with disabilities and those who provide education, therapy, intervention and care for them.

  In 2018, the STEM units partnered with external partners to launch STEM SENC (Southeastern North Carolina), a regional effort in 13 surrounding counties to bring together individuals, organizations, schools, institutions, and businesses for the purpose of supporting STEM learning in southeastern North Carolina. The Watson College of Education serves as the host institution for STEM SENC.

- The UNCW 3C Collaborative is a new university-community college partnership initiative created to develop strong future leaders for North Carolina's community colleges. The goal of the collaborative is to establish authentic partnerships that are innovative and dynamic and can provide experiential and applied learning opportunities for the professional growth of current and aspiring community college leaders.

- 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.

- 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.

- Technology skills are infused throughout the Watson College's undergraduate and graduate programs and supported by the Ed Tech Unit.

(Revised 12/08, 8/23)

1.5 Committees and Councils

The Watson College of Education has a number of standing and continuing committees and councils related to internal processes and external programs. Committees and councils

are also 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.

Watson College Standing Committees:
>   Assessment/Accreditation Steering Committee
>   Building Committee
>   Courtesy Committee
>   Curriculum Committee
>   Diversity Committee
>   Emergency Response Committee
>   Grade Appeal Committee
>   International Committee
>   Library/CMC Committee
>   PDS Advisory Board
>   Program Coordinators
>   WCE Policy Committee
>   Public Policy Committee
>   Scholarship Committee
>   Teacher Education Council
>   Technology Committee

Student Organizations:
>   Kappa Delta Pi
>   National Science Teachers Association (NSTA)
>   Student Council for Exceptional Children (SCEC)
>   Student North Carolina Association of Educators (SNCAE)
>   Chi Sigma Alpha

(Adopted 7/96; Revised 7/97, 12/00, 5/01, 7/03, 10/05, 12/08, 12/10, 7/17)

1.5.1 Community Advisory Council

The purpose of the Watson College Community Advisory Council is to inform the community and region about the mission and work of the College. The Advisory Council also provides advice and perspective to the WCE on ways in which it can enhance its work and impact in the world. The Advisory Council is comprised of members from local schools, social service agencies, related settings and the community.

The Watson College Community Advisory Council serves as a vehicle to gain and share understandings about important challenges and opportunities for the WCE. Council members come from a wide range of perspectives, and each member brings a deep knowledge about some aspect of the work of Watson College and the contexts in which it operates. The Council advises the Dean on matters related to

the College's relationships with the local and regional communities, serves as informed advocates in the community for the advancement of the College, and gives advice and perspective on programs and innovative work that may promote the College's success.

Responsibilities of Watson College Community Advisory Council Members
- Develop an understanding as Council members of the work of the Watson College.
- Cultivate relationships in the community and region on behalf of the Watson College.
- Serve as ambassadors to and advocate within communities in the region impacted by the work of the College.
- Promote visibility for the Watson College of Education and enhance its level of prestige and respect.
- Share and disseminate information in communities and the region about the work of the Watson College of Education.
- Solicit input from and access to audiences and stakeholder groups relevant to the work of the College.
- Provide "critical friends" perspectives on the work of the Watson College of Education.
- Support resource development opportunities for the Watson College of Education.
- Build and exercise leverage and influence with key constituencies and stakeholders on behalf of the Watson College of Education.

The Watson College Community Advisory Council is a standing body and includes 15 to 18 members in addition to representatives from College leadership. The Advisory Council meets quarterly for two hours. Regular attendance and participation is critical in creating capacity to have engaged and sustained conversations within the Council, and with representatives of the College and communities who may speak to issues relevant to the Council's work.

(Revised 07/19)

*Definitions

SHRA – Subject to the State Human Resources Act: Defined under NC General Statute Chapter 126, an SHRA position is subject to rules and regulations of the State Human Resources Act. These positions are governed by the Office of State Human Resources (OSHR). The laws and policies provide additional benefits and protections that apply only to SHRA employees.
EHRA – Exempt from the Human Resources Act. These positions are governed by the UNC System Office. Four categories of positions have been largely exempted from coverage under the Act:
- Instructional positions
- Research positions
- Public Service / Extension / Instructional Technology (IT) position
- Senior Academic & Administrative Officer (SAAO I & II) positions

Part-time Faculty – Paid, part-time members of the teaching, research, or administrative staff who hold an academic title and do not receive benefits normally associated with full-time employment, nor does their service count toward the attainment of a tenured position.
Full-time Faculty – Faculty members who are working in benefits-earning positions. Academic titles include professor, research professor, visiting professor, associate professor, research associate professor, visiting associate professor, lecturer, senior lecturer, and special faculty members.
Adjunct – non-paid affiliates of the university.

1.6 Policy Review and Approval Process

The WCE Policy Committee will meet monthly, with the day and time of the meetings established at the beginning of the academic year. All new policies and revisions or deletions of existing policies submitted by recommending parties for consideration to the Policy Committee should be submitted to the Policy Committee Chair. The approval process for all new policies and revisions or deletions of existing policies will go through the process outlined. While the process requires time to complete, the Policy Committee Chair or designee will notify the recommending party when their proposal passes from one step to the next.

Step 1: Submission of a recommended policy change
Policy recommendations are brought to the Policy Committee by College committees, units, departments, or ad hoc groups and task forces. Student groups may propose policy recommendations or revisions as needs and issues warrant. Those proposing policy recommenders are referred to as "recommending parties" in this document.
Step 2: Initial Policy Committee review
Policy Committee reviews policy recommendations and returns to recommending party for further revision as needed or forwards the proposed policy to the Leadership Team.
Step 3: Leadership Team review and disseminates proposed policy to College units for review
After the Policy Committee has completed its review(s), the proposed policy is sent to the Leadership Team for review and recommendations. The Leadership Team then distributes the initial draft with any recommended revisions to departments and centers for review and discussion by faculty and staff as appropriate to the proposed policy under review. The Leadership Team will compile all feedback from departments and centers and the Dean will submit the feedback to the Policy Committee. The recommending party will receive this information.
Step 4: Synthesis of feedback by Policy Committee and preparation of a final draft
The Policy Committee, in consultation with the recommending party, makes revisions based on feedback from the Leadership Team and prepares a final draft for consideration by the College for adoption.

The Policy Committee will identify in writing the groups who will vote on the proposed policy if voting is needed. The groups selected to vote may include the following or any combination of these groups*: (1) SHRA & Part-time Faculty (2) EHRA Non-Faculty, (3) Full-time Faculty, and (4) Adjunct.

Step 5: Presentation to College for consideration for adoption

The proposed policy will be presented to WCE faculty and staff prior to a College meeting. Where needed and requested, the Dean will call a meeting of the College. A representative of the Policy Committee will present the proposed policy to the College for discussion.

During the discussion, if no objections are raised (100% consensus) the proposed policy is approved. If there is an objection to the proposed policy, then a vote is needed. The Policy Committee in conjunction with the Dean's office will create the voting item and distribute to appropriate groups. Then the group(s) identified by the Policy Committee will vote.

The Policy Committee and the Dean's office will review the voting results. Upon passage by a simple majority of the votes cast, the policy is in effect at the beginning of the next academic term.

(Approved May 2019)

1.7 Administrator Role Descriptions
1.7.1 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 three 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.

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 CAEP, 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)

1.7.2 Associate Dean for Graduate/Ed Professional Programs, Research & Faculty Affairs

Associate deans are appointed by the WCE Dean and serve "at will." They undergo annual evaluations by the WCE Dean, incorporating feedback from the college. After four years of service, associate deans receive a comprehensive review of their accomplishments, with additional feedback from WCE administrators, faculty, and staff. The WCE Dean will consider this feedback to determine the appropriate course of action.

The organizational chart is located on the WCE website.

Primary Purpose of the Division, Department, and/or Grant
The Office of Graduate/Ed Professional Programs, Research & Faculty Affairs within the Watson College of Education (WCE) plays a crucial role in advancing the College's academic mission. This office is responsible for leading the development and advancement of high-quality graduate and education professional programs, fostering a strong research culture among faculty, and supporting faculty success through professional development and career advancement initiatives.

Brief Summary of Work for this Position
The Associate Dean for Graduate/Ed Professional Programs, Research & Faculty Affairs will provide leadership in the development, review, and oversight of graduate and professional programs, with a focus on innovation, recruitment, enrollment management, curriculum, and student engagement. This role will also take the lead on advancing research initiatives within the College and will play a

pivotal role in fostering faculty professional development, supporting research for students and faculty, and facilitating policy changes related to faculty affairs. The Associate Dean will collaborate with faculty, staff, and external partners to enhance programming, support faculty, and drive academic excellence.

Detailed Job Description
The Associate Dean will be responsible for the following duties:

Graduate/Professional Programs
- Lead curriculum review for graduate and education professional programs, including the Workforce Learning and Development (WLD), leadership minor, and other graduate offerings within the College.
- Have a deep knowledge of new state and federal policies related to accredited graduate programs and collaborate closely with the college's Associate Dean for Teacher Preparation, Assessment, and Accreditation (TPAA) to support the approval process for programs under their purview.
- Oversee the student complaints and appeals process for graduate and professional programs.
- Lead projects related to innovative approaches to graduate and professional programs, such as new program development or alternative delivery models.
- Oversee recruitment and enrollment management strategies for the suite of graduate/professional programs.
- Work closely with program coordinators and faculty to support the growth and success of graduate programs.
- Collaborate with faculty and staff to write grants and contracts that support and enhance graduate program offerings.
- Collaborate with the partnership/engagement unit to expand and improve graduate programming.
- Lead student outreach and engagement efforts for graduate/professional programs.
- Work with the Associate Dean for Teacher Preparation, Assessment, and Accreditation (TPAA) on the assessment and accreditation processes for graduate programs.
- Serve as an ex-officio member of the WCE Curriculum Committee.
- Serve on the University Graduate Council.

Research & Faculty Affairs
- Lead faculty professional development efforts, with a particular focus on supporting research, scholarship, and creative activity.
- Work to build the research infrastructure within the College and better support faculty research initiatives. Regularly engage faculty to understand their needs.
- Provide student support and encourage engagement in research/scholarly activities.
- Oversee the early career mentoring program, in collaboration with the Research Faculty Fellow

- Facilitate policy changes related to faculty affairs, including workload, Reappointment, Tenure & Promotion (RTP), and other key processes.
- Provide support for faculty professional development, particularly for those pursuing promotion and tenure.
- Facilitate new research collaborations within and outside of the Watson College of Education.
- Oversee contract and grant work within the College, including the approval of proposals in OSPREY.
- Regularly survey faculty to assess their professional development needs and identify opportunities for growth.
- Facilitate grant and contract collaborations, presenting new funding opportunities.

Other duties as assigned by the WCE Dean that are necessary or essential to the success of the College.

(Adopted 4/25)

1.7.3 Associate Dean for Teacher Preparation, Assessment and Accreditation

Associate deans are appointed by the WCE Dean and serve "at will." They undergo annual evaluations by the WCE Dean, incorporating feedback from the college. After four years of service, associate deans receive a comprehensive review of their accomplishments, with additional feedback from WCE administrators, faculty, and staff. The WCE Dean will consider this feedback to determine the appropriate course of action.

The organizational chart is located on the WCE website.

Primary Purpose of the Division, Department, and/or Grant:
The Office of Teacher Preparation, Assessment and Accreditation in the Watson College of Education (WCE) leads the preparation of teacher candidates and oversees curriculum and assessment for initial teacher licensure programs. This office is responsible for recruitment and retention efforts and ensures compliance with state and federal policies related to teacher education. The office also oversees all assessment and accreditation activities for the college, ensuring compliance with all relevant standards and regulations.

Brief Summary of Work for this Position:
The Associate Dean of Teacher Preparation, Assessment & Accreditation will provide administrative and visionary leadership for all teacher preparation programs within the Watson College of Education. In addition, the Associate Dean will serve as the primary point of contact for all college-wide assessment and accreditation activities, ensuring compliance with all relevant standards and regulations. The Associate Dean will oversee the development and implementation of all teacher preparation programs, lead all assessment and accreditation efforts, and collaborate with college-wide leadership for accountability, assessment, and

accreditation, and related academic services. The Associate Dean will act on behalf of the Dean of WCE as needed.

Detailed Job Description:
The Associate Dean will be responsible for the following duties:

Teacher Preparation:
- Oversee curriculum review and development for programs leading to initial teacher licensure.
- Serve as the primary liaison for new state and federal policies related to teacher education (e.g., attend NCACTE meetings, monitor State Board of Education policies).
- Provide oversight for the Student Success Center and advising for initial teacher licensure programs.
- Manage the student complaints and appeals process for teacher preparation programs.
- Lead projects related to innovative approaches to teacher education (e.g., Kenan Trust TA2T project).
- Oversee recruitment and enrollment management for teacher preparation programs.
- Supervise recruitment personnel
- Lead Teacher Preparation Program (TPP) meetings.
- Collaborate on grant writing and contract development to support teacher preparation initiatives.
- Facilitate student outreach and engagement activities for initial teacher licensure programs.
- Serve as an ex-officio member of the WCE Curriculum Committee.
- Serve on the University Curriculum Committee

Assessment & Accreditation:
- Monitor changes to accreditation guidelines at both state and federal levels for all WCE programs.
- Oversee assessment processes for all WCE programs, including graduate programs, to ensure compliance and continuous improvement.
- Supervise personnel supporting assessment and accreditation efforts within the college.
- Collaborate with Institutional Research & Planning (IRP) to meet system office requirements for reporting and program assessment.
- Lead professional development initiatives to build faculty and staff capacity for assessment and accreditation.
- Create structures that ensure faculty and staff regular involvement in the assessment and accreditation cycle.

Other duties as assigned by the WCE Dean that are necessary or essential to the success of the College.

(Adopted 4/25)

1.7.4 Department Chair

The primary responsibility of a 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 3 to 5 years, with the 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 on the WCE website.

Areas of responsibility and major components of the role are:

- To recruit and mentor new faculty, and to hire part-time faculty as needed.

- To facilitate program development, evaluation, and revision processes, as well as accreditation reviews.

- 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.

- To oversee the reappointment, promotion and tenure; peer evaluation; and post-tenure review processes for faculty within the department.

- To consult with the Director of Professional Experiences and Field Experience Coordinator to determine placements for interns (if relevant to department), and to identify university supervisors.

- To participate in intern orientations, transfer orientations, and program- specific information sessions as needed.

- To plan and conduct departmental meetings each month.

- To serve on the Dean's Administrative Team and advocate for departmental needs.

- To manage the departmental budget, and to identify departmental resource needs and plan for filling them.

- 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.

- To evaluate, facilitate and forward to the Dean following departmental approval, any graduate course or program changes.

- To review Professional Development Plans (PDPs) for faculty members and suggest revisions based upon faculty performance and/or program area needs.

- To review evaluation 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.

- To meet with each faculty member to discuss the annual evaluation.

- To coordinate searches for faculty members authorized by the Dean.

- To complete the following annual reports due at the end of the academic year:

- Individual Faculty Annual Evaluations
- Faculty Workload Report
- Annual Departmental Summary of Accomplishments

- To review evaluation data from program completers and discuss with the Director of Assessment, program coordinators and faculty ways to address identified needs.

- To teach one course per semester and one course every other summer or schedule determined by Dean.

- To hire and supervise administrative assistant staff and to oversee the selection and assignment of graduate assistants, work assistant students, and work study students in the department.

- To represent the department and college at University meetings.

- To serve on committees as assigned as ex officio members.

- To perform other duties as assigned by the Dean.

(Revised 12/00, 10/05, 12/08, 2/18)

1.7.5 Program Coordinator

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

Program Coordinator Budget Support

Program Coordinator budget allocations in the Watson College of Education are based on a combination of factors including:
- Degree level of the program (undergraduate or graduate);
- Program enrollment based on official enrollment on July 1 of the academic year;
- "Coordinator time" as loosely parallel to course assignment equivalency (the amount of time required per week to teach a three-credit hour course); and,
- An aggregate amount the Watson College can responsibly budget each year (given annual budget conditions) to support coordination of academic programs.

Based on these factors and annual analyses, academic programs are organized into five categories for purposes of setting coordinator budget allocations for an annual academic cycle (July1 – June 30). Each program will have an annual amount budgeted. Program Coordinators will coordinate with chairs as to how the allocation will be used to support (1) any course releases, and (2) any supplemental salary to the coordinator. The coordinator and the chair will determine how the budgeted funds will be used for each annual period (July 1 – June 30), including how effort and activities are dispersed across the year (fall/spring/summer). The chair will submit plans for each program to the Dean by July 15 of each year and the Budget Office will process funding to the

coordinator and/or department accordingly. The plan may change during the fiscal year if agreed upon by the coordinator, chair, and dean.

Program Coordinator Responsibilities
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;
- Verify that all graduating students have met their degree requirements;
- 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; and,
- Other related duties as specified by the department chair

Coordinators should anticipate having support in facilitating the efforts noted above from multiple colleagues and resources (as appropriate to the program) within the Watson College, including the following:

Support from the following people:

- Program faculty;
- Departmental administrative assistant and staff; and,
- Department chair.
- Support in the following areas at the College level:
- Marketing and recruiting;
- Communications;
- Program assessment and reporting;
- Accreditation; and,
- Advising.

(Revised 05/17)

1.8 Process for Appointing Associate Dean, Chair, Program Coordinator and Center Director Positions

Associate Deans and Department Chairs are appointed by the Dean in consultation with the Office of the Chancellor. The Dean will also work and communicate with the Office of the Provost in filling vacancies at these levels. The Watson College, through the Budget Office, will consult with Human Resources as to process and documentation.

When vacancies occur in key administrative and leadership positions in the Watson College, filling such positions assumes that associated and affiliated faculty and staff will be involved in the process of informing the Dean's, Associate Dean's or Chair's selection of a qualified and effective leader. Where appropriate, external partners may and should be represented in the process. When Associate Dean or Chair positions are vacated under emergency or unexpected circumstances, the Dean will appoint an interim until such time that a process can be initiated to fill the positions according to the process described below.

Associate Deans and Department Chairs must be tenured, associate or full professors. The same should be the case for Program Coordinators, but under special circumstances – approved by the Dean and related Chair or Associate Deans - assistant professors may be appointed.

Directors are appointed by either an Associate Dean or Dean depending on the person to whom the position reports.
While Associate Deans and Chairs are appointed by the Dean, in making appointments the Dean will seek input and perspective from the department(s), college, and affiliated partners. The process should include the following elements and steps.

(1) When a vacancy occurs, the Dean will meet with the associated faculty and staff to initiate a process to make an appointment. The appointment may be interim as situations and circumstances warrant, and as determined by the Dean in consultation with the associated faculty and staff.

(2) The appointment may be based on an internal or external search depending on the appointment, circumstances, budget availability, and approval by the Provost. Both internal and external processes will be conducted in consultation with the Office of Human Resources through the Watson College Budget Office.

(3) The position will be posted either internally or externally depending on the appointment. The position description and responsibilities will be framed according to language included in the Watson College Procedures Manual, the UNCW Faculty Handbook, and position language used by Human Resources. This language should also be used to format feedback instruments that may be used during the process.

(4) The process will be based in a search committee. Depending on the size of the department a "committee of the whole" may be used. Larger departments may have a search committee that includes a representative group of faculty and staff. Associate Dean searches will use a search committee structure that is representative of the Watson College and associated partners. Search committees for Directors will be established by the affiliated Associate Dean and/or Dean depending on the reporting line of the position.

(5) The process will include an opportunity for the candidates to interact with faculty, staff and partners, the WCE Leadership Team, and the Dean. Throughout the process, participants will have an opportunity to provide confidential feedback that will inform the Dean's or Associate Dean's decision.

If a person fulfills a minimum appointed term as a chair, director, associate dean or dean, she or he may have a faculty reassignment upon return to the faculty. The specific term of the reassignment may be negotiated with the department chair but must occur in the first or second semester of rejoining the departmental faculty.

(Approved 02/18)

1.9 Academic Program Planning and Curriculum Revision

1.9.1 Program and/or Curriculum Changes

Faculty committees from each program area submit curriculum proposals and revisions using the UNCW curriculum management system. The proposal is automatically routed through the approval process. Within WCE, the proposal goes to the department chair for discussion by the department. If approved by majority vote in the department, the proposal or revision is approved by the Department Chair. The proposal or revision moves to the Watson College of Education Curriculum Committee. After review, the proposal may be returned to the department for revision. Proposals approved by the Curriculum Committee are routed to the Teacher Education Council (TEC). The dean's designee for the TEC determines whether or not the proposal needs Teacher Education Council approval. Once approved by or exempted from TEC approval, the proposal moves to the dean or dean's designee for approval. Once approved the dean or dean's designee routes the proposal to the appropriate committee for review: The University Curriculum Committee or the Graduate Council.

Information regarding University level Curricular Changes can be found in the UNCW Policy Manual.

1.9.2 New Program Development

Proposals for new or revised programs must be approved through the curriculum process as previously outlined. New program proposals must be accompanied by the following completed forms and documents: A market analysis, a UNC System Request for Preliminary Authorization, UNCW Academic Affairs and Resource Management Proforma, and an Assessment Plan. For Educator Preparation Programs, information on field experience placement requirements is also required.

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

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 degree programs may be found at: https://www.northcarolina.edu/academic-programs/

UNC System Policies on Academic Program Planning:
https://www.northcarolina.edu/apps/policy/doc.php?type=pdf&id=151
https://www.northcarolina.edu/apps/policy/doc.php?type=pdf&id=152

New licensure programs must be submitted to the Department of Public Instruction for provisional approval and recommendation for licensure.

(Revised 12/08)

1.10 Committees Related to Program and Course Reviews

1.10.1 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. As department sizes change, representation may vary.   (Approved 12/13)

1.10.2 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 their appointed course and program changes in order for them to be implemented.

1.10.3 Graduate Council

The Graduate Council exists at the university level. 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.

1.11 Watson College of Education Office Space Policy

The University owns and exercises control over all office space.

The Watson College of Education assumes the responsibility for assigning offices within the Education Building and other designated spaces. The Dean maintains final authority on decisions regarding space management within the college. Department Chairs, Directors, and other supervisors work with the Dean or designee to assign offices.

Determining Space Assignments

1. Voluntarily Relinquishing Office Space

With approval of Department Chairs, faculty members can voluntarily relinquish office space. At the discretion of supervisors, and based on business needs and flexibility, staff members may volunteer office space, as well.

2. Multiple Offices

Following University policy, assignment of multiple offices on campus is strongly discouraged. Faculty and staff with other offices on campus will be provided "flexible" or "hotel" space, where possible, in the Education Building or other designated spaces.

3. Shared Offices

In the event shared office space becomes necessary, larger spaces will be prioritized for shared offices. Faculty and staff members are encouraged to collaborate to determine work and office hours that allow time to meet privately with students.

Faculty and staff members who work off-campus and/or online will be asked to share office space when necessary. Where possible, faculty and staff members working remotely may also utilize the "flexible" or "hotel" spaces in the Education Building or other designated spaces.

Considerations for Employment Categories

1. Phased Retirement

Following University guidelines, faculty in Phased Retirement will be provided space whenever possible and at the discretion of the academic department.

2. New Faculty Members

New faculty members are given priority for office space within the Education Building. This allows faculty members within their first three years to establish a sense of community and belonging, and have convenient access to other faculty members, department chairs, and administrative associates.

3. Staff Members

Considering the business needs of the office, staff members who are expected to work on campus are given priority for office space, which should be located near the unit served in as much as possible.

4. Part-time Faculty

Following University guidelines, part-time faculty should be provided with space whenever possible and at the discretion of the academic department.

SECTION II: <u>FACULTY ACADEMIC POLICIES</u>

2.1 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)

2.2 Advising

The Watson College of Education has as its primary goal the preparation of highly competent professionals to serve as educators and educational leaders in North Carolina and the nation. To achieve this goal, the faculty must recruit, advise, and retain students who are academically strong and committed to excellence.

The emphasis on the advising of students is the result of an organizational commitment from the Dean and faculty to quality interactions and program clarity for advisees. Centralized advising is provided for undergraduate students through the Student Success Center. WCE Graduate students are advised by graduate faculty within the Watson College of Education.

Orientation sessions are conducted each semester and during the summer for freshmen and transfer students by WCE advisors to provide program information and to describe the criteria for admission to the Teacher Education Programs. Pre-education and education majors are advised by professional advisors 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 Affairs, Program Support, and Student Success who also serves as the primary Graduate Coordinator for the Watson College of Education. Degree-seeking graduate students are assigned to advisors in their specialty area; e.g., reading, educational administration, instructional technology, educational leadership, 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 Affairs, Program Support, and Student Success in the Watson College of Education. Department chairs and the Associate Dean for Academic

Affairs, Program Support, and Student Success are extensively involved in working with student situations and serve as liaisons with other campus offices to resolve student issues.

2.3 UNCW Awards for Faculty

Information regarding university level awards for faculty and faculty reassignment awards can be found in the UNCW Faculty Handbook.

2.4 Watson College of Education Faculty Awards
2.4.1 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.
To be eligible for a subsequent release in future academic years, faculty must provide documentation of publications resulting from previous course releases.

2.4.2 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.

2.4.3 Mini-Awards
Special funding to support WCE initiatives may be available to faculty. These mini-awards 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.

2.4.4 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 last Watson College of Education meeting of the academic year.

2.4.5 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 highly effective 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)

2.4.6 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 Watson College of Education in recognition of Dr. Harkin's 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 PDS Partnership Celebration in May or December each year is described below:

1. 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.
2. 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.
3. The recipient will receive a stipend of $150. 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.

2.4.7 Community Engagement Awards

Community Engagement Mini-Awards awards are intended to support partnership efforts with community agencies or organizations. Strong proposals will demonstrate a meaningful commitment to collaborative relationships that benefit the community and university.

Applicants may request up to the specified amount and must collaborate with a community partner, agency, or organization as part of the project. Proposals are due in mid-October.

Who May Apply
All EHRA employees are eligible to apply

Proposal Instructions: Please submit a 1-2-page proposal that clearly outlines each of the following:

1. Purpose of the project
2. Community partner, agency, or organization with whom you plan to partner
3. Description of evidence of prior partnership work with this organization. If this is a new partnership, describe the partnership, the collaboration, and impact of the partnership.
4. A clear Project Timeline. Note: awards cannot be used to pay for work that has already occurred.
5. Proposed project Budget (with details such as supplies to be ordered, costs, stipends, indep. contractors, registrations, etc.)

All recipients will be required to submit a post-award summary report to the Office of EPLS.

(Revised 08/23)

2.4.8 PDS Partnership-in-Action Mini-Awards Mini Awards
When possible, the PDS Office offers research award funding to WCE full-time faculty for new or existing research projects conducted in collaboration with one or more teachers, schools, or districts within our PDS partnership. The intent is to enable WCE and school-based colleagues to make meaningful progress on research that results in mutually beneficial outcomes for all partners. In addition, awards aim to support PDS research that will become a significant publication, presentation, grant proposal or other scholarly artifact. Accordingly, preference will be given to those faculty and staff who are eligible to seek tenure, promotion, and/or continuation in their current professional roles.

(Revised 08/23)

2.5 Conflict of Interest/External Activities for Pay Policies
Conflict of Interest and External Activities for Pay Policies can be found in the UNCW Faculty Handbook.

2.6 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

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.

   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

4. Refer to the Supplemental Pay Guidelines for remuneration for overload and under-
enrolled sections of required courses.

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.

2.7 Faculty Evaluation

Faculty Evaluations by Students
Students evaluate all faculty every semester in all courses (including summer school) using
the institution-wide questionnaire. More information regarding the Evaluation of Faculty
by students can be found in the UNCW Faculty Handbook.

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. The forms used can
be seen in the Practicum Handbook.

Faculty Evaluation by Administrator
At the conclusion of each academic year, faculty members receive a written evaluation
from the department chair, derived from their annual report. This annual report is
generated using the tool required by the College and includes details about their annual
work plan, activities, and accomplishments. A meeting is then scheduled with each full-
time and part-time faculty member to discuss the evaluation results. A copy of the annual
evaluation is filed in the faculty member's record and may be considered for merit
recommendations.

2.7.1 Review of Non-Tenured Faculty Progress toward RTP

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

faculty evaluation and 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 Faculty Success 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 faculty in their department.* In the following Fall semester, the chair will convene a meeting of departmental tenured faculty to review and discuss the reports submitted by non-tenured faculty for review. During the meeting, the tenured 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 tenured faculty and will provide tenured 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.

(Revised 12/00, 12/08, 9/13)

2.7.2 Annual Department Chair Evaluation

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 9/13)

2.8 Faculty Expectations

Watson College faculty members are required to comply with all applicable UNCW 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. 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. Required number of office hours shall be determined by the departments according to the UNCW Faculty Handbook

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.

2.9 Watson College of Education Syllabi Format

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

COURSE DESCRIPTION (No more than 50 words)
Course description on the syllabus matches the title, course number, and course description on the proposal form or, if existing course, the latest catalog text.

RELATION OF THE COURSE TO THE WATSON COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK
Embed references to the Conceptual Framework in the syllabus as it pertains to purpose, outcomes, topics, or evaluation.

STUDENT LEARNING OUTCOMES
Indicate how this course relates to program level student learning outcomes (SLOs) identified in the annual assessment process. For teacher preparation programs, this should align with targeted North Carolina Professional Teaching Standards.

COURSE OBJECTIVES
State objectives in behavioral terms. Where applicable or appropriate, include performance indicators that relate to the current state and/or national standards.

INSTRUCTIONAL METHODS AND ACTIVITIES
In your instructional syllabus there should be a detailed description of your instructional activities. As you describe the instructional methods and activities, state explicitly how field/clinical experiences (if applicable) and the development of technology competencies (if applicable) 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.

All instructional syllabi have required and suggested elements.
Please refer to university required syllabus elements in the UNCW Faculty Handbook (Chapter V: Faculty Responsibilities, A.1.d. Course Policies and Syllabus)

2.10 Faculty Field-based Rotation Expectations
Faculty members in the Watson College of Education are expected to be involved in field-based activities

<div align="right">(Adopted 7/96; Revised 7/98, 12/00, 12/08)</div>

2.11 Faculty Workload Policy

2.11.1 Workload Guiding Principles

A. Faculty workloads for the Watson College of Education (WCE) are determined at the individual level with the Department Chair to recognize the wide range of contributions faculty make to the college and university mission. This document establishes policy related to expectations for the WCE faculty workload plan.

B. Faculty workload shall be clear and applied equitably while recognizing the unique needs and disparate nature of departments and faculty in WCE.

C. Annual reviews of faculty should take into account workload plans and annual reviews become part of the record that is evaluated during the major review process (reappointment, tenure, promotion, and PTR). This document outlines the standard faculty workload and alternative designations that affect faculty workload. *Note: Faculty have the opportunity to adjust work plans in the spring to accommodate any changes in assignments that occurred in the academic year.*

These guidelines adhere to the following policies:
- [UNC System Office Faculty Workload Policy (see 400.3.4)](#)
- [UNCW Faculty Handbook](#)
- Faculty Workload [UNCW policy](#) (adopted June, 2024)
- UNCW Faculty Differentiated Workload Guidance Document [UNCW guidance document](#)

2.11.2 Standard Annual Workload Designation

A. Faculty workload is distributed among teaching, scholarship, and service responsibilities. Institutions classified as "high research activity" generally hold a teaching requirement of 5 courses (15 credit hours) per academic year. UNC System Policy indicates that each standard 3-credit hour course can be treated as 10% of the annual workload.

B. The standard annual workload within the WCE is 50% teaching, 30% scholarship, and 20% service.

C. Full-time, tenure-track faculty (non-tenured) members hired after 2023-2024 are automatically assigned the standard workload to position them to be successful in the promotion and tenure process. Full-time, tenure-track and tenured faculty hired

before the 2023-2024 academic year who have a desire for this standard workload will be assigned in consultation with the Department Chair and/or Dean as resources become allocated. Please refer to the UNCW Faculty Handbook and the WCE Policy and Procedures Manual for information about the expectations for RTP.

D. Departments shall collaboratively and clearly define expectations, associated outputs, and/or metrics in all three areas of teaching, research/creative activity, and service. Criteria for differentiated workloads in Table 1 must be defined in departmental policy. All departmental policies related to faculty workload must be approved by the WCE Dean or their designee and should be accessible to all faculty.

E. Workloads are determined at the end of each spring for implementation the following academic year. Plans are a collaboration between the faculty member and the Department Chair and are always aligned with departmental needs, while at the same time considering, to the extent possible, the strengths of the faculty member.

UNC System Office Faculty Workload Policy (see 400.3.4) describes requirements for annual faculty work plans and differential teaching loads. The policy states:

"Each faculty member shall work with their dean or Department Chair to develop a work plan for the upcoming academic year, in alignment with the institution's workload expectations and the needs of the academic department, college/school, or institution."

F. Faculty workload designations and changes from the Standard Workload designation are outlined in Table 1.

Table 1. Annual Faculty Workload Designations

Designation	Credit Hours (Courses)	Teaching	Scholarship	Service	Eligible Faculty
Standard Workload (SW) Tenure-track faculty are hired as SW and remain in this designation unless a change is requested after tenure.	15 (5)	50%	30%	20%	Tenure Track, Tenured

II-13

Teaching Intensive (TI) Tenured faculty members may request to be shifted to TI and work with their Department Chair (DC) within the possible ranges to satisfy a 100% workload.	18-21 (6-7)	60-70%	10-20%	20%	Tenured at any rank
Practice/Clinical Track (PCT) PCT teaching loads are determined in accordance with their contract. PCT faculty may work with DCs within the possible ranges to satisfy a 100% workload.	Up to 24 (8)	*To be determined by the chair/dean. The specific percentage allocated across the 3 areas will add up to 100%	*To be determined by the chair/dean. The specific percentage allocated across the 3 areas will add up to 100%	*To be determined by the chair/dean. The specific percentage allocated across the 3 areas will add up to 100%	Non-tenure track
Lecturer Lecturer teaching loads are determined in accordance with their contract. Lecturers may work with DCs to determine scholarship and service expectations to satisfy a 100% workload.	Up to 24 (8)	80%	0-5%	15-20%	Non-tenure track

2.11.3 Changes to Standard Workload Designation

A. Tenured and tenure-track faculty members may request a change in their faculty designation in writing, typically by the annual review meeting. The Department Chair will consider the request and document the decision. The Department Chair

will make decisions that balance faculty workload preferences with Departmental and Program priorities to maintain course delivery schedules.

B. Non-tenure track faculty positions (Lecturer and Clinical/practice track) maintain teaching loads in accordance with their contracts.

C. Variations to workload may be needed for distinguished professors, visiting professors, etc. These will be determined in conjunction with the Department Chair and deans.

2.11.4 Workload Reassignments

A. The Department Chair may approve one or more course reassignments in the full teaching load for a semester when responsibilities require a significant investment of the faculty member's time. Untenured, tenure-track faculty members will require an additional layer of approval by the WCE Dean for these reassignments to weigh the impact on a successful progression to RTP.

B. In accordance with the UNCW Faculty Handbook, this may include but not necessarily limited to the following categories (university, college, department, professional/disciplinary, community) and examples:
- assistant chair
- program coordinator
- preparing a major accreditation or external program review report
- serving as the President of the Faculty Senate
- serving in a leadership position related to substantial efforts in the college or department
- directing a unit or center (i.e., Honors College, CTE, etc.)
- election to office in a major professional organization with considerable pro-bono workload
- administration of a disciplinary-adjacent community program or organization requiring significant time off-campus
- engaging in other services assigned by the dean, provost, or chancellor that require a time commitment well beyond that expected for faculty service
- Culminating projects/advising (i.e., capstones, internships, thesis, dissertations)

Please refer to the faculty handbook for the updated list in case changes have been made

UNC System Office Faculty Workload Policy:

"Differential teaching loads may be authorized in recognition of differing individual circumstances including student success considerations, course level (bachelor's, master's, doctoral), course pedagogies, programmatic accreditation requirements, team-taught courses, research productivity, time bought out by external grants, significant

administrative or service assignments, significant advising responsibilities, or other activities aligned with the institution's mission and/or critical to student success as provided for in this policy and identified in the faculty member's annual work plan."

2.11.5 Failure to meet expectations

Faculty members who do not adequately satisfy their work plan expectations are subject to a faculty development plan to include:
- Specific steps and goals for improvement
- A clear timeline to achieve steps and meet goals
- Statement of potential consequences if the improvement is not realized within the stated timeline

2.11.6 Overload Policy

A. Course overloads are courses taught "above and beyond" a faculty member's 100% effort. They may not be used in conjunction with course buyouts or other reassignments noted in this policy (e.g., those referred to in section 4.0).

B. Research and Service percentages cannot be changed as a result of an overload

C. Course overload approvals and justification should be noted in the faculty member's annual plan of work and approved by both the Department Chair/Unit Director and the WCE Dean or their designee. The purpose of noting overloads on the work plan is for annual review purposes. If the faculty member does not meet expectations in an element of their annual review, overloads will be discouraged in the next academic year.

D. Availability for overloads should take into account UNCW Supplemental Pay Policy 08.135

E. During their first academic year at UNCW, faculty members need special permission from the Department Chair and WCE Dean to have an overload. Departments are discouraged from assigning tenure-track faculty course overloads except under exceptional circumstances.

2.11.7 Course Buyouts

A. Faculty can buy out teaching effort through externally sponsored activities. In such cases, faculty should follow appropriate university, college, and departmental policies for effort buyouts and work with their Department Chair, Dean, and SPARC to ensure these policies are followed.

B. Buyout allocations from external sponsors will be directed to pay for replacement faculty, where necessary. The buyout should be for the appropriate percentage of salary.

C. If a faculty member plans to include a course buyout in a grant proposal, they must obtain Department Chair approval prior to submission. Once a grant is funded, faculty must notify Department Chairs immediately to ensure course coverage.

<div align="right">(Adopted 8/13, Revised 9/14, 4/25)</div>

2.12 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 or to regain their research active status. 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:

  o Conference papers and presentations, particularly invited and peer reviewed
  o Editorship of a journal

- o Research-based technical reports (funded or unfunded)
- o Research based grant applications (including reviewer comments if not funded)
- o 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.

(Adopted 3/14, Revised 5/14, 9/14)

2.13 Graduate Faculty Criteria
Eligibility criteria for Graduate Faculty can be found in the UNCW Handbook.

2.14 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)

2.15 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 templates can be found within each department.

(Revised 12/08)

2.16 WCE 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.

<u>Intent</u>
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.

<u>Guidelines</u>
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 traditional 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.

Information regarding UNCW and UNC System Phased Retirement policies can be found in the UNCW Handbook.

3.0 SECTION III: <u>FACULTY APPOINTMENT, PROMOTION AND TENURE, AND REAPPOINTMENT POLICIES</u>

3.1 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. All faculty member, regardless of rank, are evaluated by students in each course they teach on criteria listed on IDEA 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 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)

3.2 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 and leaders, 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:

- o   Recruitment and Selection
- o   Socialization and Mentoring
- o   Continuous Professional Development
- o   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 operationalizing 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 opportunities to demonstrate that they meet 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: *See UNCW Faculty Handbook.*

3.2.1 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. (Adopted 8/96; Revised 6/01, 12/08)

3.2.2 Faculty Mentoring Plan

Each new faculty member has a mentor who is a senior faculty member in addition to the 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 for RPT
- Communication of departmental and college initiatives
- Explanation of merit review process and related documents (PDP, PDR)
- Mentee may choose faculty mentor as official peer observation
- Meetings at least three times per year
- Review of the faculty member's 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)

3.2.3 Continuous Professional Development

The Professional Development 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.

3.2.4 Evaluation of Professional Personnel For Reappointment, Promotion, And Tenure

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)

3.3 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 retreats the monthly and 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 IDEA instrument and other evaluations, and submission of grades via SeaNet. 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 full-time faculty.

Like full-time faculty, part-time faculty members are evaluated via the university required 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 full-time 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 a 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, IDEA Instrument, 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 Distance Education and eLearning as well as WCE training sessions related to educational expectations. Part-time faculty can apply for stipends and support for course and material development, and for grants in collaboration with full-time 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. 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.

3.4 Professional Development Process

A. <u>Purpose</u>

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 College'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) prior to 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.

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.

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).

(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 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 a 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 of 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 field; 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 when relevant to the program.

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, and/or 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.

(Revised 12/08)

3.5 Peer Observation Report Process
3.5.1 Face-to-face instruction

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. <u>Instruction.</u> 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. <u>Interactions with Students and Student Engagement.</u> 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. <u>Style.</u> 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. <u>Course Materials.</u> 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. <u>General Comments.</u> 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?

<div align="right">(Revised 7/98, 12/08)</div>

3.5.2 Online instruction
<u>(pending)</u>

3.6 Merit Review

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 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.

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.

(Developed 1/2001; Revised 12/08)

3.7 UNCW Criteria for Reappointment, Promotion, And Award of Tenure

Criteria for Reappointment, Promotion, and Award of Tenure can be found in the UNCW Faculty Handbook.

3.7.1 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 reminds faculty of the criteria stipulated in the UNCW Faculty Handbook, reviews meeting 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 in the UNCW Faculty Handbook.

3.7.2 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
o   Department chairs announce candidates applying for promotion and tenure during the semester prior to the actual review
o   Candidates may request external review in a letter to the department chair during the semester prior to the actual review

o   Senior faculty determine by majority vote at an announced meeting the semester before the review if external reviews will be requested for any candidates

o   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

o   The department chair selects two reviewers and an alternate from the list

o   The candidate and department chair meet to discuss the specific criteria (teaching, research, and/or service) that will be requested from the reviewers

o   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)

o   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

o   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

<div align="right">(Developed 3/06; Revised 12/08)</div>

3.8 Post-Tenure Review

Policies regarding Post-Tenure Review can be found in the UNCW Faculty Handbook.

3.9 Watson College of Education Practice/Clinical-Track Faculty

Purpose and Preamble

This policy is to provide guidance to the Watson College of Education (WCE) faculty, staff, and administrators regarding practice-track faculty: practice/clinical faculty. The practice/clinical-track faculty shall consist of those faculty members whose primary role is teaching, supervising and/or leading work involving professional or clinical practice. Practice/clinical-track faculty may direct service or engagement activities that serve as frameworks for teaching and/or practical application in the discipline or professional field. Practice/clinical-track faculty appointments are also appropriate for individuals engaged administrative and leadership service assignment roles related to professional/clinical practice such as directors of programs or centers that focus on professional or clinical practice. The roles and responsibilities of practice-track faculty reflect WCE's strong commitment to practicum-based educational experiences (e.g. in-the-field, laboratory, simulation learning and supervision), professional practice, community, regional engagement and impact activities and applied scholarship related to professional practice.

Practice/clinical-track faculty members may have responsibilities such as, but not limited to, teaching classes, conducting field supervision, coordinating programs,

and/or directing units focused on professional or clinical practice. Service and scholarly contributions may include, but are not limited to, participation on committees, course development, research and/or community service.

Practice/clinical-track faculty is broadly interpreted to allow for flexibility of diverse responsibilities which reflect the needs of the discipline and the strengths of an individuals in those positions. Practice/clinical-track faculty will have an affiliation with a department or academic unit and may seek promotion to advanced practice/clinical track ranks in accordance with university, college unit and department processes. Practice/clinical-track faculty shall be voting faculty members, are represented in the Faculty Senate and may serve as Faculty Senators. Practice/clinical-track faculty shall be eligible to hold graduate faculty status based on the criteria of the host department or academic unit.

Department Chairs will consult with the Dean to ensure that there is an appropriate balance of faculty to meet the mission of the college. In this regard, the number of practice/clinical-track faculty appointments will not exceed 25% of the tenure-track faculty FTE of Watson College of Education. Moreover, departments or units utilizing practice/clinical-track positions will develop specific guidelines that are aligned with college and university policy and procedures to ensure compliance with accreditation standards and the ability to meet appropriate practice/clinical-track faculty needs. Practice/clinical faculty members are not considered tenure-track. Since they are non-tenure track (NTT) faculty, these appointments are granted for a limited term and are regarded as "special faculty members" for the purposes of the University Code. NTT appointments may be renewed indefinitely, but renewal does not result in tenure, regardless of an individual's employment longevity with the university. NTT faculty are subject to annual performance reviews.

Guiding University Policies and Procedures

This policy falls under university policy on Clinical/Practice track faculty (See p. 72) Workload Allocation for Full-Time Faculty Policy (See p. II23)

General Roles and Responsibilities

Practice/Clinical-track Employee: The assigned workload of full-time faculty is managed at the department or unit level and is guided by college policies on workload allocation. Assigned workload is included on an individual's annual work plan. The work plan establishes specific responsibilities within the areas of teaching, scholarship, service and leadership. The work plan constitutes the essential frame of reference for annual performance evaluation and merit review of faculty members, and consideration of practice/clinical-track faculty for up to 5-year renewable contracts or promotion to higher practice-track/clinical ranks. Specific responsibilities, as established at the department or unit level should be congruent with the University and WCE workload policies.

Department Chairs have the flexibility to adjust individual practice/clinical faculty workloads in consultation with the faculty member and with approval from the college Dean.

Appointment
Appointment to a practice/clinical-track faculty position is based upon demonstrated excellence in professional practice, teaching, scholarly activities, professional leadership, and/or service. Recruitment, hiring, and termination prior to the end of appointment processes for practice/clinical-track faculty will conform to UNC Policy Sections 603, 605, and 610.

All clinical/practice faculty will participate in an annual performance review by designated college personnel. Faculty will be evaluated on their ability to fulfill stated performance expectations for each rank and the nature of the appointment. Practice/clinical-track faculty salaries and associated compensation (e.g. supplemental pay) will be determined by the Dean in consultation with the UNCW Office of Human Resources, Associate Vice Chancellor for Resource Management, and will be in line with university and UNC General Administration processes and polices regarding faculty compensation.

As defined in the UNCW Faculty Handbook (see p. 72), the following outlines the minimum criteria for consideration of appointment to the listed rank:

   a.   Clinical Instructor or Instructor of Practice. Appointment to this rank requires, at a minimum, a professional/practice master's degree appropriate for the specific position from an accredited institution; appropriate licensure/certifications; demonstrated ability in clinical/professional practice; and demonstrated ability to assist the unit in meeting its needs for clinical/professional services and engagement. Exceptional professional experience may substitute for licensure/certification requirements where appropriate.

   b.   Clinical Assistant Professor or Assistant Professor of Practice. Appointment to this rank requires an appropriate earned professional/practice terminal degree (i.e. doctoral degree) in the field of practice from an accredited institution, unless there are exceptional circumstances or exceptional professional experience and a master's degree and appropriate licensures and certifications; demonstrated ability and experience in clinical/professional practice; demonstrated ability to perform teaching duties associated with the position; demonstrated ability to contribute to evidence-based practice and scholarship that demonstrates program development and evaluation, publications, and presentations associated with the position; and demonstrated willingness to assist the unit in meeting its needs for clinical/professional practice services and engagement.

   c.   Clinical Associate Professor or Associate Professor of Practice. Appointment to this rank requires an appropriate earned professional/practice terminal degree (i.e. doctoral degree) in the field of practice from an accredited institution, unless there are exceptional circumstances or exceptional professional experience and a master's degree and appropriate licensures and certifications; demonstrated ability and experience in clinical/professional

practice; recognized skill in clinical/professional practice at the state or regional level; recognized skill in teaching associated with the position; recognized accomplishment in evidence-based practice and applied scholarship that demonstrates program development and evaluation; and recognized accomplishment in assisting the unit in meeting its needs for clinical/ professional practice services and engagement.

    d.   Clinical Professor or Professor of Practice. Appointment to this rank requires an appropriate earned professional/practice terminal degree (i.e. doctoral degree) in the field of practice from an accredited institution, unless there are exceptional circumstances or exceptional professional experience and a master's degree and appropriate licensures and certifications; demonstrated ability and experience in clinical/professional practice; outstanding skills and a national reputation for superior accomplishments in clinical/professional practice, teaching and evidence-based practice and applied scholarship; and recognized accomplishment in assisting the unit in meeting its needs for clinical/professional practice services and engagement.

Retention, Reappointment, Promotion and Conversion

Senior Faculty: Senior faculty members review applications for employment of up to a 5-year renewable contract and promotion. Senior Faculty provide an advisory vote to Department Chairs/unit leaders.

Department Chair: For all practice/clinical-track faculty retention and promotion reviews, Department Chairs will provide the Dean with a written evaluation of each candidate, along with the advisory vote of the senior faculty and the candidate's dossier and supporting materials. The Department Chair will schedule a meeting with the candidate, at least 2 days prior to the submission of their evaluation to the WCE Dean, to discuss their recommendation. At that time, the candidate will be provided with a copy of the Department Chair's evaluation and recommendation. The Department Chair's evaluation is part of the candidate's personnel file and, therefore, it is not available for review by members of the faculty.

WCE Dean: The WCE Dean has final review and approval of requests for up to a 5-year renewable contract and promotion.

Retention and Reappointment – During the final year of the candidate's initial contract, the Department Chair or supervisor will gather the annual reviews of the candidate as well as any necessary documentation from the candidate (delineated by the specific position and/or role). The documents will be reviewed by the Department Chair and/or supervisor, and if appropriate, by the Dean. The reappointment review (contract renewal) is conducted annually by the supervisor who reviews the candidate's most recent annual review as well as any necessary documentation (delineated by the specific position and/or role). The documents will be reviewed by the supervisor, in consultation with the Chair of the affiliated academic department, and if appropriate,

by the Dean. Contracts may be renewed for a period of time ranging from the minimum of three years to the maximum of five years.

Promotion - Promotion for practice/clinical track faculty is based upon documented excellence in areas outlined for each rank. The Watson College of Education shall develop criteria and a timeline consistent with those followed by the department/school, college and university for tenure-track faculty.

Conversion - Conversion of existing non-tenure track (e.g. lecturer, director) or tenure-track positions in a department or unit to practice/clinical-track status requires approval of the Department Chair, Dean, and Provost. A department or unit must demonstrate that a practice/clinical-track position better advances the strategic goals of the department, unit, college and university than the current faculty position. Requests for review to consider such conversions may be requested by units, departments or individuals in non-tenure track positions and may begin at the unit or department level. Individuals may be employed in a non-tenure track position (e.g. director) and may also hold a practice/clinical-track rank.

Performance Expectations

The assigned workload of full-time faculty is managed at the department or unit level and is guided by college policies on workload allocation. Assigned workload is included on an individual's annual work plan. The work plan establishes specific responsibilities within the areas of teaching, scholarship, service and leadership. The work plan constitutes the essential frame of reference for annual performance evaluation and merit review of faculty members, and consideration of practice/clinical-track faculty for up to 5-year renewable contracts or promotion to higher practice-track/clinical ranks. Specific responsibilities, as established at the department or unit level should be congruent with the University and WCE workload policies. Department Chairs have the flexibility to adjust individual practice/clinical faculty workloads in consultation with the faculty member and with approval from the college Dean.

The following outlines the artifacts and documentation that may be evaluated annually as well as submitted for promotion for practice/clinical track faculty. The supporting materials submitted by practice/clinical track faculty seeking promotion will be tailored to the responsibilities and rank of the individual seeking promotion based on assigned workload. Artifacts may include, but are not limited to:

     i. Student evaluation scores from previous 3-years (comparative)
    ii. Peer evaluation of teaching
   iii. Course development
   iv. Student committees
    v. Professional development
   vi. Scholarship
  vii. Community engagement
viii. Academic advising
   ix. Recognition of teaching excellence
    x. Additional evidence of teaching excellence

    xi.Internal service
   xii.Professional service
  xiii.Additional evidence of service

3.10 Emeritus Appointments

Retiring tenured faculty members who hold the rank of Associate Professor or higher should consult the UNCW Faculty Handbook regarding Emeritus Appointments.

(Revised 12/08)

SECTION IV: <u>STUDENT POLICIES</u>

4.1 Admissions

Undergraduate Teacher Preparation Program Admissions

North Carolina state law requires all teacher candidates to meet identified criteria and be admitted to an approved Teacher Education program. Candidates must be admitted to the Watson College of Education prior to the start of the teacher internship semester. To be admitted to WCE students must apply to WCE and meet the following requirements:
- Minimum cumulative grade point average (GPA) of 2.70 for undergraduates.
- Passing scores on **Praxis Core** or exemption from the test with ACT or SAT score. *The Student Success Center website provides information about the Praxis, exemption scores, and how to register to take the Praxis.*

In lieu of admissions deadlines throughout the academic year, the students will apply once they have met the admissions requirements. Programs may have additional admissions requirements. Students should contact the program for additional information regarding program level admission requirements.

Graduate Admissions

Graduate students apply to the Graduate School. 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.

4.2 Student Awards and Scholarships

All students interested in being considered for a scholarship must complete a scholarship application through the Office of Scholarships and Financial Aid. Scholarships for WCE students primarily have a need-based component. Eligibility for need based scholarships requires students to fill out the Free Application for Federal Student Aid (FAFSA) through the Office of Scholarships and Financial Aid.

A faculty committee, selected by the dean in conjunction with the chairs, meets to determine recipients of the awards. The WCE Office of Academic Affairs, Program Support, and Student Success reviews recipients selected by the faculty committee and awards the scholarships through the UNCW scholarship management system and in consultation with the Office of Scholarships and Financial Aid. Information on scholarships is available in the Academic Catalogues and on the Watson College of Education's website.

4.3 Concerns, Complaints, and Grievance Policy

The Concerns, Complaints, and Grievances Policy is designed to assist in documenting and reporting concerns/complaints, or grievances. A complaint or concern is a dissatisfaction with an action taken by the Watson College of Education (WCE), a WCE faculty member, or a student of the Watson College of Education. A grievance is a written or verbal expression of a complaint against or dissatisfaction with an action taken by the Watson College of Education (WCE), a WCE faculty member, or a student of the Watson College of Education.

Faculty Concerns about Students

Personal or behavioral concerns about students may be addressed by:
1. Referring the student to the Dean of Students by completing a Student Conduct Incident Report which can be found online/
2. Referring students to the Counseling Center.
3. Notifying the department chair of concerns and seeking assistance.
4. Referring the student to the Associate Dean for Academic Affairs, Program Support, and Student Success

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 Director of Student Advising.
4. If the problem cannot be resolved, the student may then be referred to the Associate Dean for Academic Affairs, Program Support, and Student Success.

Student Concerns about Faculty

If a student has a concern that is not covered by the Grade Appeals Procedure found in the UNCW Academic Catalogue, the student should discuss 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 appropriate Associate Dean. The final avenue for appeal is to the WCE Dean for undergraduate students and the Graduate School Dean for graduate students. All due process rights of both parties must be observed.

Grievance Procedures
Policies for addressing Grievances can be found in the Official UNCW Policies

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*.

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

4.4 Grade Appeals

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

4.5 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)
- 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 exit criteria and Professional Dispositions.

The Standards are listed on the Watson College of Education website.

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.

(Adopted 2005; Revised 12/08)

4.7 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)

4.8 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 must complete a formal criminal background check process as they enter education coursework and again as they begin the teaching internship semester. In addition, candidates will be asked to answer five questions related to criminal background and disciplinary actions at the time of application for the teacher internship semester. 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. Upon review of the formal criminal background check, the Director of Professional Experiences of the Watson College of Education will convene an Administrative Review Committee to discuss eligibility for placements based upon the nature of the offense(s), circumstances surrounding the action, and other relevant information using the Watson College of Education Criminal Background Check Field Placements Agreement procedures for review of background check results.

If necessary, 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.

<div align="right">(Developed 8/04; Revised 12/08)</div>

4.9 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 five years. Authorized departmental access to the official record of any UNCW student or former student may be obtained through the Registrar's Office.

4.10 Student Teaching Eligibility and Placement

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 all education coursework
- 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

- 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 <u>internship</u> semester, register for the appropriate courses during preregistration and complete requirements for their licensure area.

<u>Eligibility Verification and Notification Process:</u>

- Each semester, after all Internship Applications for the subsequent semester have been turned in, the Professional Experiences Team will run an initial eligibility check for all applicants. This initial screening is done as a courtesy to our students. Any potential red flags in terms of eligibility are communicated to the student before the end of the current semester so that the student can meet with her/his advisor to remedy any problems.
- A final eligibility check is completed for fall intern applicants after Summer Session 2 grades have been posted and for spring intern applicants after fall semester grades have been posted.
- o Students will be informed immediately of their eligibility status once the check has been completed.
- o If a student is found to be ineligible, the Director of Professional Experiences will notify the student and provide the rationale.
- o The student then has **1 week prior to the first day of classes** to contact the Director of Professional Experiences with documentation an anticipated grade change or some other change that would result in eligibility.
- o Students who provide notification of anticipated change on time will be given until the first day of classes to become eligible. If eligibility has been achieved by the first day of classes, then the student may intern. If eligibility is not achieved the student is dropped from the internship courses.
- o Students who are given notification of ineligibility but do **not** provide notification of an anticipated eligibility change will have their internship terminated for ineligibility.

<u>Placement</u>

The Watson College Office of Professional Experiences strives to make high quality placements for Watson College of Education students in a variety of supportive, professional settings during their education program. This process includes a commitment to diversity through the placement process and in our work with outstanding, experienced partnership teachers and administrators who support and guide students with intentionality in a professional and productive manner. In addition to the field placements, the Office of Professional Experiences puts forth great care and attention in considering course requirements and student needs in partner schools and districts as students progress from field experience to licensure.

The Watson College, in collaboration with school system personnel identifies teachers whose philosophies and teaching approaches are consistent with best practices. These teachers receive preparation in the supervision model before receiving an intern and receive ongoing support from the Professional Development System office.

Out-of-Area Placements
Policies for out-of-area placement requests are located at:
https://uncw.edu/ed/professionalexperience/fieldexperience.html

Criminal Convictions
If at any time the teacher candidate's background information changes status, it is the teacher candidate's responsibility to fully disclose such information to the Associate Dean for Engagement, Professional Learning and Scholarship at the Watson College of Education. Failure to disclose change in status will result in dismissal from the field and/or Watson College of Education.

There are additional factors teacher candidates should consider that are beyond the control of the Watson College of Education.
1. LEAs may deny field placement at any time for alleged or convicted criminal activity. The teacher candidate incurs the financial, academic, or additional consequences associated with dismissal from the field.
2. Field experience placements may be delayed or suspended for teacher candidates with unresolved court decisions (pending status).
3. Upon completion of the teacher education program, any teacher candidate seeking NC licensure who shows criminal activity may be called before a State Board of Education review committee. The committee is not affiliated with UNCW and has complete authority to approve, deny, or suspend judgment pending an interview with the licensure candidate. Licensure authority rests solely with the State Board of Education.
4. Employment decisions rest solely with individual school systems. Even if licensure is granted, it is still possible the background history can present obstacles in obtaining employment. Hiring decisions are outside the purview of the Watson College of Education.

(Revised 12/00, 12/08)

4.11 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.

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

4.12 Withdrawals
Policies regarding Withdrawals can be found in the University Regulations section of the UNCW Academic Catalogue.

(Revised 12/00, 12/08)

SECTION V: ACCREDITATION

5.1 Accreditation

The Watson College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and undergraduate and graduate licensure programs are approved by the State Department of Public Instruction (SDPI).

CAEP 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.

Watson College will adhere to standards outlined by Council for the Accreditation of Educator Preparation (CAEP) for the following programs: 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 specializations in Curriculum & Instruction and Educational Administration. All the licensure programs parallel the previous standards used by NCATE but also focus on individual program areas.

(Developed 5/00; Revised 7/03, 10/05, 12/08, 1/16, 8/23)