



**MIDDLE GEORGIA
STATE UNIVERSITY
SCHOOL OF EDUCATION
FACULTY HANDBOOK**

Dr. David P. Fuller, Dean

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Message from the Dean

Colleagues,

This Faculty Handbook has been created to provide you essential information about faculty responsibility as a member of the School of Education. The information contained in this handbook is current as of July 2015. Information in this handbook may be superseded by changes in policy or programs that occur after its publication. Revisions of the handbook content will be made as required and disseminated to the faculty. Please take a minute to familiarize yourself with the contents of this handbook.

Additionally, it is expected that each faculty member will be familiar with the information contained in the following University System of Georgia and Middle Georgia State University documents:

- 1) The Board of Regents-University System of Georgia Policy Manual
- 2) The Middle Georgia State University HR Policies & Procedures Manual
- 3) The Middle Georgia State University Catalog
- 4) The Student Handbook.

Dr. David P. Fuller
Dean and Professor of Education

Middle Georgia State University
School of Education

Conceptual Framework Synopsis



Our Mission:

The mission of the Unit is to prepare adaptive professionals who are competent, accountable, reflective, and engaged. Faculty at MGA and in the School of Education are strongly committed to education through a dynamic curriculum that integrates quality academic training and supervised clinical experiences in diverse environments.

Completion of the *program ensures that candidates emerge as **adaptive professionals** who understand the complexities* of educating all students in Central Georgia as part of a rapidly changing global environment.

Our Vision:

Focused on:

1. Delivering high quality instruction that will directly affect the achievement of Pre-K through 12th grade students.
2. Utilizing technology effectively to enhance student learning in a rapidly changing environment.
3. Creating a climate of high expectations and high academic achievement of all learners.
4. Fostering professionalism and leadership through the preparation of reflective future educators who will work collaboratively.
5. Preparing reflective educators who critically examine the practices of teaching and make informed and effective educational decisions.

The Framework:

The Unit's philosophy consists of four essential elements that constitute a highly-qualified *adaptive professional* who will contribute to the field and affect the lives of children and communities in positive and meaningful ways.

This **adaptive professional** is one who continuously assesses his or her own instruction and knowledge and makes changes accordingly to ensure that every child in his or her classroom is successful. Teacher candidates will appreciate the value of asking questions of themselves as they develop as teachers, reflecting on their answers in relation to their students' outcomes, their communities, the current literature, and other factors.

The four essential elements are:

- **Competent** - Teaching is a complex profession which requires both a strong knowledge of the content as well as pedagogy in order to successfully meet the needs of all students. Strong subject content knowledge, strong pedagogy skills, and knowledge of student learning are all critical to teacher quality.
- **Accountable** - Every teacher must be held accountable for planning instruction that meets state standards, for providing students with multiple pathways for learning content, for addressing the individual developmental needs of each child, for assessing and analyzing student outcomes, and for reflecting on their practices in order to improve student learning for all students.
- **Reflective** – A “reflective practitioner” is a “teacher who not only thinks about what is happening in the classroom but who also researches his or her classroom practice to make changes that will result in a more democratic, ethical, and student-centered classroom where learning takes place every minute of the day. The ability to engage in reflective thinking is essential to begin to understand the influences that impact learning.
- **Engaged** - A teacher’s role is multi-faceted and requires teacher candidates to be engaged with their students, in their communities, in their professions, and in the professional literature. Teacher candidates will continue to construct new knowledge and skills throughout their careers, requiring that they continually engage in professional development and stay abreast of the current research and best practices. They must also understand the importance of being involved in their school communities, collaborating with colleagues, parents, and other professionals in the field and contributing to reform efforts to improve their students’ opportunities for learning.

School of Education Essential Questions

The unit has identified nine essential questions that teacher candidates will strive to answer throughout their program. While these essential questions could easily be transformed into outcome statements, they are purposefully included as questions. We infused components of the Content Enhancement Strategies from the University of Kansas and Understanding by Design (UBD) throughout the program. Both approaches call for the creation of essential questions which are questions that probe for deeper meaning and set the stage for further questioning. Essential questions foster critical thinking skills, frame teaching and learning, point learners towards key issues and ideas, and suggest meaningful inquiry into the content. In addition, essential questions are questions that do not have a single right answer; rather, they have answers that will likely change and evolve over time and as teachers continue to learn, their answers as well as their skills will change based upon their experiences.

1. How do I demonstrate competency in content knowledge through effectively meeting the curricular standards for my students?
2. How do I ensure that all students learn and develop cognitively, socially, psychologically, ethically, physically, and linguistically?
3. How do I ensure a culturally-responsive environment?
4. How do I utilize assessment to impact student achievement?
5. How do I enhance student learning through meaningful integration of technology?
6. How do I engage in collaborative communities?
7. How do I understand and address influences that impact the learning communities?
8. How do I obtain, synthesize, and integrate research?
9. What is my role as a change agent?

School of Education Governance

**Middle Georgia State University
School of Education
SOE Governance Structure for Academic Year
2015-2016**

**Dean
Dr. David P. Fuller**

The Dean of a School coordinates and supervises the activities of the various disciplines within the school, working directly with chairs and faculty. The dean makes recommendations to the Vice President for Academic Affairs for implementing, updating, and improving curriculum within the School. He or she is responsible for providing leadership in the areas of faculty in-service training, scholarship, educational experiences, professional service to the community, academic advising, and faculty recruitment for the school. The dean shall otherwise serve as the administrative head of the school and make appropriate recommendations to the Vice President for Academic Affairs regarding courses, faculty assignments, an annual school budget, an annual report, annual evaluation of performance, and other school activities. [Section 4.02 (b) Deans of Schools, Middle Georgia State University Statutes, 2009]

Reports to: Vice President for Academic Affairs

**Assessment Coordinator of Unit and Program Data
Dr. Sumitra Himangshu**

The Assessment Coordinator of Unit and Program Data is responsible for providing the teacher preparation unit the data they need to inform their work.

Responsibilities include but are not limited to:

- Collecting data from both internal and external sources, e.g. GADOE and RESA
- Statistical analysis of unit and program data
- Maintaining access to data and data reports
- Providing support to Continuous Improvement Teams and Program Oversight Teams with matters related to assessment
- Assist in preparation of all unit reports, i.e. NCATE(CAEP), AACTE, PSC

Reports to: Dean, School of Education

Director of Field and Clinical Experiences
Ms. Cindy Harris

The Director of Field and Clinical Experiences is charged with ensuring the integrity of the students' field and clinical experiences.

Responsibilities include but are not limited to:

- Coordinating placement of interns
- Coordinating placement of student teachers
- Coordinating convocation for incoming majors
- Establishing and maintaining policies and procedures for courtesy placements
- Coordinating revisions of field placement handbook
- Training Clinical Supervisors
- Collecting data on cooperating teachers, clinical supervisors, and the students' experience

Reports to: Dean, School of Education

Continuous Improvement Teams

Continuous improvement teams are charged with maintaining the health of the teacher preparation Unit. The work of the teams will be guided by the essential questions found in NCATE Standards for Unit Accreditation. Teams will meet no less than once per semester. Committee Chairs will meet with the Dean a minimum of twice per semester. The six teams are:

Continuous Improvement Team 1 - Candidate Knowledge, Skills and Dispositions

Continuous Improvement Team 2 - Assessment System

Continuous Improvement Team 3- Field Experiences and Clinical Practice

Continuous Improvement Team 4 - Diversity

Continuous Improvement Team 5 – Faculty

Continuous Improvement Team 6 - Unit Governance and Resources

Teacher Education Council (TEC)

Facilitator: Dr. Loleta Sartin

The purpose of the Teacher Education Council is to encourage collaborative working relationships between and among the University, the public schools, parents, regional agencies, community and state and national accrediting agencies who are concerned with producing teachers ready to enter the classroom and are highly qualified in their fields of study.

Responsibilities:

- Advise and make recommendations to the Unit Head (Division Chair of Education) on matters referring to program development, curriculum development, curriculum analyses, policies and

procedures, field placements, and program assessment/evaluation. Additional areas may be referred to the TEC for advice and recommendations.

- Constitute a forum for discussion of matters of concern to the TEC and make recommendations concerning its findings on those matters to the Unit Head. All final decision making authority with respect to the unit shall rest with the division chair.
- To facilitate the collaborative effort of all stakeholders represented on the TEC in order to maintain and improve teacher education at Middle Georgia State University.
- To provide input to governing committees and individuals of the University concerning the directions, programs, and perceived needs of teacher education.

Reports to: Dean, School of Education

Oversight Teams

Oversight teams are charged with maintaining the health of the programs. The work of the teams will be guided by the essential questions found in the Georgia Professional Standards Commission program standards and the Regents Principles for Teacher Preparation Programs in Georgia. Program decisions should be informed by both unit data, as well as, data from the P-12 schools in the service area. All curriculum revisions will come from committee to the School of Education faculty before going to the MGA Curriculum Committee.

- **Oversight Teams for Preparation Programs**

Responsibilities:

- (a) review program data
- (b) maintain the integrity and currency of AREA F courses
- (c) maintain the integrity and currency of courses in the major
- (d) maintain the integrity and currency of key assessments
- (e) make recommendations to the faculty and the dean through summary reports
- (f) maintain the integrity of the preparation programs

All work should be guided by the program accreditation standards published by the Georgia Professional Standards Commission.

- **Program Directors report to:** Dean, School of Education
Program Directors for 2015-2016 are:
 1. ECSE – Dr. Vicki Luther
 2. Middle Grades & Secondary Education – Dr. Sumitra Himangshu
- **Project Teams** (convened on an as needed basis)

Administrative Staff

<i>SOE Admissions and Certification Officer</i>
<i>Ms. Bobbye Wynne</i>
Assist Dean and coordinate Dean's calendar
Maintain faculty confidential personnel files
Process new faculty forms and contracts
Process part-time/adjunct faculty contracts/short forms
Fulfill Notary Public duties
Coordinate course evaluations and reporting
Fulfill tasks related to budget, accounting and purchasing
Process travel authorizations and reimbursements
Assign academic advisors
Maintain student admission (junior & senior level ECSE, secondary and middle grades)
Process Hope PROMISE applications
Process graduation certifications
Process certification applications
Enter course schedules into Banner
Maintain Molly/Mini Molly & SOE database (data entry and maintenance)
Catalog copy
<i>SOE Administrative Secretary</i>
<i>Ms. Marsha Hall</i>
Assist School of Education faculty with routine duties
Serve as front desk receptionist
Coordinate advising appointments (distribute and prepare data reports)
Assist Coordinator of Field and Clinical Experiences
Coordinate textbook requisitions and exam copy orders
Process requests for room reservations
Distribute mail daily
Process copy and scanning requests
Maintain copier (toner orders, meter readings)
Process Aramark catering orders
Coordinate graduation regalia rental process
Process Physical Plant & Tech Support Requests
Collect course syllabi and forward to VPAA
Respond to inquiries from the web site/division email
Equipment Checkout (cameras, clickers, laptops, etc.)
Coordinate advising session surveys
Create faculty roster each semester
Supervise Student Worker
Maintain student advising files

School of Education Standing Committees

Program Oversight Teams

Program Oversight teams are charged with maintaining the vitality of the programs. The work of the teams will be guided by the essential questions found in the Georgia Professional Standards Commission program standards and the Regents Principles for Teacher Preparation Programs in Georgia. Program decisions should be informed by both unit data, as well as, data from the P-12 schools in the service area. Curriculum revisions for Early Childhood Special Education will come from committee to the School of Education faculty before going to Academic Affairs. Curriculum decisions for Middle Grades Education and Secondary Education tracks will come from committee to the respective faculty in the School of Education and the [College](#) of Arts and Sciences. Faculty in both schools will reach consensus before sending curriculum items to Academic Affairs.

Responsibilities include but are not limited to:

- (a) reviewing program data,
- (b) maintaining the integrity and currency of courses in the major,
- (c) maintaining the integrity and currency of key assessments,
- (d) making recommendations to the faculty and the dean through summary reports.

Early Childhood Special Education	Middle Grades and Special Education	Secondary Education Certification Tracks
Dr. Vickie Luther (SOE)	Ms. Molly Kimsey (SOE)	Dr. Sumitra Himangshu (SOE)
Dr. Sheri Owens (SOE)	Dr. Loleta Sartin (SOE)	Dr. Randy Spaid (SOE)
Ms. Nancy Greene (SOE)	Ms. Wendy Pooler (SOE)	Dr. Elise Langan (SOE)
Dr. Shamani Shikwambi (SOE)	Ms. Nancy Greene (SOE)	
Mr. Lane Brooks (SOE)	Dr. Rhonda Amerson (SOE)	
Ms. Cindy Harris (SOE)		
Mr. Don Brown (Mathematics)		
Dr. Dawn Sherry (Natural Sciences)		
Dr. Amy Berke (English)		
Dr. Matthew Zimmerman (History and Political Science)		

Continuous Improvement Teams

Continuous improvement teams are charged with maintaining the vitality of the teacher preparation Unit. The work of the teams will be guided by the essential questions found in NCATE (CAEP) Standards for Unit Accreditation. Teams will meet a minimum of once per semester. These meetings will be called by [Dean Fuller](#).

CTI 1	CTI 2	CTI 3	CTI 4	CTI 5	CTI 6
Candidate Knowledge, Skills, Dispositions	Assessment System	Field Experiences and Clinical Practice	Diversity	Faculty	Unit Governance and Resources
Dr. Loleta Sartin	Dr. Sumitra Himangshu	Ms. Nancy Greene	Dr. David Fuller	All Faculty in the SOE	All Faculty in the SOE
Dr. Vickie Luther	Dr. Randy Spaid	Mr. Lane Brooks	Dr. Vicki Luther		
Ms. Molly Kimsey	Dr. Elise Langan	Ms. Cindy Harris	Dr. Shamani Shikwambi		

Meeting Dates for the Academic Year

School of Education Faculty		Program Teams <i>[Each team will meet for 45 minutes to set the work agenda for the month. Beginning times will rotate among the three teams.]</i>	
Date	Time	Date	Time

Contact Information

Cochran Campus Office Phone 478-934-3097 (this phone rolls to Macon office)

Macon Campus Office Phone 478-757-2544

Warner Robins Campus Office Phone 478-929-6700

Cochran Campus Information

- If you have been assigned to teach on the Cochran Campus, the phone number rolls to the Macon Campus.
- The Offices are located in Wiggs Hall. The main office is #6.
- You may make copies yourself in the copy room .
- There are limited supplies on the Cochran campus. You may pick up supplies at the Macon Campus.

Macon Campus Information

- If you have been assigned to teach on the Macon Campus, the phone number for the secretary is 757-2544.
- You may make copies yourself in the copy room or at the print shop located in plant operations building OR leave the copies for the secretary. Please make sure you leave instructions as to how many copies, etc. The secretary will need at least 24 hours notice for all copies.
- Check your physical mailbox located in the copy room.
- Check with the secretary if you are in need of supplies.

Warner Robins Campus (WRC) Information

- If you have been assigned to teach at WRC, the phone number for the front desk is 929-6700.
- The General Faculty Offices are located in the Academic Services Building.
- You may make copies in the Faculty Offices
- Check the Education mailbox as well as your email regularly for communications.
- There are limited supplies in WRC. You may pick up supplies at the Macon Campus.

Faculty Performance: Expectations and Evaluations

*Source Reference:

<http://www.usg.edu/audit/compliance/ethics>

http://www.mga.edu/faculty-staff/governance/14-15/approved/MGA_Faculty_Handbook.pdf

***USG Ethics Policy & Code of Conduct**

8.2.20 University System of Georgia Ethics Policy

8.2.20.1 Introduction

The USG is committed to the highest ethical and professional standards of conduct in pursuit of its mission to create a more educated Georgia. Accomplishing this mission demands integrity, good judgment and dedication to public service from all members of the USG community.

While the USG affirms each person's accountability for individual actions, it also recognizes that the shared mission and the shared enterprise of its institutions require a shared set of core values and ethical conduct to which each member of the USG community must be held accountable. Furthermore, the USG acknowledges that an organizational culture grounded in trust is essential to supporting these core values and ethical conduct.

The following Statement of Core Values and Code of Conduct are intended to build, maintain and protect that trust, recognizing that each member of the USG community is responsible for doing his/her part by upholding the highest standards of competence and character.

8.2.20.2 Applicability

The USG Ethics Policy applies to all members of the USG community. The USG community includes:

1. All members of the Board of Regents;
2. All individuals employed by, or acting on behalf of, the USG or one of the USG institutions, including volunteers, vendors, and contractors; and,
3. Members of the governing boards and employees of all cooperative organizations affiliated with the USG or one of its institutions.

Members of the Board of Regents and all individuals employed by the USG or one of its institutions in any capacity shall participate in USG Ethics Policy training, and shall certify compliance with the USG Ethics Policy on a periodic basis as provided in the USG Business Procedures Manual. Cooperative organizations, vendors, and contractors shall certify compliance with the USG Ethics Policy by written agreement as provided in the USG Business Procedures Manual.

The USG Ethics Policy governs only official conduct performed by or on behalf of the USG. Violations of the USG Ethics Policy may result in disciplinary action including dismissal or termination.

8.2.20.3 Statement of Core Values

Every member of the USG community is required to adhere to the USG Statement of Core Values – Integrity, Excellence, Accountability, and Respect – that form and guide the daily work of the organization.

1. **Integrity** – We will be honest, fair, impartial and unbiased in our dealings both with and on behalf of the USG.
2. **Excellence** – We will perform our duties to foster a culture of excellence and high quality in everything we do.
3. **Accountability** – We firmly believe that education in the form of scholarship, research, teaching, service and developing others is a public trust. We will live up to this trust through safeguarding our resources and being good stewards of the human, intellectual, physical and fiscal resources given to our care.
4. **Respect** – We recognize the inherent dignity and rights of every person, and we will do our utmost to fulfill our resulting responsibility to treat each person with fairness, compassion and decency.

8.2.20.4 Purpose of the Code of Conduct

The USG recognizes that each member of the USG community attempts to live by his or her own values, beliefs and ethical decision-making processes. The purpose of the Code of Conduct is to guide members of the USG community in applying the underlying USG Statement of Core Values to the decisions and choices that are made in the course of everyday endeavors. Each USG institution must ensure that its institutional ethics policies are consistent with this USG Ethics policy.

8.2.20.5 Code of Conduct

We will:

- i. Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.
- ii. Act as good stewards of the resources and information entrusted to our care.
- iii. Perform assigned duties and professional responsibilities in such a manner so as to further the USG mission.
- iv. Treat fellow employees, students and the public with dignity and respect.
- v. Refrain from discriminating against, harassing or threatening others.
- vi. Comply with all applicable laws, rules, regulations and professional standards.
- vii. Respect the intellectual property rights of others.
- viii. Avoid improper political activities as defined in law and Board of Regents Policy.
- ix. Protect human health and safety and the environment in all USG operations and activities.
- x. Report wrongdoing to the proper authorities; refrain from retaliating against those who do report violations; and cooperate fully with authorized investigations.
- xi. Disclose and avoid improper conflicts of interest.
- xii. Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents policy.
- xiii. Not use our position or authority improperly to advance the interests of a friend or relative.

8.2.20.6 Interpretation and Sources

The Statement of Core Values and Code of Conduct do not address every conceivable situation or ethical dilemma that may be faced by members of the USG community. Members of the USG community are expected to exercise good judgment absent specific guidance from this policy or other applicable laws, rules and regulations.

Specific questions pertaining to the Statement of Core Values or Code of Conduct should be directed to a supervisor or other competent authority at the University System Office or at the institution's office of Legal Affairs, Internal Audit, Compliance, Human Resources, Academic Affairs, or other appropriate office.

There are also multiple sources of authority that address specific questions or situations. Examples include:

1. [Board of Regents Policy Manual](#)
2. [Board of Regents Business Procedures Manual](#)
3. [Board of Regents Human Resources Administrative Practice Manual](#)
4. Institutional policies, handbooks and procedures
5. State Laws and Regulations
6. Federal Laws and Regulations

Further specific explanatory notes and references may be found on the USG's website at <http://www.usg.edu/audit/compliance/ethics/> or its successor reference (BoR Minutes, November 2008).

RESPONSIBILITES (NCATE/CAEP/GaPSC/MGA/SOE)

FERPA

5.04.14 STUDENT RIGHTS

As outlined in the 1974 Family Educational Rights and Privacy Act (FERPA), students have the right to inspect and review their education records, request the amendment of their records (if proven inaccurate or misleading), limit disclosure of personally identifiable information contained in their education record, and file a complaint with the U. S. Department of Education concerning alleged failures of the institution to comply with the law. Middle Georgia State University makes every effort to comply with the law by protecting the privacy of student records and by evaluating requests for release of information from those records. However, FERPA authorizes the release of "Directory Information" without the student's prior consent under certain conditions which are set forth in the Act. Middle Georgia State University has defined its "Directory Information" in accordance with the law. Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. At Middle Georgia State University the following is designated as public or "Directory Information": the student's name, addresses, telephone number, date of birth, major field of study, degree sought, expected date of completion of degree requirements and graduation, degrees and awards received, dates of attendance at the institution, full-time or part-time enrollment status, the previous educational agency or institution attended, and participation in officially recognized activities and other similar information. Directory information is information that the institution may disclose, but it is not required to do so. Middle Georgia State University does not disclose social security numbers, personal identification numbers, grades, grade point averages, class schedules, academic actions, or the number of credits the student is taking unless the student has signed a consent form that specifically identifies to whom the information is to be released. Faculty and staff who have a need to know are permitted access to students' records in the course of their duties as school officials. As such, the law requires them to act in a legally specified manner with regard to education records. FERPA applies to the education records of persons who are or who have been in attendance, including students in cooperative and correspondence programs. Education records are records that are 1) directly related to a student and 2) maintained by an educational agency or institution or by a party acting for the agency or institution. Access to the Banner Student Information System is not tantamount to authorization to view the data. Faculty members are deemed to be "school officials" and can access data in the Banner Student Information System or SWORDS if they have a "legitimate educational interest." A legitimate educational interest exists if the faculty member needs to view the education record in order to fulfill professional responsibilities. Neither curiosity nor personal interest can be considered as a legitimate educational "need to know."

RESPONSIBILITIES

5.03 Faculty Workload Policy

The general purposes of a workload policy are to ensure a reasonable and equitable assignment of faculty responsibilities across the institution, to ensure that faculty members contribute comparable levels of effort to the institution's collective work, and to ensure that faculty members are rewarded on the basis of their contributions. The normal workload, not to be confused with the teaching load, for tenured and tenure-track faculty includes teaching, academic advising, service to the institution, scholarship and professional development, and professional service to the community. The proportions of the different workload areas are determined by the individual faculty member and his or her College or School Dean or Department Chair through a self-evaluation plan and an official request for redirection of time which must be approved by the immediate supervisor and dean of the academic unit and the Provost (5.03.07 REASSIGNMENT OF WORKLOAD RESPONSIBILITIES). The proportion of time and energy that faculty devote to each workload area may vary from one faculty member to another according to different interests, talents, and the needs of the institution. The proportions may also vary over time according to different stages in the faculty member's career.

5.03.01 TEACHING LOAD

College or School Deans and Department Chairs shall make an effort to assure fair and equitable assignment of teaching loads among their faculty, taking into account such factors as student load, 87 number of preparations, contact hours, and travel time. Day and evening classes shall be part of the standard teaching load of faculty members at Middle Georgia State University.

MGA's teaching load policy is 4 classes (12 semester hours) per semester for faculty with a terminal degree and 5 classes (15 semester hours) per semester for faculty without the terminal degree.

Overloads

The Academic and Student Affairs Handbook of the USG section 4.10 (http://www.usg.edu/academic_affairs_handbook/section4/C698) discourages the payment of extra compensation for teaching overloads. Every effort must be made to adjust faculty schedules to accommodate courses as part of their normal load. The BOR strongly recommends minimizing any necessary overloads.

To accommodate large enrollments or special situations, faculty members may teach an overload under the following guidelines:

- a. The work is carried in addition to the normal full load.
- b. No qualified person is available to carry the work as part of his or her normal load.
- c. There is a written understanding that as soon as possible, and preferably within the academic year, they shall be given compensatory reassigned time or pay at the overload faculty rate of pay for the overload hours.

Monetary compensation for overloads is possible only upon the recommendation of the appropriate Academic Dean or Department Chair and the approval of the Provost and the President.

No faculty member shall be required to teach an overload.

Faculty overloads at Middle Georgia State College must be approved by the Department Chair, College or School Dean and Provost. Faculty can only receive overload pay for maximum of 4 credit hours per faculty member per semester. Overload pay is not permitted for part-time employees.

Overloads are granted only if they do not affect faculty productivity in Scholarship and Service. (MGSC Faculty Handbook 5.03.01)

School of Education Addendum

The School of Education adheres to the workload and instructional policies as written in the Middle Georgia State University Faculty Handbook adopted July 2015. Due to the unique design of the teacher preparation programs at MGA and NCATE Standard 6c, which reads “*Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent*”, additional guidelines are in place to ensure a reasonable and equitable assignment of faculty responsibilities across the University and the School of Education. All workload and instructional assignments are tempered by “individual interests, talents, and needs of the University” and the School of Education. (MGA Handbook).

- Internship Supervision [embedded in required course / requires 2 field visits]:
6-9 individuals = 2 credit hours*
- Clinical Practice Supervision : 4-6 individuals or 3-5 pairs = 4 credit hours*

5.03.02 ADVISING

The advising of students on curricular matters is the responsibility of the faculty of Middle Georgia State University.

It is the expectation of MGA that faculty are content experts in their field and knowledgeable of programs of study within their schools so they are able to accurately advise students. The responsibilities of faculty advisors include the following:

- a. Assist students in progression, retention, and graduation
- b. Provide accurate information about institutional policies, procedures, resources, and programs of study
- c. Assist students in consideration of life goals, including how their personal strengths align with possible career options and the demands of the workplace
- d. Assist students in developing decision-making skills
- e. Make referrals to other institutional or community support services when necessary
- f. Assist students in evaluation or re-evaluation of progress toward establishing goals and educational plans.

5.03.03 SERVICE TO MIDDLE GEORGIA STATE UNIVERSITY

Service to the institution includes but is not limited to the following: a. Actively participating in system, institutional, University, or school committees b. Involvement in institutional, University, school, or program accreditation preparation c. Organizing service learning experiences d. Advising student organizations e. Collaborating in institutional, University or school initiatives Faculty members are expected to cooperate fully with colleagues in accomplishing the total work of Middle Georgia State University, including participating in all scheduled meetings. To provide more time for course preparation and orientation of new faculty, academic advising and committee work are kept to a minimum during the first year of employment.

5.03.04 SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Each member of the faculty shall work consistently towards professional growth by participating as appropriate in the following activities: professional organizations; the scholarship of teaching, discovery, application, or integration; writing scholarly articles and books; formal graduate study; attending lectures, workshops, seminars, and institutes; and reading and studying material relating to his or her discipline or involvement in work experiences relating to that discipline. New course development, implementing course changes as a result of assessment, and activities relating to pedagogy are also

considered professional development and scholarship. Faculty members are expected to participate in assessment and to integrate scholarship into their teaching activities.

5.03.05 PROFESSIONAL SERVICE TO THE COMMUNITY

In all respects, Middle Georgia State University is committed to academic excellence and community service. Professional service to the community is a criterion for hiring, promotion, tenure, and merit. Professional service to the community includes, but is not limited to, the contribution of an individual's professional expertise with regard to leadership and major roles in community, educational, and service groups, and will be provided with no additional compensation.

5.03.06 OTHER DUTIES AND EXPECTATIONS

Faculty are expected to attend all officially designated meetings of the faculty including, but not limited to, Academic Assembly, Faculty Orientation/Convocation, Commencement, and Department/School/University meetings unless excused by the Provost. Request to be excused must be submitted to the immediate supervisor for submission to the Provost. All faculty members are expected to follow school policies in regards to attendance and participation in the work of the school.

5.03.07 REASSIGNMENT OF WORKLOAD RESPONSIBILITIES

Reassigned time may be granted for program development, special projects, research, approved graduate study, and administrative assignments, provided the teaching load could otherwise be handled within existing budgetary and personnel limitations. When the workload of committee assignments or research is uncommonly high, a compensating reduction in teaching load may be granted upon recommendation of the University or School Dean or Department Chair and the approval of the Provost. Faculty seeking reassigned time shall file an application with the appropriate University or School Dean or Department Chair. If approved, the request shall be forwarded to the Provost for final action. In all cases, it is expected that the time and effort for re-assigned workload must be equivalent to the normal faculty workload. Additionally, when a faculty member is granted reassigned time for a project, the expectation is that the project will be completed within the time specified on the original request for a teaching load reduction. Faculty must demonstrate appropriate evidence of productivity in order by documentation of time, effort, and project outcomes.

**STANDARDS FOR TEACHER EDUCATORS
THE ASSOCIATION OF TEACHER EDUCATORS**

To help all teacher candidates and other school personnel impact student learning, accomplished teacher educators demonstrate the following nine standards:

Accomplished Teacher Educators...

STANDARD 1 Teaching

Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education.

In order for teacher educators to impact the profession, they must successfully model appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to learners of all levels and styles. "Modeling means exhibiting behavior that is observed and imitated by others" (Kauchak & Eggen, 2005, p. 396). Effective modeling of desired practices is at the heart of successful teacher education programs at pre-service and in-service levels. Teachers are powerful and meaningful role models for students at all levels, and the way they act influences both learning and motivation (Bandura, 1989). Modeling of behavior relates to teaching, service, and scholarly productivity. Teacher educators must use research-based, proven best practices in order for those behaviors to be appropriately applied.

Kauchak, D., & Eggen, P. (2005). *Introduction to teaching: Becoming a professional*. Upper Saddle River, NJ: Pearson Education, Inc.

Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of Child Development* (Vol. 6, pp. 1-60). Greenwich, CT: JAI Press.

Indicators

- Model effective instruction to meet the needs of diverse learners
- Demonstrate and promote critical thinking and problem solving among teacher educators, teachers, and/or prospective teachers
- Revise courses to incorporate current research and/or best practices
- Model reflective practice to foster student reflection
- Demonstrate appropriate subject matter content
- Demonstrate appropriate and accurate professional content in the teaching field
- Demonstrate a variety of instructional and assessment methods including use of technology
- Mentor novice teachers and/or teacher educators
- Facilitate professional development experiences related to effective teaching practices
- Ground practice in current policy and research related to education and teacher education

Artifacts

- Evaluations from supervisors, colleagues, students, or others
- Course syllabi
- Video and/or audiotapes of teaching
 - Developed instructional materials (e.g., lessons, units, courses of study, presentations)
 - Testimonials
 - Teaching awards and/or other forms of recognition
 - Logs or other documentation of classroom activities

- Journals of reflective practice
- Philosophical statement that reflects underlying knowledge and values of teacher education
- Relevant credentials (e.g., certificates, licenses)
- Evidence of technology-based teaching and learning

STANDARD 2 Cultural Competence

Apply cultural competence and promote social justice in teacher education.

One of the charges to teacher education is to prepare teachers to connect and communicate with diverse learners (Darling-Hammond & Bransford, 2005). To develop capacity among culturally, socially, and linguistically diverse students, teachers first need to know their own cultures. They also need to hold high expectations for all students, understand developmental levels and what is common and unique among different groups, reach out to families and communities to learn about their cultures, select curriculum materials that are inclusive, use a range of assessment methods, and be proficient in a variety of pedagogical methods that facilitate the acquisition of content knowledge for all learners. Establishing a closer fit between pedagogy and culturally different learning styles positively impacts students both socially and academically (Gay, 2002). Culturally relevant pedagogy “not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate” (Ladson-Billings, 1995, p. 469).

Teacher educators share the responsibility of helping pre-service and in-service teachers to understand these concepts and to apply them successfully in their classrooms. They do not merely understand the concepts underlying the definitions of cultural competency but clearly demonstrate how those concepts are applied in their own teaching and in that of their students.

Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

Gay, G. (2005). *A synthesis of scholarship in multicultural education*. Naperville, IL: North Central Regional Educational Laboratory.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

Indicators

- Exhibit practices that enhance both an understanding of diversity and instruction that meets the needs of society
- Engage in culturally responsive pedagogy
- Professionally participate in diverse communities
- Model ways to reduce prejudice for pre-service and in-service teachers and/or other educational professionals
- Engage in activities that promote social justice
- Demonstrate connecting instruction to students’ families, cultures, and communities
- Model how to identify and design instruction appropriate to students’ stages of development, learning styles, linguistic skills, strengths and needs
- Foster a positive regard for individual students and their families regardless of differences such as culture, religion, gender, native language, sexual orientation, and varying abilities
- Demonstrate knowledge of their own culture and aspects common to all cultures and foster such knowledge in others
- Promote inquiry into cultures and differences

- Teach a variety of assessment tools that meet the needs of diverse learners
- Recruit diverse teachers and teacher educators

Artifacts

- Course syllabi
- Instructional materials
- Evidence of involvement in schools and other organizations with diverse populations
- Video and/or audio tapes of teaching
- Course assignments
- Student work samples
- Evidence of involvement in school based projects and/or service learning
- Evidence of providing professional development to others at all levels
- Philosophical statement that reflects underlying that reflects attention to diversity
- Assessment tools appropriate for use with diverse learners

STANDARD 3 Scholarship

Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.

The scholarship of an accomplished teacher educator is conceptualized through Boyer’s model of scholarship (1997) which includes four foci: discovery, integration, application, and teaching. Accomplished teacher educators continually ask questions to deepen existing knowledge and to create new knowledge in teaching and teacher education. This is achieved through systematic inquiry and the subsequent sharing and/or dissemination of the results. Teacher educators engage in discourse within a community about the quest for new knowledge. This community, for example, can be broadly defined as a community of academics whose discourse takes place within publications or a community of inquirers who dialogue around their “reflection on action” (Schön, 1983). In addition to discourse around new knowledge, teacher educators integrate their learning about practice within the field of teacher education together with their knowledge across disciplines and contexts in order to elucidate connections between their own work and the broader educational landscape. Teacher educators bridge their theoretical and practical knowledge to create new understandings and interpretations in theory and practice of teaching and teacher education. Finally, accomplished teacher educators strive to teach others and to foster learning about teaching and teacher education.

Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.
 Schön, D.A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Indicators

- Investigate theoretical and practical problems in teaching, learning, and/or teacher education
- Pursue new knowledge in relation to teaching, learning, and/or teacher education
- Connect new knowledge to existing contexts and perspectives
- Engage in research and development projects
- Apply research to teaching practice and/or program or curriculum development
- Conduct program evaluation
- Acquire research-based and service-based grants
- Disseminate research findings to the broader teacher education community
- Engage in action research
- Systematically assess learning goals and outcomes

Artifacts

- Publications
- Presentations at meetings of learned societies or specialized professional associations
- Citations by other scholars
- Professional development workshops and/or seminars
- Speaking engagements that focus on issues of teacher education
- Evidence of improved teaching practice
- Evidence of increased student learning
- Research-based program development
- Funded grant proposals
- Research awards or recognitions
- National Board Certification

STANDARD 4 Professional Development

Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.

Accomplished teacher educators help pre-service and in-service teachers with professional development and reflection, and model examples from their personal development, making transparent the goals, information, and changes for improvements in their own teaching. Teacher educators examine their own beliefs and contributions of life experiences. There is a vital link established between belief and action (Vygotsky, 1978). Reflective practice of teachers can occur in several forms and at different times during and after an event, and should be proactive in nature to guide any future action (Farrell, 2004).

Reflection can affect professional growth and bring individuals to greater self-actualization (Pedro, 2006) through collaboration with others to apply knowledge and experiences into practice (Schön, 1996). Experience is key to developing thinking (Dewey, 1916) and helping educators to form knowledge, collect data, reflect on that data, and make changes to their practices.

Dewey, J. (1916). *Democracy and education*. New York: Macmillan.

Farrell, T.S.C. (2004). *Reflective practice in action: 80 reflection breaks for busy teachers*. Thousand Oaks, CA: Corwin Press.

Pedro, J. (2006). Taking reflection into the real world of teaching. *Kappa Delta Pi Record*, 42(3), 129-133.

Schön, D.A. (1996). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Indicators

- Systematically reflect on own practice and learning
- Engage in purposeful professional development focused on professional learning goals
- Develop and maintain a philosophy of teaching and learning that is continuously reviewed based on a deepening understanding of research and practice
- Participate in and reflect on learning activities in professional associations and learned societies
- Apply life experiences to teaching and learning

Artifacts

- Statement of philosophy of teaching and learning
- Evidence of professional development goals and activities
- Self-assessment
- Evidence of documented professional growth

- Evidence of participation in professional development experiences
- Letter of support
- Reflective journals

STANDARD 5 Program Development

Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.

The foundation of the professional work of teacher educators lies in development and maintenance of quality programs that prepare beginning teachers and provide for teachers' on-going professional development during and after induction into the profession. Accomplished teacher educators are regular contributors to and often leaders in the development, refinement, and revision of programs and portions of programs focused on initial teacher preparation and on-going teacher professional development. The development of quality teacher education programs that serve teachers at all stages in their career is at the heart of the ATE's mission (Selke and Alouf, 2004). It is through these programs that teachers learn and further develop the content and pedagogical knowledge, understandings, and skills they need. Research and program evaluation must be gathered and applied to make data-driven decisions to benefit individual programs and the overall profession.

Selke, M., & Alouf, J. (2004). *Position framework: ATE*. Retrieved June 8, 2006, http://www.ate1.org/pubs/ATE_Position_Frame.cfm.

Indicators

- Design, develop, or modify teacher education programs based on theory, research, and best practice
- Provide leadership in obtaining approval or accreditation for new or modified teacher education programs
- Lead or actively contribute to the ongoing assessment of teacher education courses or programs
- Provide leadership that focuses on establishing standards for teacher education programs or on developing, approving, and accrediting teacher education programs at the local, state, national, or international level
- Contribute to research that focuses on effective teacher education programs

Artifacts

- Course or program proposal
- Revision to course or program
- New materials developed to meet course or program requirements
- Evidence of participation in program development, revision, or evaluation
- Document of leadership in program accreditation process (state or national)
- Program recognition or award
- Evidence of participation in research on or evaluation study of a teacher education program
- Publications, handouts, or other documentation of conference presentations on program development

STANDARD 6 Collaboration

Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.

Accomplished teacher educators adopt a collaborative approach to teacher education that involves a variety of stakeholders (e.g., universities, schools, families, communities, foundations, businesses, and museums) in teaching and learning. Collaboration to design and implement teacher education promotes

the collective practice that increases efficacy and knowledge of teacher education. This facilitates a sense of trust and draws on the expertise of different stakeholders within the collaboration (Fullan & Hargreaves, 1991). Professional relationships foster a community of collaboration in which teacher educators make explicit their work and increase self-learning and knowledge. Collaboration is often formalized in partnerships that join individuals and institutions to work together on a long term basis. In the education of teachers, collaboration and partnerships exist in pre-service teacher education as well as the continuing education of induction and in-service teachers.

Fullan M., & Hargreaves, A. (Eds.). (1992). *Teacher development and educational change*. The Falmer Press, New York.

Indicators

- Engage in cross-institutional and cross-University partnerships
- Support teacher education in the P-12 school environment
- Participate in joint decision making about teacher education
- Foster cross-disciplinary endeavors
- Engage in reciprocal relationships in teacher education
- Initiate collaborative projects that contribute to improved teacher education
- Acquire financial support for teacher education innovation to support collaboration

Artifacts

- Evidence of collaborative activities (e.g., minutes and agenda of meetings)
- Testimonials
- Records of awards, recognition, and financial support for research resulting from collaboration
- Course syllabi that demonstrate collaboration
- Joint publications resulting from collaboration

STANDARD 7 Public Advocacy

Serve as informed, constructive advocates for high quality education for all students

Teacher educators advocate both within and outside of the profession for high quality education for all students at all levels. Influencing decision makers and promoting changes to laws and other government policies to advance the mission of a high quality education for all is paramount to the profession. Such advocacy requires being informed with respect to social and political perceptions, policies, challenges, and systems that affect education (Cochran-Smith, 2004). Acquiring research-based background information should be the basis for advocacy at all levels. As Laitsch et al (2002) have pointed out, research has long been supported as the basis for decision-making in educational forums.

Accomplished teacher educators engage in active advocacy for quality education, which clearly articulates appropriate responses addressing educational concerns and visions for contemporary and future stakeholders. This advocacy promotes quality education for all students in local, state, regional, national, and international venues. Through reflection and revision of information and efforts, teacher educators actively assess their personal impact on educational reform.

Cochran-Smith, M. (2004). Taking stock in 2004: Teacher education in dangerous times. *Journal of Teacher Education*, 55(1), 3-7.

Laitsch, D., Heilman, E., & Shaker, P. (2002). Teacher Education, pro-market policy and advocacy research. *Teaching Education*, 13(3), 251-271.

Indicators

- Promote quality education for all learners through community forums, activities with other professionals, and work with local policy makers
- Inform and educate those involved in making governmental policies and regulations at local, state, and/or national levels to support and improve teaching and learning
- Actively address policy issues which affect the education profession

Artifacts

- Evidence of advocacy for high quality teaching and learning in local, state, national, and/or international settings
- Evidence of contributions to educational policy or regulations at local, state, national, and/or international levels
- Papers, presentations, and/or media events designed to enhance the public's understanding of teaching and learning
- Evidence of service to school accreditation committees
- Scholarship and/or grant activity promoting education

STANDARD 8 Teacher Education Profession

Contribute to improving the teacher education profession.

Through a visionary and collaborative approach, accomplished teacher educators accept responsibility for improving their profession. They make a difference by attending to the complexities and vulnerabilities of the profession (Covey, 1989, p. 299). Teacher educators share a responsibility for active service as members of local, state, and national professional organizations. These affiliations offer a venue for professional identification and support to improve the teacher education profession. Collective membership in professional organizations contributes to the strength of teacher education.

Teacher educators are vested with authority in teacher education and their technical expertise qualifies the profession for determination of the public good (Bellah, 1985, p. 195)

Bellah, R.N., Madsen, R., Sullivan, W.M. Swidler, A, & Tipton, S.M. (1985). *Habits of the heart: Individualism and commitment in American life*. New York: Harper & Row.

Covey, S.R. (1989). *The seven habits of highly effective people: Powerful lessons for personal change*. New York: Simon & Schuster

Indicators

- Actively participate in professional organizations at the local, state, national, or international level
- Edit/review manuscripts for publication or presentation for teacher education organizations
- Review resources designed to advance the profession
- Develop textbook or multimedia resource for use in teacher education
- Recruit promising pre-service teachers
 - Recruit future teacher educators
- Mentor colleagues toward professional excellence
- Design and/or implement pre-service and induction programs for teachers
- Support student organizations to advance teacher education
- Advocate for high quality teacher education standards

Artifacts

- Evidence of active participation in professional organizations
- Conference programs and proceedings

- Books/monographs/periodicals edited or reviewed
- Textbook/multimedia reviews
- Textbooks and multimedia resources developed
- Testimonials
- Evidence of support of student organizations
- Grant proposals
- Reports and evaluations of projects/advancement programs
- Records of awards/recognition for excellence in teacher education

STANDARD 9 Vision

Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views.

Accomplished teacher educators develop essential insights into the vast changes occurring today. They embrace them, visualize their potential for education, and interpret them to pre-service and in-service teachers in order to facilitate understanding and integration into professional practice.

Technology and miniaturization affect all aspects of society. The debate over the relative importance of content for future generations needs to be focused by knowledgeable teacher educators who understand history, teaching, research, and technology. A critical factor is the increasing impact of globalization on education (Friedman, 2005). Education has traditionally followed rather than led changes in society. Accomplished teacher educators embrace their role as change agents, understand the impact teacher education has on classroom practices, and are early adopters of new configurations of learning (Rogers, 2003). Accomplished teacher educators are firmly in the forefront of educational change.

Friedman, T. L. (2005). *The world is flat*. New York: Farrar, Straus, and Giroux.

Rogers, E.M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.

Indicators

- Actively participate in learning communities that focus on educational change
- Demonstrate innovation in the field of teacher education
- Demonstrate qualities of an early adopter of technology and new configurations of learning
- Actively pursue new knowledge of global issues
- Support innovation adoption with research
- Relate new knowledge about global issues to own practice and K-12 classroom teaching

Artifacts

- Grant writing activity
- Evidence of participation in learning communities
- Reflection journals
- Course syllabi
- Course assignments
- Student work samples
- Evidence of self-directed learning in innovative methodologies
- Evidence of using new and evolving technologies or content in teaching and learning

Instruction Related Policies and Procedures

5.04 Faculty Instructional Policies

The established vision, mission, and programs of Middle Georgia State College require the best teaching-learning experiences for students. The accomplishment of this ideal relies on the effective functioning of the institution's faculty both singularly and in groups.

5.04.01 OFFICE HOURS

Faculty availability to students outside the regularly scheduled class hours is an essential element to student success and to faculty performance. Faculty members are required to be available to students through posted office hours as well as through alternate means, such as telephone and campus email, which facilitate student access to faculty members. All course syllabi must identify faculty office hours and contact information. Faculty members are encouraged to use their offices for planning lessons and courses, grading papers, engaging in scholarly activities, and conferring with students. Office hours shall be filed in the faculty member's academic unit. Faculty members who teach a twelve-hour course load shall hold a minimum of eight on campus office hours per week; those who teach differing course loads shall hold a proportionate number of office hours ($2/3 \times$ total credit hours taught).

School of Education Office Hours and Advisement Responsibilities

1. **Open advisement and registration**

All faculty will participate in open advisement/registration periods. Faculty will work a six hour block for each of the required days. The School of Education secretary will be responsible for scheduling faculty for both the Macon campus and the Warner Robins campus.

2. **Office Hours**

The expectation is one hour for each hour of instructional load up to 10 hours per week. Office hours should be reserved for meetings with students. The ten hours should be divided as follows: two hours (2) per week for walk-ins and shoppers and eight hours (8) for academic support of students in your classes or your advisees. If teaching on both the Warner Robins and the Macon Campus, divide advising hours proportionate to instructional assignments.

It is understood that committee assignments and other responsibilities may result in a conflict with posted office hours. Faculty are advised to tell the School administrative staff when they will be away from their office during posted times. If the faculty will be away from the office for an extended period of time, they are to complete the absence notification form (see Forms) and leave it with the School Secretary.

Office hours should be given to the School secretary no later than the end of the second week of class.

3. **Meeting with assigned advisees**

Faculty are encouraged to meet with their advisees once per semester. During this visit advisors should check on the candidate's progress in the program and address any of the candidate's concerns. These sessions could be either virtual or in vivo.

5.04.02 SYLLABI

Syllabi are required for all courses. Course syllabi are to be distributed to the class at the beginning of each semester or term. A copy of the course syllabus should be given to the chair or dean who is responsible for maintaining a current file of syllabi used in the academic unit. Faculty should use the

“Checklist for Syllabus” to ensure that their syllabi include the required information. The “Checklist for Syllabus” is available in each academic unit. (See *Instructional Related Policies and Procedures*)

MGA SYLLABUS CHECKLIST

The syllabus frames the context for learning. It is the primary vehicle for communicating to students both course and instructor expectations. For accrediting agencies, syllabi demonstrate evidence of alignment of the curriculum with the institution’s mission and goals.

To ensure continuity in the message delivered by the syllabi, all MGSC syllabi are to be written using the section guides below, preferably in the order of presentation. Each section has a defining statement and required narrative if appropriate. Most sections will apply to all courses. Section headings not required on the syllabi.

SYLLABUS HEADING : Include

- _____ **Course Title**
- _____ **Subject, Number, CRN**
- _____ **Credit Hours**
- _____ **Semester**
- _____ **Campus Location**
- _____ **Meeting times**
- _____ **Meeting location**

INSTRUCTOR INFORMATION

If Full Time Faculty or Lecturer include :

_____ **Campus email Address**

Include relevant information, e.g., *“Emails will be answered within 48 hours of receipt. If there is a situation requiring immediate attention call XXXX.”*

_____ **Office Hours** _____ **Office Location** _____ **Campus Phone Number**

Include relevant information.

If Part Time Instructor include :

_____ **Campus email Address**

Include relevant information, e.g., *“Emails will be answered within 48 hours of receipt. If there is a situation requiring immediate attention call XXXX.”*

_____ **Telephone Number** –If using the department number as the primary contact number, Part Time instructors are responsible for maintaining regular communication with department secretary.

_____ **Office hours if required by department**

COURSE INFORMATION

_____ **Prerequisite(s)**

_____ **Course Description as written in the catalog**

_____ **Student Learning Outcomes**

Include any core curriculum or overlay outcomes as well as any course student learning outcomes (SLO) determined by the department or school.

_____ **Required and Optional Texts**

If no text is required, this must be stated on the syllabus. Include statement of availability in D2L if appropriate.

_____ **Technology Requirements**

This section should address all technology requirements to include technical competencies (e.g. D2L Access; BlackBoard Collaborate; My MathLab; Response Systems) If there are no requirements, simply state it on the syllabi. Include costs.

COURSE POLICIES

_____ **Attendance Policy**

Instructors are expected to maintain an attendance record for all classes.

The institutional policy on attendance is as follows:

“Students whose number of absences is more than twice the number of class meetings per week may be assigned a failing grade for the course at the discretion of the instructor. Students who have more absences than the number of class meetings per week but less than twice the number of class meetings per week, *may be penalized at the discretion of the instructor*. Students who have absences which are less than or equal to the number of class meetings per week will not be penalized.”

The Office of Academic Affairs is requesting that the phrase “may be penalized at the discretion of the instructor” be replaced with the actual penalty. Citing the actual consequence eliminates bias in who is penalized.

_____ **Class Behavior Expectations and Consequences for Violations**

This section is for addressing civility and personal responsibility in the classroom. The paragraph below should be used as a preface to any additional statements.

“The primary expectations of all Middle Georgia State University students are integrity and civility. Each student should approach his/her academic endeavors, relationships and personal responsibilities with a strong commitment to personal integrity and interpersonal civility”.
http://www.mga.edu/student-affairs/docs/MGSC_Student_Handbook.pdf#48. (A full description of these responsibilities is found in the Student Handbook.

Example from an MGA Spring 2013 course

“This class calls for you to use common courtesy in all interactions with your peers and the instructor. It requires students to listen to each other respectfully and without interruption. You should approach the instructor in a professional manner, including in all of your email correspondence.

Any activity that disrupts classroom activities will result in the student(s) being asked to leave the classroom. These disruptive activities include, but are not limited to, using a cellphone/pager/smartphone, bringing children to class, talking during lectures, using a laptop for anything other than taking notes for this class, and making potentially offensive comments. In addition, students who come in late or leave early disturb students and the instructor. The instructor reserves the right to deduct points at her/his discretion from the course grade of any student who persistently participates in disruptive behavior. If the problem becomes chronic, the student(s) will be assigned a grade of “F” in the course and face other consequences determined by the institution’s administration.”

Example Online etiquette statement from Kent State

“Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of non-verbals in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to

make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

2. **Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.

3. **Read first, write later.** It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.

4. **Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

5. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is as important as ever.

6. **The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :- (), but avoid overusing them.

7. **Consider the privacy of others'.** Ask permission prior to giving out a classmate's email address or other information.

8. **If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.

9. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

_____ Plagiarism - Paragraph below is required if a plagiarism prevention tool is being used for the course.

"A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions."

_____ Policy on Academic Misconduct – Paragraph required

The institutional penalty for academic misconduct is a grade of zero for the work involved. If faculty members choose to impose a different penalty, that penalty must be included in this section of the syllabus.

"As a Middle Georgia State University student and as a student in this class, you are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct. The Student Code of Conduct is included in the *MGA Student Handbook* and is available online at http://www.mga.edu/student-affairs/docs/MGSC_Student_Handbook.pdf."

_____ Policy on Disability Accommodations – Paragraph required

"Students seeking academic accommodations for a special need must contact Middle Georgia State University Office of Disability Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. Students may also visit the Disability Services Office in room 266 of the Student Life Center on the Macon campus or in Sanford Hall on the Cochran campus."

_____ Withdrawal Policy – Paragraph required

“Students may withdraw from the course and earn a grade of “W” up to and including the midterm date, [See Registrar’s Calendar for official date]. After midterm, students who withdraw will receive a grade of “WF.” A WF is calculated in the GPA as an “F”. The MGSC *Withdrawal Form*, is available online or in the Office of the Registrar.

_____ Delayed Opening or Closing of the University

Present general comments about the closing of the University and explain what is expected of the student regarding continuation of coursework in the event that the University is closed due to unforeseen circumstances.

_____ End of Course Evaluations – Paragraph required

“Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a unique link to a survey for each course in which they are enrolled. All responses are anonymous and completion of evaluations are voluntary.”

SCHEDULE, REQUIREMENTS, GRADING POLICY

_____ Tentative Course Schedule

Include a calendar-based schedule of course content and evaluation(s). indicate midterm date and, if applicable, a final exam date and time.

_____ Course Requirements

This section is for the list of graded assessments and their weight in the final grade.

_____ Grading Policy

The grading scale, with either numeric or prose descriptors for each grade. If applicable, include other policies, such as grading policies for late or incomplete work.

Sample grading scales:

Grade	Average
A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

Grade	Description
A	Excellent work
B	Good work
C	Satisfactory work
D	Passing work
F	Failing work

SOE Sample Syllabus



COURSE TITLE
SUBJECT & NUMBER (EX. EDUC 2110), CRN
CREDIT HOURS
FALL 2014
CAMPUS MEETING TIMES
BUILDING & ROOM NUMBER

MAIN OFFICE 478-727-2544

INSTRUCTOR INFORMATION:

NAME

Campus email Address

OFFICE LOCATION CAMPUS PHONE NUMBER

OFFICE HOURS

If part-time faculty members do not list campus office hours on their syllabus, then they must provide the division telephone number and at least one of the following ways that a student may use to contact them:

Off-Campus Telephone Number _____ Off-Campus Fax Number

COURSE INFORMATION:

Course Description including prerequisite(s) (This section must include the course description exactly as it appears in the catalog. I would suggest you just go to the catalog and cut and paste the description here.)

Student Learning Outcomes (This section must include any core curriculum or overlay outcomes as well as any course SLOs determined by the department or school.)

Required and Optional Texts (If no text is required, this must be stated on the syllabus.)

Technology Requirements

SCHOOL OF EDUCATION POLICIES:

Conceptual Framework:

The School of Education's philosophy consists of four essential elements that constitute a highly qualified **adaptive professional** who will contribute to the field of education and affect the lives of children and communities in positive and meaningful ways. Pre-service teachers will exemplify the following four essential elements, being **Competent, Accountable, Reflective, and Engaged (C.A.R.E)** adaptive professionals in the field. This **adaptive professional** is one who continuously assesses his or her own instruction and knowledge and makes changes accordingly to ensure that every child in his or her classroom is successful.

Statement of Diversity:

Faculty in the School of Education are committed to prepare students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, sexual orientation, economic, physical, and intellectual – while striving to provide fair and equitable treatment and consideration for all. Therefore, faculty intends to treat all students fairly and equitably regardless. Any student who

believes that she/he has not been treated fairly or equitably for any reason should bring it to the attention of the instructor.

Person First Language:

During your enrollment in this class, it is expected that you will reference students with disabilities using person-first language. Person-first language refers to identifying an individual as a human being - **first**, who possesses a disability – **second**. Person-first language maintains the dignity and worth of an individual who faces a cognitive and/or physical disability. I will not accept labels such as, “SPED students”, “disabled students”, “MI students”, etc. Please address individuals with disabilities using person-first language during class participation and in all written assignments.

Student Professional Dispositions

Professional dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

- Arriving for class at the designated class start time.
- Preparing for class by reading the assigned materials.
- Participating in class discussions in a variety of ways.
- Turning in completed assignments on designated due dates, late assignments will not be accepted and students will receive 0 credit for the assignment.
- Interacting in a professional manner (verbally and nonverbally) with other students and professor.
- Taking responsibility for his/her professional learning.
- Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/materials from peers.

This list of professional behaviors is not limited to only the above professional behaviors -- other professional behaviors may be taken into account by the professor when grading the student at the end of the semester. **Please familiarize yourself with the School of Education’s exhaustive list of dispositions. The professor may request to meet with you, if it is noted you need support with dispositions.** Please be polite and courteous in your interactions with each other and your professor. Discussion and active participation is always valued, however, rudeness and disruption in any form will not be tolerated. **Remember that cell phones and pagers must be turned off or to a silent mode prior to entering the classroom. Laptops may only be used to take notes during the course discussion. Persons who are using the laptop to complete assignments, do other course work and/or surf the net will not be allowed to utilize the laptop during class time.**

Written Assignment Criteria:

All written material submitted should be **typed, double-spaced**, and when appropriate, submitted in **APA (5th edition) format**. If you have difficulty in the area of written communication skills, please ask for my assistance. Please refer to the APA guidelines the MGSC faculty present to you.

COURSE POLICIES:

Attendance Policy (This section must include the faculty member's attendance policy.)

Individual faculty members have the right to use the institutional policy exactly as is or to establish additional attendance policies and/or penalties. However, all faculty attendance policies must be included in this section of the syllabus. Faculty are expected to maintain an attendance record for all classes.

ONLINE CLASS ATTENDANCE POLICY

Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the University's attendance policy.

For online classes, participation must be defined in a different manner. Student attendance in online courses is defined as active participation by completing weekly task(s) *as minimum* verification of class attendance in the course.

The institutional policy on attendance is as follows:

"Students whose number of absences is more than twice the number of class meetings per week may be assigned a failing grade for the course at the discretion of the instructor. Students who have more absences than the number of class meetings per week but less than twice the number of class meetings per week may be penalized at the discretion of the instructor. Students who have absences which are less than or equal to the number of class meetings per week will not be penalized."

Class Behavior Expectations and Consequences for Violations

"The primary expectations of all Middle Georgia State University students are integrity and civility. Each student should approach his/her academic endeavors, relationships and personal responsibilities with a strong commitment to personal integrity and interpersonal civility." A full description of these responsibilities can be found in the student handbook.

http://www.mga.edu/student-affairs/docs/MGSC_Student_Handbook.pdf

EXAMPLE for face to face classroom:

Any activity that disrupts classroom activities will result in the student(s) being asked to leave the classroom. These disruptive activities include, but are not limited to, using a cellphone/pager/smartphone, bringing children to class, talking during lectures, using a laptop for anything other than taking notes for this class, and making potentially offensive comments. In addition, students who come in late or leave early disturb students and the instructor. The instructor reserves the right to deduct points at her/his discretion from the course grade of any student who persistently participates in disruptive behavior. If the problem becomes chronic, the student(s) will be assigned a grade of "F" in the course and face other consequences determined by the institution's administration."

EXAMPLE for online class (taken from Kent State):

Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of non-verbals in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

- 1. Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
- 2. Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.
- 3. Read first, write later.** It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
- 4. Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
- 5. An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is as important as ever.
- 6. The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-(), but avoid overusing them.
- 7. Consider the privacy of others'.** Ask permission prior to giving out a classmate's email address or other information.
- 8. If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.
- 9. No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

Plagiarism (This must be included if a plagiarism prevention service is used.)

"A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions."

Policy on Academic Misconduct

The institutional penalty for academic misconduct is a grade of zero for the work involved. If faculty members choose to impose a different penalty, that penalty must be included in this section of the syllabus.

"As a Middle Georgia State University student and as a student in this class, you are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct. The Student Code of Conduct is included in the *MGA Student Handbook* and is available online at http://www.mga.edu/student-affairs/docs/MGSC_Student_Handbook.pdf."

Policy on Disability Accommodations

"Students seeking academic accommodations for a special need must contact Middle Georgia State University Office of Disability Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. Students may also visit the Disability Services Office in room 266 of the Student Life Center on the Macon campus or in Sanford Hall on the Cochran campus."

Withdrawal Policy

"Students may withdraw from the course and earn a grade of "W" up to and including the midterm dated, (See the Academic Calendar for official date - <http://www.mga.edu/academics/calendars/default.aspx>). After midterm, students who

withdraw will receive a grade of “WF”. A WF is calculated in the GPA as an “F”. The MGSC *Withdrawal Form* is available on line or in the Office of the Registrar.

The last day to withdraw from this course with a “W” is ___Date_____.

Delayed Opening or Closing of the University

If Middle Georgia University is closed due to unforeseen circumstances, you will still be responsible to complete readings and/or assignments as outlined on the curriculum. Any assignments due during the closing, must still be completed and turned in on the assigned date.

End of Course Evaluations

“Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a unique link to a survey for each course in which they are enrolled. All responses are anonymous and completion of evaluations are voluntary.”

SCHEDULE, REQUIREMENTS, GRADING POLICY:

Tentative Course Schedule (This section must include a calendar-based schedule of course content and evaluation. The schedule must indicate midterm date and, if applicable, a final exam date and time.)

Course Requirements (This section must include a list of graded assessments and their weight in the final grade.)

Grading Policy (This section must include a grading scale, with either numeric or prose descriptors for each grade. If applicable, include other policies, such as grading policies for late or incomplete work.)

Sample grading scales:

Grade	Average	Description
A	90-100	Excellent work
B	80-89	Good work
C	70-79	Satisfactory work
D	60-69	Passing work
F	< 60	Failing work

5.04.03 ATTENDANCE POLICY

Faculty members are expected to meet punctually all regularly scheduled sessions of their classes. Faculty members who must miss one or more of their class sessions shall arrange with their School Dean, or Department Chair to have their classes covered. When it is necessary to miss a class at an off-campus site, faculty members shall notify their immediate supervisor in advance, who shall notify the appropriate person at the site. In emergencies, when it is impossible to contact the immediate supervisor, the faculty member shall contact the appropriate person at the site.

For the purpose of reporting attendance under No-Show guidelines, a student enrolled in an online class can be marked as attending at least one class meeting if the student has either completed a week one assignment or has completed the course orientation before the No-show reporting deadline

An attendance record is especially important for students who receive VA Educational Benefits, since the University can be held financially liable if the Veteran's Administration is not notified promptly when veterans and other eligible persons withdraw from a class or when they exceed the maximum number of absences in a course. Withdrawal dates are reported to the Veterans Affairs Office by the Registrar's Office. However, the last day of attendance of veterans who exceed the maximum number of absences shall be reported to the Coordinator of Veterans Affairs by the faculty member. This reporting must occur at the point in the semester when the faculty member decides that the student will receive a failing grade as a consequence of having exceeded the maximum number of absences in the class.

MGA Grade Appeal Process & SOE Addendum

In reviewing appeals relating to the receipt of grades, the process will be concerned entirely with alleged violations of institutional policy or procedure rather than with content or with matters of the instructor's judgment. When a student believes that an instructor has not followed proper procedure in the classroom (e.g.: failure to follow stated grading policy or other procedures and objectives as outlined in the syllabus) and if the student wishes to appeal, the student should adhere to the following procedure:

1. The student must first discuss the appeal and provide the Instructor responsible for the grade assigned (or his/her designee) with a Final Course Grade Appeal Form with the student section completed within 10 working days after the registrar's office has posted final grades for the semester in which the grade was received. Once the appeal process is initiated, the burden of proof is on the student.
2. The instructor will complete the appropriate section on the Final Course Grade Appeal Form, and return to the student within ten working days.
3. If the matter is not resolved between the instructor and the student, the student will submit all appropriate documentation in appeal to the department chair, or dean if there is no department chair, within ten working days of receiving the course instructor's written response.
4. The department chair or dean will attempt to resolve the issue and will complete the appropriate section on the Final Course Grade Appeal Form and return to the student within ten working days.
5. If there is both a department chair and a dean in the academic unit and the matter is not resolved at the department level, the student will need to appeal to the dean of the School within five working days of receipt of the response of the department chair.
6. If the matter cannot be resolved at the School level, the student should submit the completed Final Course Grade Appeal Form (available in the Office of Academic Affairs and also online) and submit it to the Office of Academic Affairs within ten working days after receipt of the dean or chair's response. It is the student's responsibility to provide all documentation (the student's inquiry, the instructor's response, and the dean or department chair's response) along with the Final Course Grade Appeal Form.
7. The AVPAA will appoint a three-member panel selected from the associate vice presidents and the deans or department chairs (excluding representatives from the academic unit from which the appeal originated).
8. The panel will collect information concerning the appeal by research and interview. All information so gathered will remain completely confidential.
9. The panel will make a written recommendation to the AVPAA, which is then submitted to the VPAA with all supporting documentation.
10. The VPAA may approve or deny the appeal.
11. The instructor, the dean or department chair, and the student will be informed in writing of the result of the appeal.
12. If the student seeks further appeal, the student may appeal to the President of the University. The student must submit all documentation (the student's inquiry, the instructor's response, the dean or

department chair's response, and the VPAA's response), to the office of the President of the University. The President will make the final decision. There is no further appeal.

Appeal of WF Grades Received after Withdrawal after Mid-Term

If a student officially withdraws from a course or courses after midterm and receives a grade of "WF" for the course(s), the student may appeal the "WF" grade if the withdrawal was a result of hardship or non-academic circumstances beyond his/ her control. **Appeals of WF grades because of academic difficulty are not accepted.**

The student must:

1. Complete a Change of Schedule Form in the Office of the Registrar at the Macon campus or the administrative offices at other campuses
2. Complete an Appeal of "WF" Grade Form obtained from the Office of the Registrar at the Macon campus or the administrative offices at other campuses.
3. Attach original documentation (physician statements and signatures on office letterhead, occupational documents, death certificates, military orders) supporting the reason for withdrawal after midterm.
4. Submit the completed form and supporting documentation to the Office of Academic Affairs within five days of withdrawing.

The processing of WF Grade Appeals cannot begin until the Registrar's Office posts grades for the semester in which the grade was received. Previous semester's WF Grades cannot be appealed if the appeal process was not initiated in that semester.

The VPAA's office will notify the student if additional documentation is needed. Appeal of "WF" Petitions will be processed by the VPAA's office after official final semester grades are posted to the student's academic history.

Students will receive official notice of petition approval or denial from the VPAA's office by mail.

Student Support Services

Numerous services are available to assist Middle Georgia State University students in becoming academically successful. There are also numerous opportunities for participation in University - sponsored programs and activities that are culturally, professionally, and personally enriching.

The **Academic Advising Center**, located on the first floor of the Student Life Center, offers academic advice to new students, students with Learning Support requirements, and students who have not declared a major. Students may make appointment with an advisor by calling (478) 471-2792. The School of Education has a fulltime academic/professional advisor.

The **Student Success Centers**, located on the lower level of the Library Building on the Macon Campus, the lower level of Oak Hall on the Warner Robins Campus, the third floor of Roberts Library on the Cochran campus and on the upper level room 2008 on the Dublin campus, Student Success Centers offer instructional support to enhance the classroom experience. Supports include tutors, study skills resources, and workshops. Computers and printers are available for student use at all locations. For more information go to <http://www.mga.edu/academic-resource-center/>.

The **Campus Stores**, located on all five campuses of Middle Georgia State University, the University stores sell textbooks, supplementary classroom material, Middle Georgia State University souvenirs, clothing, snacks, and beverages. The Macon Campus store is on the lower level of the Student Life Center. The Warner Robins Campus store is located on the first level of Oak Hall. The Cochran Campus store is located on the first level of Georgia Hall. The Dublin Campus store is located on the main level. The Eastman Campus store is located in the lobby of the main entrance. The **Cafeteria** is located on the lower level of the Student Life Center on the Macon campus. Private dining facilities for campus groups are also available and may be reserved through the Continuing Education Office.

Career Services, located on the second floor of the Student Life Center, assists students in making career decisions and serves as the student employment office. Services include computer-assisted career assessments, career workshops and resource materials, job search strategies, and information about on-campus and off-campus employment and graduate school opportunities. Career Services may be contacted at (478) 471-2714.

The **Counseling Center** offers individual and group counseling for students who may be experiencing anxiety or stress while adjusting to the University. All counseling services are provided on a voluntary, confidential basis. Students seeking personal counseling must be enrolled for four or more hours and must be currently attending class at the time counseling is sought. Students requiring or requesting long-term or intensive therapy will be referred to off-campus providers and support groups as appropriate. Services are free to currently enrolled students at Middle Georgia State University. Each semester the Center sponsors seminars and programs during the student activity hour on topics related to personal growth and development. Topics for these programs have included increasing self-esteem, managing stress, communication skills, career issues, life planning, improving academic effectiveness, and maintaining healthy relationships. The Counseling Center has two campus locations, the Student Life Center on the Macon Campus (478) 471-2985 and in Sanford Hall on the Cochran Campus (478) 934-3092. Counselors travel to the Dublin, Eastman and Warner Robins campuses by appointment. For more information, visit the Web site at: <http://www.mga.edu/counseling-center>.

Disability Services of the Counseling Center coordinates and provides a variety of services for students with documented physical and learning disabilities. Our aim is to ensure that students with disabilities have equal access to all academic and student programs offered at Middle Georgia State University. Services may include:

- Access and orientation to campus
- Adaptations for exams such as extended time
- Assistance in obtaining textbooks and course materials in alternate format (large print, alternative testing, access to electronic texts, etc.)
- Assistive technology in coordination with the Middle Georgia State University Library
- Disability Student Handbook available to students upon registration with the Disability Services
- Coordination of academic accommodations with Middle Georgia State University faculty

Disability Services is located within the Counseling Center, located in the Student Life Center on the Macon Campus (478) 471-2985, in Sanford Hall on the Cochran Campus (478) 934-3023, and is available by appointment on the Dublin, Eastman, and Warner Robins Campuses. For more information, visit the Web site at: <http://www.mga.edu/disability-services>.

*If a student approaches you and asks for special consideration based on a disability or special need, please refer the student to the Counseling Center.

Unfortunately, some students may have delayed contacting the Counseling Center with requests for disability accommodations. Working through the University System of Georgia Regents' Center for Learning Disorders, they will process these requests as quickly as possible.

Please do not provide services related to disabilities until such time as you receive notification of approved accommodations. This documentation will be prepared by the staff of the Counseling Center and delivered to you by the student.

Enrollment Services Enrollment Services are provided by the Enrollment Call Center, the Office of Admissions, the Office of Financial Aid, and the Office of the Registrar. The Enrollment Call Center helps provide basic information related to enrolling at the University encompassing admission, registrar, financial aid, and student account questions. The Admissions Office and the Financial Aid Office work cooperatively to admit students to Middle Georgia State University and to help them secure financial aid. The Registrar's Office maintains student records and coordinates registration. Each of the five campuses has individuals on site who can answer enrollment services questions. More specific information about Enrollment Services may be found in the Admissions and Student Finances sections of this catalog or by calling the Enrollment Call Center at 1-877-238-8664 or by visiting <http://ask.mga.edu>.

The **Middle Georgia State University Library** The campus libraries of Middle Georgia State University provide access to a wide variety of print, electronic, and audiovisual materials striving to maintain a current collection that supports the curriculum of the University. Books from other University System of Georgia Libraries can be requested free-of-charge through the GIL Express service. Most journal articles and books that are not otherwise available can be obtained from other libraries outside of Georgia via an interlibrary loan service.

Middle Georgia State University Library participates in GALILEO, the statewide virtual library of licensed, commercial databases. GALILEO provides access to over 130 databases indexing thousands of periodicals and scholarly journals. It also provides access to over 10,000 journal titles in full text, and thousands of e-books. In addition, the Digital Library of Georgia is a gateway to Georgia's history and culture found in digitized books, manuscripts, photographs, government documents, newspapers, maps,

audio, video, and other resources. GIL is the online catalog and searches the collections of the Middle Georgia State University libraries, while the GIL Universal Catalog searches the more than 13 million bibliographic records of all 31 USG libraries.

Librarians work one-on-one with students and faculty at the reference desks and through virtual means such as chat reference and e-mail reference. Library instruction sessions are available upon faculty request for the teaching of research, critical inquiry, and use of library resources.

Each campus of Middle Georgia State University has its own library, and hours vary with campus location. More information about library services is available by visiting the Library's website at <http://www.mga.edu/library>

Student Email Accounts are provided free of charge to all students. These email accounts serve as an official means of communication. Students are responsible for information disseminated via the student accounts. Problems should be directed to the Office of Technology Resources.

The Student Handbook The student handbook provides information about important student resources and policies, such as the Drug-Free Campus Policy and the Student Code of Conduct. The Handbook is available at www.mga.edu/student-affairs.

The Student Life Program serves the needs of a diverse student body by providing quality programs designed to offer students opportunities to interact with faculty, staff, and other students outside the classroom setting, to provide students the opportunities to broaden their social, cultural and leadership experiences while in University, and to help students become aware of and involved in community concerns. Additional information is available by visiting the Office of Student Life in the Student Life Center on the Macon Campus, (SLC-113), (478) 471-2710, on the Cochran Campus in Georgia Hall (478) 934-3152, on the Dublin Campus (478) 275-6768, on the Eastman Campus (478) 448-4703, on the Warner Robins Campus (478) 329-4741 or by visiting the Student Life website at <http://www.mga.edu/student-life/>.

The Office of Residence Life provides student housing on the Cochran, Eastman, and Macon campuses. The Office of Residence Life supports the mission of the University by providing students with a safe living-learning environment that supports academic pursuits and personal growth while fostering a sense of community, civic responsibility, and an appreciation of integrity, civility and diversity. For more information, contact the Office of Residence Life at <http://www.mga.edu/residence-life/> or (478) 934-3027.

The **TRIO Student Support Services Program** provides support for students who are low-income, first-generation, or have a documented disability that interferes with access to the curriculum and/or student support services. Support services include academic and program planning assistance, University success skills workshops, financial aid literacy education, access to academic tutoring services and cultural enrichment activities. Enrollment is limited. Additional information is available by calling (478) 471-5356.

Veterans' Affairs

Middle Georgia State University is approved for the educational training of the following eligible persons:

1. Pre-approved veterans with service-connected disabilities.

2. Students with VA educational eligibility under the Montgomery/ GI Bill (Active Duty and Selected Reserve), the Post-9/11 Veterans Education Assistance Act of 2008 (New GI Bill), and the Reserve Educational Assistance Act (REAP).

3. Certain eligible spouses and dependents of veterans who are totally and permanently disabled as a result of military service, those who died while in the military, or those whose death resulted from a military-connected disability.

Veterans and other eligible persons interested in obtaining educational benefits must meet all applicable requirements for admission as outlined in this catalog; moreover, students who are certified to receive VA educational benefits will be governed by the same academic policies, rules, and regulations as stated in the *Middle Georgia State University Catalog* and in the *Middle Georgia State University Student Handbook*.

The Veterans' Certification Office provides the following services:

1. Certifying persons for the receipt of VA educational benefits.
2. Monitoring registration and withdrawal and academic progress with reporting as required to the Veterans' Administration.

Students who attend the University under the Montgomery GI Bill, REAP, and the New GI Bill are required to pay University tuition and fees as regular students since VA benefits are paid directly to recipients according to law. Students are certified according to VA rules separately for each term or mini-term as full time, 3/4 time, etc., depending on the length of the term and the hours taken. For more information, contact the Registrar's Office on the Macon Campus at (478) 757-2681 or the Registrar's Office on the Cochran campus at (478) 934-6406.

Wellness Centers are located on the Macon, Cochran, Dublin, Eastman, and Warner Robins campuses. The Macon campus Recreation & Wellness Center offers state of the art facilities including 4,000 square foot weight room, 3,500 square foot cardio deck, 2 group fitness rooms, a 2 court basketball gym, 2 racquetball/squash/volley ball courts, indoor track, 4 lane bowling alley, 3 interactive gaming systems (2 Xbox1 and 1 PS4), and a resistance swimming pool. The amenities offer options to help develop workout plans to help you meet your goals as well as interactive applications that you can download to your smartphone or other device to track your progress. The intramural and outdoor recreation program offers various sports leagues, tournaments, free play, and trips such as hiking and kayaking. The Cochran campus center houses a fitness center, aerobics room, indoor walking track, gymnasium floor, intramural programs, and a rock climbing wall. The Warner Robins Activity Center & Café is located in Thomas Hall and offers opportunities for interactive gaming, billiards, ping pong, cardio, and strength training. The Dublin (coming soon) and the Eastman centers offer a cardio room with multiple options for cardio training as well as a weight room to offer most any type of strength training available. These centers are committed to providing opportunities for individual fitness, social interaction, leadership development, extra-curricular involvement & enjoyment through an extensive program of health, fitness, sports, and recreational activities.

To join a Middle Georgia State University fitness center, students must complete a registration form, sign a liability waiver, and participate in a brief facility orientation. No appointment is needed. Walk-ins are always welcome. A valid Middle Georgia State University ID is required to utilize the Wellness Center facilities and to participate in activities. Additional information is available by visiting the Wellness Center website at <http://www.mga.edu/wellness/>.

GACE Requirements

(GACE - Georgia Assessments for the Certification of Educators)

GACE Assessments and Test Codes

1. GACE Program Admissions scores or proof of exemption
 - Test I - Reading (Code 200)
 - Test II - Mathematics (Code 201)
 - Test III - Writing (Code 202)
 - Combined Test I, II, III (Code 700)
 - Proof of exemption documents:
 - *Official College Board SAT score report (minimum combined critical reading/math score of 1000)
 - *Official ACT score report (minimum combined English/Math score of 43)
 - Official GRE score report (minimum combined verbal/quantitative score of 1030 prior to August 1, 2011 or minimum combined verbal/quantitative score of 297 if taken after August 1, 2011)
 - *Official MGA transcript showing SAT/ACT/GRE scores (fee required - request from Registrar's Office)
 - *Official transcript from another USG institution showing SAT/ACT/GRE scores

2. Program Entry Ethics (Code 350)

3. GACE Content Assessments
 - Early Childhood Special Education General Curriculum
 - Test I (003) Test II (004) Combined I & II (503)

 - Middle Grades Language Arts Test (011)
 - Middle Grades Mathematics Test (013)
 - Middle Grades Science Test (014)
 - Middle Grades Social Science Test (015)

 - Secondary Test I Test II Combined
 - Biology (026) (027) (526)
 - English (020) (021) (520)
 - History (034) (035) (534)
 - Mathematics (022) (023) (522)

4. Program Exit Ethics (Code 360)

Miscellaneous Procedures

School of Education Election and Voting Process

Election Process for Executive, Post-Tenure Review, and Promotion and Tenure Standing Committees

Each year the Executive Committee representative(s) will be responsible for holding an election for its unit. For the School of Education, a unit is defined as all faculty in the School of Education. The process is thus:

Nominations: One Executive Committee member from each unit will serve as the contact point for accepting nomination. This Executive Committee member will send an email out to all constituents requesting nominations. Faculty should provide the name of the individual being nominated, and the seat to which they wish to be nominated. Self nominations are acceptable. The nomination process will be open for five business days.

Verification: At the conclusion of the nomination period the Executive Committee members are responsible for first verifying the eligibility of each nominee for the seat nominated. Second, all nominees will be contacted to verify their willingness to serve if elected or to be notified of their ineligibility for the nominated seat.

Election: Executive Committee representative(s) will create a written ballot with all nominees clearly listed in alphabetical order and instructions for completing the ballot, the location/individual to return the ballot to, and the date and time which polling closes. This polling process should be open for no less than three working days and no more than five working days. Current executive committee members who are on the ballot should recuse themselves from further processes. If all current Executive Committee representatives are on the ballot then a designated faculty or staff members should be appointed to conduct the dissemination and collection of ballots. All ballots will be distributed to faculty in the same manner as their mail. All ballots will be returned to a designated location or individual as described on the ballot.

Tally: The votes should be counted immediately after polling with no less than three faculty/staff present to insure the integrity of the process. The individual with the most votes will be elected to the seat. In situations where there are multiple seats available, the nominee with the second most votes will receive the second seat, the nominee with the third most votes will receive the third seat, and so on. If there is a difference in the term of seats, the longer term seats will be granted to the nominee with the highest number of votes.

Notification: Constituents and the Executive Committee Chair will be sent an email notifying them of the winners of the election.

Nomination Process for other Committees and Boards

Executive Committee representatives will elicit nomination (including self-nominations) from their constituents. The Executive Committee representative is responsible for insuring the integrity of this process. This means that the Executive Committee member must insure that all nominations are eligible and any such ineligible nominees are notified of their ineligibility. Also, the Executive Committee representative is responsible for insuring that the strongest possible committees are established through placement of faculty with interest and knowledge of the committee function and duties.

1. Executive Committee
 - a. Function:
 - i. recommend members to serve on other standing committees
 - i. select a panel to hear faculty grievances

- ii. act as a committee periodically to review the University Purpose and Mission Statement and the Statutes of Middle Georgia State University and these Bylaws of the Academic Council
 - iii. determine proper jurisdiction of the Academic Council's committees
 - iv. maintain documentation and act upon recommendations from other committees and boards
 - v. Each school or division's representative(s) to the executive committee will be responsible for overseeing all standing committee election and appointment processes within their school or division.
2. Academic Affairs Committee
 - a. Function: The Academic Affairs Committee shall recommend action to the Academic Council on matters related to curriculum, courses of study, academic standards, and admissions standards.
 3. Academic Personnel Policies Committee
 - a. Function: The Academic Personnel Policies Committee shall, except where policies of the Board of Regents of the University System of Georgia apply or as otherwise provided in these Bylaws, recommend policies concerning the general welfare and function of the faculty.
 4. Artists and Lecturers Committee
 - a. Function: The Artists and Lecturers Committee shall select performing artists and guest speakers to appear at the University and coordinate such appearances.
 5. Faculty Development Committee
 - a. Function: The Faculty Development Committee shall coordinate a program of faculty development opportunities to improve the quality of teaching and learning at the University, manage a budget for funding faculty development activities and resources, solicit applications from members of the faculty for funds to travel to professional conferences, coordinate a program of faculty presentations and teaching circles, maintain a teaching and learning library and a web site to publicize faculty development opportunities and activities, and work with Technology Support Services to coordinate technological and non-technological training opportunities each semester.
 6. Faculty Recognition Committee
 - a. Function: The Faculty Recognition Committee shall perform various duties relating to the recognition of faculty for their accomplishments. In particular, the purpose of this committee is honoring and supporting the faculty. The committee will review, formulate and recommend policy which will maintain, enhance and recognize the professional achievement, teaching excellence and service contributions of the faculty.
 7. Library Committee
 - a. Function: The Library Committee shall work closely with the Library Director to make recommendations for the improvement of the Library with regard to services, collections (including print and electronic), and programs. This committee serves as liaison between the Library and the faculty to encourage and mediate faculty communication with the Library and advocate for Library plans and resources.

8. Post-Tenure Review Committee
 - a. Function: The Post-Tenure Review Committee shall periodically review the accomplishments and development plans of all tenured faculty for the purpose of enhancing faculty development and rewarding faculty performance. The Committee shall also oversee and recommend action to the Academic Council on all matters relating to post-tenure review policies and procedures.
9. Promotion and Tenure Review Committee
 - a. Function: The Promotion and Tenure Review Committee shall review all faculty candidacies for promotion and tenure and report its recommendations to the Vice President for Academic Affairs. The Committee shall also oversee and recommend action to the Academic Council on all matters relating to promotion/tenure policies and procedures.
10. Student Affairs Committee
 - a. Function: The Student Affairs Committee shall serve as an advisory body to the Dean of Students, shall study and recommend policies and procedures concerning the overall student affairs program, and, as a group composed of fifty percent students and fifty percent faculty members, shall assist in the budgetary processes for the Student Activities Fee and Technology Fee.
11. Student Honors, Awards, and Graduation Committee
 - a. Function: The Student Honors, Awards, and Graduation Committee shall perform various duties relating to the granting of student honors and awards, propose speakers for the major academic functions to the President and recommend to the President plans for the annual graduation exercises.
12. Technology Resources Committee
 - a. Function: The Technology Resources Committee shall serve as a forum and clearinghouse for the discussion of technology problems and needs and periodically recommend a master plan for the implementation of technology on campus to the Administrative Council of the University.
13. Institutional Planning, Effectiveness, and Assessment Board
 - a. Function: The Institutional Planning, Effectiveness, and Assessment Board shall assist in the development, coordination, and annual updating of the University's Long Range plan, annually review the expected educational outcomes for the University, and review related policies and procedures. The board shall identify appropriate evaluation techniques, coordinate, and facilitate the use of the resulting data to improve the educational process.
14. Institutional Review Board
 - a. Function: The Institutional Review Board is a research oversight board charged with ensuring, both through advance and periodic review, that research involving human and animal subjects is conducted in compliance with the applicable federal, state, and institutional policies and procedures for the protection of subjects in research.

Forms

Forms can be found:

MGA Faculty and Student Forms

<http://www.mga.edu/forms/>

MGA SoE Student Handbook

<http://www.mga.edu/education/documents>