Winthrop University
Richard W. Riley College of Education

2019-2020
Adjunct Faculty Manual

NCATE — The Standard of Excellence in Teacher Preparation

CAAHEP — Commission on Accreditation of Allied Health Education Programs

COSMA — Commission on Sport Management Accreditation

ncfr — National Council on Family Relations

caATe — ACCREDITED PROGRAM

CACREP — ACCREDITED

Table of Contents

| Richard W. Riley |
| College of Education |
| Mission and Vision |

Mission Statement

We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.

Approved by the Richard W. Riley College of Education Faculty on October 21, 2016

Vision Statement

Empowering our students to positively impact the world.

Approved by the Richard W. Riley College of Education Faculty on October 21, 2016

Richard W. Riley College of Education
Organizational Structure

The [College of Education Organization Chart](#) is located in About the College section of the COE website.

Centers, Departments, and Partnerships

James and Sue Rex Institute for Educational Renewal and Partnerships

The mission of the Rex Institute for Educational Renewal and Partnerships is to serve, facilitate, and support faculty and college initiatives that involve internal and external collaboration, partnership, and outreach to ensure cohesive, quality programs.

The Rex Institute will fulfill four specific purposes:
1. Shepherding the agenda for education in a democracy,
2. Building and maintaining the Winthrop Partnership Network,
3. Fostering collaborative inquiry and teaching, and
4. Promoting on–going professional learning with the University-School Partnership.

The University Teacher Education Committee (TEC), with representation from COE, other colleges on campus, and P-12 constituents, will serve the Institute's advisory council to periodically assess the Institute's effectiveness in fulfilling its purposes and to provide feedback for continual improvement.

Department of Education Core

The Education Core is an academic department that serves all initial educator preparation programs by providing foundational experiences that prepare future teachers for the diverse and inclusive environments in which they will work. Course content and clinical rotations are intentionally integrated at multiple points in the program to support candidate understanding, application, and generalization of Education Core concepts and ideas.

The Department of Education Core is responsible for common education coursework for initial preparation programs across the university. The department houses all options of the Master of Arts in Teaching degree and the minor in Educational Studies

Department of Counseling, Leadership & Educational Studies

The Counseling, Leadership, and Education Studies department prepares candidates to meet the needs of 21st Century learners, families, and clients through degree programs offered at the undergraduate and graduate levels in both teacher education and non-licensure degree programs.

The Department of Counseling, Leadership and Educational Studies offers Bachelor of Science degrees in Middle Level Education, Special Education, Physical Education, and Human Development & Family

Studies. At the graduate level, the department offers Master of Education (M.Ed.) degree programs for Counseling & Development, Educational Leadership, Learning Design and Technology, and Special Education, and an Educator Specialist Degree in Educational Leadership. Further graduate certificate programs are available in learning technologies, counseling & development, and middle level education. A minor in Human Development and Family Studies is also offered through the department.

Department of Curriculum and Pedagogy

The mission of the Department of Curriculum and Pedagogy is to prepare teacher candidates through discipline-specific content and extensive clinical experiences with innovative pedagogies. Our programs produce caring educators who positively impact students, families, and communities.

The Department of Curriculum and Pedagogy prepares teachers through programs for initial licensure and advanced study. The department offers Bachelor of Science degrees in [Early Childhood Education](#) and [Elementary Education](#) and [Master of Education in Teacher Leadership](#) and Literacy. The four-course sequence for the Read-To-Succeed endorsement is offered as a part of the M.Ed. in Literacy program, and is available to in-service teachers. Finally, coursework in gifted education and project based learning are housed in the department.

Department of Physical Education, Sport, and Human Performance

The Department of Physical Education, Sport & Human Performance is dedicated to preparing leaders in athletic training, exercise science, physical education teacher education, sport management, and athletic administration at both the undergraduate and graduate levels. The Department meets this mission by preparing professionals who are dedicated to the improvement of health and wellness in the community, state, and nation, as well as the development of sport professionals prepared to meet the demands of the 21st century. All graduates are devoted to excellence in learning, leadership, stewardship and collaboration.

The Department of Physical Education, Sport, and Human Performance is housed in the Lois Rhame West Center. The department offers Bachelor of Science degrees in [Athletic Training](#), [Exercise Science,](#) and [Sport Management.](#) A Master of Science (MS) is offered in [Sport and Fitness Administration](#). The minors include Coaching, Health, and Outdoor Leadership.

In addition, the department houses a basic instruction program and a number of service courses such as First Aid / CPR and health and physical education methods for the various initial teacher preparation programs. The basic instruction courses meet the physical activity requirement in the general education program required of all undergraduate students. These courses involve a range of offerings such as Scuba Diving, Lifeguard Training, Aerobic Walking, Weight Training, Hiking, Backpacking and Rafting, or Aerobic Dancing. In addition, there are a number of courses which are part theory and part activity, such as Weight Control Through Diet and Exercise, Fitness for Life, and Outdoor Education.

Instructional Technology Center

The Instructional Technology Center (ITC) serves students, faculty, and staff, as well as P-12 educators from surrounding school districts and the Professional Development Schools. The ITC is located in 307 Withers/WTS and has a staff that includes a full-time Director, full-time Director of Audiovisual Services,

part-time administrative specialist, two graduate assistants, and several student assistants/work study students.

The mission of the Winthrop University College of Education Instructional Technology Center (ITC), is to provide a positive environment that encourages innovation and hands-on experiences using current state of the art technology through comprehensive training and support. The ITC staff are role models who inspire and guide students, staff, and faculty to become inquisitive, open minded learners, capable of solving problems, communicating, and presenting research in creative ways.

In a technology rich, learner centered classroom, the teacher serves as a facilitator of instruction, mentor, and coach. The ITC will help cultivate a supportive and collaborative environment for integrating technology as a meaningful and effective part of the educational process by encouraging the modeling of technology integration in a variety of educational and professional settings.

Macfeat Laboratory School

The Macfeat Laboratory School, founded in 1892, is operated by the Richard W. Riley College of Education as an education/demonstration/research school. Serving three, four, and five-year old children, Macfeat offers a child-centered program with classrooms organized around learning centers that foster exploration, creativity, collaboration, and independence. Macfeat is accredited by the National Association of Early Childhood Programs (NAEYC), an organization that recognizes outstanding early childhood programs which meet national standards of quality. Staffed by professional educators, graduate and undergraduate students, and numerous volunteers, the Macfeat School serves as an education site for prospective teachers and other professionals that work with young children. Macfeat Laboratory School strives to meet the needs of a diverse population of learners while exploring ways to better meet the challenges of educating young children in the 21st century. Staff include a .5 FTE director, a full-time administrative specialist, three Master's level teachers, three graduate assistants, and numerous assistants and volunteers, and is located in the Withers/WTS Building.

Student Academic Services

The Richard W. Riley College of Education's Student Academic Services serves as an information and service center for matters concerning degree programs in the College. It has primary responsibility for coordination of academic advising and all matters pertaining to certification. The Student Academic Services office coordinates admission to the Teacher Education Program, scholarships, special events sponsored by the College, and helps to ensure that academic requirements and regulations of the University are met. Personnel in SAS include the Director, Academic Advisement Coordinator, the Teacher Certification Specialist, and an Administrative Specialist.

Office of Field and Clinical Experiences

The Office of Field and Clinical Experiences facilitates field and clinical aspects of Winthrop's Teacher Education Program in conjunction with the College of Education's Rex Institute for Educational Renewal and Partnerships. The Office coordinates teacher education internships and other field and clinical experiences for undergraduate and Master of Arts in Teaching (M.A.T.) programs in collaboration with its public school partners and the various programs at Winthrop University. The Office facilitates field placements, the Mentor Teacher program, and coordination of Professional Development School (PDS) and Partner School (PS) engagement in field and clinical components of teacher preparation, including

collaboration with University Supervisors, School Liaisons, and Winthrop Faculty-in-Residence. Personnel in the Office of Field and Clinical Experiences include the Director, the Field Placement Coordinator, and an administrative assistance that is shared with the Institute.

Partnerships

Partnerships with Local Schools

The Winthrop School-University Partnership Network provides simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty. These partnerships allow the teacher education program to experiment with new models of teaching while developing new roles and responsibilities for classroom teachers. Teacher candidates work with diverse groups of students in Professional Development Partner Schools, and content area assemblies while guided by teams of teachers and university faculty. Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together. The partnerships are coordinated through the Rex Institute for Educational Renewal.

S^{2}TEM Center

In partnership with South Carolina's Coalition for Mathematics & Science supported by funding from the South Carolina Department of Education and other funding sources, North Central is one of eight centers contracted to deliver a comprehensive scope of work intended to improve instruction and accelerate student achievement in core content areas.

South Carolina Teaching Fellows Program

The Teaching Fellows Program for South Carolina is funded by the South Carolina General Assembly in an effort to recruit the finest high school graduates to the teaching profession. The Winthrop University Teaching Fellows Program, *New Bridges*, is an innovative program designed to offer students an intensive, coordinated service learning experience in working collaboratively with local community, business, and school leaders to provide services to Latino children/families and others whose first language is not English. The program began in fall 2002 and admits approximately 25 students per year.

The Center for Educator Recruitment, Retention, and Advancement (CERRA)

The Center for Educator Recruitment, Retention, and Advancement (*CERRA*) is a state agency supported by the SC General Assembly and housed at Winthrop University. CERRA works in collaboration with the state's public and private colleges and universities, education-related agencies, businesses, and the state public school systems to recruit and retain a new generation of academically-talented, effective classroom teachers. The Center works with over 170 high schools in South Carolina in support of the nationally recognized Teacher Cadet program. In addition, the Center provides a statewide educator job bank and online application system, coordinates the state's Teaching Fellows Program and National Board Certification efforts, provides teacher mentor training for the state, and houses the most current information available on teacher supply and demand.

Call Me Mister

The purpose of the Call Me MISTER program at Winthrop University is to assist with the recruitment, training, and certification of diverse males who are planning to teach in South Carolina's public schools. The program seeks to help build a more diverse group of educators by providing academic, social, and financial support to under-represented individuals interested in the field of education. The mission of the Call Me MISTER (Mentors Instructing Students Towards Effective Role Models) National Initiative is to increase the pool of available teachers from a broader, more diverse background particularly among the State's lowest performing elementary schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.

Winthrop School-University Partnership Network

The Winthrop School-University Partnership Network provides simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty. These partnerships allow the teacher education program to experiment with new models of teaching while developing new roles and responsibilities for classroom teachers. Teacher candidates work with diverse groups of students in Professional Development Partner Schools, and content area assemblies while guided by teams of teachers and university faculty. Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together. The partnerships are coordinated through the Rex Institute for Educational Renewal.

Winthrop Think College Program

Winthrop University's Think College Program offers post-secondary education opportunities for students with intellectual disabilities (I.D.). The program creates customized schedules for each student using a person-centered planning approach. The schedules include traditional courses, internships, and specialty courses to support student development of specific skill sets. The focus of the Think College Program is to build and strengthen skills in the areas of employment, self-determination, health and nutrition, social networking, and independent living.

The mission of Winthrop University's Think College Program is to provide an inclusive post-secondary education experience to students with intellectual disabilities to prepare them for competitive employment and active participation in local communities with as much independence as possible.

Faculty Roles and Responsibilities

Adjunct Faculty Duties and Responsibilities

Adjunct faculty members are expected to demonstrate professional knowledge of their discipline and awareness of current developments in their academic discipline through on-going personal and professional development and through pursing opportunities for continual learning, scholarship, and public service.

Adjunct faculty members of the Richard W. Riley College of Education (COE) are expected to:
- Meet all assigned classes or to make appropriate alternative arrangements for the class when an absence is unavoidable (These alternative arrangements must be approved by the Department Chair).
- Distribute to each student, within the first week of class, a written course syllabus, adhering to the *COE Syllabus format*. An electronic .pdf copy of the syllabus must be submitted to the Department Chair at the start of each semester. Refer to the required syllabus criteria located later in this section. Syllabi naming conventions are [subject][course number]_[term]_[faculty].pdf (faculty last name and first initial with no space; EXAMPLE: educ110_2010S_Marchelc.pdf).
- Faculty are responsible for submitting an updated vita annually as instructed by their Department Chair in a .pdf format. Naming conventions are [faculty]_vita.pdf (faculty member last name and first initial with no space; EXAMPLE: jonesm_vita.pdf).
- Be available to students before and after class.
- Award academic credit hours based on the professional evaluation of students' academic performance.
- Present subject matter in the course as announced to students and as approved by the faculty.
- Engage in continuous learning and scholarship as defined by the Richard W. Riley College statement on scholarship.
- Comply with the laws governing conflict of interest.
- Observe the policies and procedures of the Richard W. Riley College of Education and the University.
- Use program rubric for grading critical assignments.
- Complete excel data and/or Via entry for critical course assignments as requested by the Program Coordinator or Department Chair.
- Keep course grades for a minimum of five years.
- Submit an annual report yearly (see next section, Faculty Evaluation section).
- Acknowledge chair evaluation yearly.

Academic Advising

All students who have declared a major are assigned to a full-time faculty advisor. In addition, advising is done by personnel in Student Academic Services for students who have not declared a specific major in the College of Education (pre-education majors and students who have recently transferred to Winthrop University).

Academic advising requires a substantial amount of knowledge and energy to be successful and to support student growth. Therefore, as an adjunct faculty member, you are not assigned advisees. If you receive questions about a student's course of study, please refer that student to their faculty advisor or to Student Academic Services.

Cancellation of Classes

As a general policy, Richard W. Riley College of Education classes are not cancelled except in emergency circumstances. Provisions for classes must be made if the faculty member has to be away during a regularly scheduled class meeting. Appropriate accommodations must be made when the faculty member is absent. Generally, using guest lectures to meet the course objectives is an appropriate accommodation. **In all circumstances, the Department Chair should be notified if the faculty member is not going to be present during a regularly scheduled class meeting.** For additional information review the *Inclement Weather* section on the Winthrop University Policies website.

Course Syllabi

For the University policy on syllabi, review the *Syllabus* section of the Winthrop University Policies website. The *COE Syllabi Format* is located in the forms section of the Faculty Resources area of the COE website.

Faculty are responsible for developing a syllabus for each course. Course syllabi are submitted to the department chair each semester. A *sample course syllabus* format is located in the Forms section of the College of Education website.

Final Exams

For both undergraduate and graduate final examination procedures, review the *Final Examinations* section on the Winthrop University Policies website.

Grades and Grading Policies

Winthrop University grading policies are located in the *Evaluation and Grading* section of the Winthrop University Policies website. For students receiving a grade of "incomplete", the *Incomplete Grade form* must be completed, signed, and maintained by the office of the department chair in which the course is taught.

Instructor Expectations for Field Experience Courses (prior to Internship I)

Because the teacher preparation program has established a clinically-based curriculum, many courses have significant field experiences as part of the course hours. This structure supports candidates "learning by doing" and provides instructors the opportunity to observe candidates in action as well as collaborate with P-12 school faculty. As an extension of our on-campus instructors, it is critical that host teachers and school administrators are able to ask questions of and communicate face-to-face with Winthrop faculty. When teaching a field-based course, the following are the minimum expectations for instructors:

- Participate with program team to complete request for field placements to the Office of Field and Clinical Experiences and prepare materials for the host teachers.
- Establish field experience expectations with teacher candidates.
- Communicate with host teachers regarding field experience (teacher candidate expectations and host teacher responsibilities); especially at the beginning of the experience.
- Make at least one visit for every three field hours required by the course (e.g., 18 field hours = 6 visits). These are total visits, not visits per school.

Beyond the minimum expectations, instructors may consider increasing engagement with the partner school through activities such as co-teaching with the host teacher and/or teacher candidate, speaking at a faculty meeting about the curriculum and recruiting additional host teachers, assisting host teacher by sharing video technology for candidate evaluation, and other best practice strategies for partnership.

Key Assessments

Many courses in the College, including educational CORE (EDCO and EDUC) offered by the Department of Curriculum and Pedagogy and the academic content areas, (e.g. elementary education, special education, educational leadership), have critical assignments that are tied to the specialized professional association standards. Before changing any major assignments in your class, it is important to check with the Department Chair or program coordinator. In addition, these assignments are graded by a common rubric. Your department chair will provide information regarding submission of assignment scores. If you have any questions, contact the Associate Dean.

Office Hours

Adjunct faculty members are required to be available to students before and after classes. While the number of hours is not fixed, it is assumed that each faculty member will maintain enough flexibility to be convenient for the students to arrange conferences.

Student Work and Records Retention

Student work, grades and records should be retained using the guidelines in the chart below. According to state guidelines, these items must be shredded. They should be placed in one of the secure, locked collection bins located on each floor of the building. Please direct any questions you may have to your departmental administrative specialist.

Student information files *	5 years after graduation
Student evaluations of faculty/course	5 years
Grades *	1 year after course completed
Student works/tests *	1 year after student completed course

Faculty Evaluation

Winthrop University is proud of its reputation for excellence in teaching. All faculty, including adjunct faculty, are expected to excel in teaching. In order to ensure excellence in teaching, adjunct faculty are evaluated in three ways: (a) student assessment of teaching, (b) Departmental Chair review, and (c) self analysis.

Annual Report

Each adjunct faculty member is required to submit an *Adjunct Faculty Annual Report* following the guidelines located in the forms area of the Faculty Resources section of the COE website.

For complete information, refer to the *Evaluation of Faculty Performance* section of the Winthrop University Policies website.

Student Assessment of Teaching

Procedures for Assessment of Teaching

1.   Student Assessment of Teaching

Procedures for implementation

The Associate Dean will be responsible for working with the Department Chairs to distribute assessment tools and information. All regularly scheduled courses (excluding field experiences) will be subject to evaluation. Evaluations will be conducted electronically utilizing Blackboard and other programs as needed. Some courses such as internships and practicums will continue to utilize paper evaluations.

Who will be evaluated using this instrument?

Tenured, probationary, restricted, and adjunct faculty must have every class assessed, every semester, including summer courses.

Distribution of Results

Quantifiable data will be calculated using means and/or percentages and compared to departmental and College means and/or percentages. After the deadline for final grades, these data will be returned to the faculty member, the Department Chair, and the Dean.

Using the results

The main intent of these assessments is to assist the faculty member in improving teaching. These assessments provide one aspect of the overall evaluation of the faculty member's teaching. These reports should be used as one part of the evidence for the annual report. While faculty are free to use these data as they see fit, a brief written analysis in response to the data will help build a case for self-reflection on one's teaching.

2.   Department Chair Review

One of the major responsibilities of our Department Chairs is to assist the faculty with excellence in teaching. Chairs will evaluate each member's teaching contributions as a part of the annual report. The faculty member should arrange with his/her chair for an in-class visit and review of your syllabi, assignments, examinations, and readings. All probationary, restricted, and adjunct faculty should be reviewed each semester by the chair. All tenured faculty should be reviewed annually. The *Department Chair Evaluation* form for adjunct faculty is located in the Faculty Resources section of the COE website.

3.   Self-Analysis

Self-analysis of teaching provides the opportunity to reflect on performance and student outcomes, as well as to consider the comments of students, and the chair. Self-analysis can take many different forms but is best documented through a written record of the analysis.

COLLEGE OF EDUCATION

STUDENT ASSESSMENT OF COURSE AND INSTRUCTOR

The goal of student assessment of teaching is to provide faculty and those reviewing instruction with objective feedback that will help achieve, maintain, and recognize excellence in teaching. Your thoughtful responses to these items will provide information in meeting this goal. All answers are anonymous, and results of the survey are distributed to faculty *only* after final course grades have been submitted.

Instructions:
For each statement, indicate the extent to which you believe your instructor in this course possessed the characteristic or performed the activity described in that statement. Please refer to the definitions of the underlined terms provided below that are referenced several times in the evaluation.

Key Words	Operational Definition
Assessment/Assignment	Includes the variety of methods used to determine what students know and are able to do before, during, or after instruction (Green & Johnson, 2010, p.14). Examples: reports, projects, quizzes, exams, presentations, etc.
Higher-Order Thinking/Thinking Critically	Required analysis, synthesis, or evaluation skills to solve problems in the content area.
Active Participation	Students were actively engaged and showed interest in the lesson activities.

INSTRUCTION

1. The instructor was knowledgeable about the subject matter of the course.

2. The instructor set high expectations for student learning.

3. The instructor managed student behavior appropriately.

4. Relevant course materials were used and organized in a manner that promoted student learning and fostered discussions.

5. The course included opportunities for students' active participation.

6. The pacing of instruction supported student learning.

7. The course content challenged me to think critically and the instructor stimulated further thinking about the course content.

COMMUNICATION

8. A course syllabus containing clearly stated goals or objectives, requirements, due dates, assignments, and a grading system was distributed. The instructor provided information concerning his/her office location, phone number, email address, and availability.

9. The instructor was willing to help students learn.

10. The instructor was responsive to students' questions, ideas, and/or concerns.

11. The instructor treated students with respect.

12. The instructor was available outside of class and responded to inquiries in a timely manner.

ASSESSMENT

13. The instructor used more than one kind of <u>assessment/assignment</u> to evaluate relevant course objectives.

14. <u>Assessments/Assignments</u> were graded and returned within fourteen days of submission.

15. The instructor provided constructive feedback on <u>assessments/assignments</u> when appropriate.

16. Grading of <u>assessments/assignments</u> followed prescribed guidelines.

17. <u>Assessments/Assignments</u> required <u>higher-order thinking</u>.

18. List below several specific things you liked about this course and/or the instructor.

19. List below several specific recommendations for improving this course or the instructor's teaching.

Respond to the below four questions ONLY if you are completing this evaluation for a PESH laboratory course:

20. Laboratory activities/tasks enhanced understanding of the information in the co-requisite lecture course.

21. Laboratory setting, material, and equipment were satisfactory.

22. The instructor was well-prepared for lab and started on time.

23. The instructor circulated throughout the laboratory and gave appropriate feedback and encouragement to students.

Special Policies and Procedures

Absence From Work Duties

When possible, non-administrative faculty should notify their department chair in advance when they will be absent from work for three or more days (**NOT** for approved travel). Faulty have a responsibility to help create a smooth transition during their absence so that instruction and service to both students and the college/university will continue in an uninterrupted manner. Except in cases of emergency, the *Request for Absence From Duties form* should be completed and submitted to the department chair as far in advance as possible.

Course Information

Cancellation of Classes

As a general policy, Richard W. Riley College of Education classes are not cancelled except in emergency circumstances. Provisions for classes must be made if the faculty member has to be away during a regularly scheduled class meeting. Appropriate accommodations must be made when the faculty member is absent. Generally, using guest lectures to meet the course objectives is an appropriate accommodation. **In all circumstances, the Department Chair should be notified if the faculty member is not going to be present during a regularly scheduled class meeting.** For additional information review the *Inclement Weather* section on the Winthrop University Policies website.

Final Exams

For both undergraduate and graduate final examination procedures, review the *Final Examinations* section on the Winthrop University Policies website.

Proctors for Testing

Faculty who find it necessary, in an emergency, to use a graduate assistant to proctor exams should contact the Department Chair for assistance. Proctors should not be used during the final exam.

Grades and Grading

Winthrop University grading policies are located in the *Evaluation and Grading* section of the Winthrop University Policies website. For students receiving a grade of "incomplete", the *Incomplete Grade form* must be completed, signed, and maintained by the office of the department chair in which the course is taught.

Course Syllabi

For the University policy on syllabi, review the *Syllabus* section of the Winthrop University Policies website. The *COE Syllabi Format* is located in the forms section of the Faculty Resources area of the COE website.

Faculty are responsible for developing a syllabus for each course. Course syllabi are submitted to the department chair each semester.

Center for Career and Civic Engagement

Career Development Services for students is located in the *Center for Career and Civic Engagement*.

Computer Usage

Complete policies and guidelines are located on the *Computer and Information Technology* website.

Copyright

Complete information is located in the *Copyright Policy* section of the Winthrop University Policies website.

Counseling Services

For complete information, review the Winthrop University *Health and Counseling Services* website.

Dacus Library

For complete information, review the Winthrop University *Dacus Library* website.

Etiquette for College of Education Classrooms

The College of Education is responsible for classroom spaces in Withers and the West Center. Classrooms are teaching spaces that are shared with people inside and outside of the College of Education. Because spaces are shared, often with little time between classes, it is important that you leave the room in good teaching order for the next person using the room. You should use common courtesy to help guide you, namely, leave the room in the way that you would want to find it when you walk into the room. You should make sure that your students understand this as well, and encourage or require them to participate in making sure the room is ready for the next class. Some College of education classrooms have specialized hardware that requires special attention; and not all classrooms have the same set up. The guidelines below are considered part of your responsibility as a faculty member teaching in a College of Education classroom.

1. Close any open windows when you leave the room.
2. Erase all large whiteboards so that they are clear for the next class. NOTE: Do not use any chemical cleaners on the white boards. If they require a deep clean, contact the Instructional Technology Center (*itc@winthrop.edu*; 803-323-2136).
3. Clean and hang all small whiteboards on the ends of the table where applicable.
4. Do not write on the SMART board screens. Even with dry erase markers. These boards have a matte finish with tiny dimples to allow for glare free projection. When you write on these boards, marker dust gets caught in these dimples. Over time, the boards will look dull and smeared. If you

need to write on the boards, you can use the digital ink software in the SMART software. One of the technology GA's can help you with that.

5. Do not disconnect any cables. If you need connection help, contact the Instructional Technology Center (*itc@winthrop.edu*) (803-323-2136).
6. Log out of the computer(s), turn off the projector(s), and check for removable media such as flash drives.
7. Return all SMART pens to their proper location.
8. If you used the rechargeable SMART pens, return them to the box and make sure they are plugged in and charging.
9. Make sure that chairs are pushed back to the tables.
10. Students should not eat or drink in the classrooms and faculty need to help enforce that rule. However, check for bottles, cans and trash in the room after class and have students take them with them.
11. Lock the door when you leave and turn out the lights. NOTE: If you are teaching in the computer labs, leave one row of lights on. The security cameras need the light.
12. Technology problems and issues should be reported to the Director of the Instructional Technology Center *(itc@winthrop.edu*) (803-323-2136).
13. Facilities issues should be reported to the Facilities Manager in the Dean's Office (803-323-2151).
14. Found items in Withers should be turned in to Withers 106. Found items in the West Center should be turned into the main service desk. Unclaimed items may be sent to lost and found with campus police.

Food and Drinks in Classrooms

For complete information review the *Food and Drinks in Classroom* section of the Winthrop University Policies website.

Keys

Every adjunct faculty member is entitled to office space, and keys can be requested through the Facilities Manager located in 106 Withers. Keys will open the faculty member's office, as well as the department's office door. In addition, a key for classrooms should also be requested from the Facilities Manager. **For security, all Withers/WTS classroom doors should be locked and AC/heat turned off by faculty at the end of class.** A sub-master key is located in each department office, enabling faculty to enter other instructional space as needed.

When employment at the University ends, all keys must be turned in to the COE Facilities Manager in 106 Withers. Keys are the property of the State of South Carolina and must not be duplicated. If key(s) are lost, contact the Facility Manager and your Department Chair immediately.

Parking

Traffic and parking information and other useful information can be found in the *Traffic and Parking* section of the Winthrop University Policies website.

Professional Dispositions and Skills

Professional dispositions are attitudes, values, and beliefs that are demonstrated through verbal and non-verbal behaviors as professionals interact with students, clients, colleagues, families, and communities. Graduates of the College of Education are expected to uphold the highest standards of the profession as they relate to other professionals and the constituents they serve.

The College of Education uses a proactive and preventative approach that is designed to assist students in developing more effective skills. The approach involves two tiers. Tier I involves formative feedback and is designed to improve student awareness of professional behaviors. Tier I uses the PDSA (Professional Dispositions Student Assessment). Tier II involves a structured intervention that is designed to improve targeted skills. Tier II involves the Professional Dispositions and Skills Concerns Intervention Form.

Tier I - Formative Feedback
PDSA (Professional Dispositions Student Assessment) - (pdf 33.5kb)
PDSA Procedures - (pdf 123kb)
PDSA Resources

Tier II - Skill Building Intervention

Professional Dispositions and Skills Intervention Procedures - (pdf 86.1kb)
Professional Dispositions and Skills Intervention Form - (pdf)

Recreational Facilities

For complete information on *Recreational Facilities* visit the Community and Visitors section of the Winthrop University website.

Sexual Harassment and Discrimination

For the University, visit the *Non-Discrimination and Anti-Harassment Policy* on the Winthrop University Policies website.

Space Usage

For complete information on space usage refer to the *Space Use Policy* located on the Winthrop University Policies website.

Space is available for faculty and staff to schedule special events and/or meetings. Note, some areas have specific regulations. An application for *Space Request* should be completed online for Plowden Auditorium, Withers 401 and any classroom(s) for one-time special use (NOT for your normal classroom meeting space). These should be completed at least 10 days in advance. To reserve a conference room contact your departmental administrative specialist for assistance. To reserve a Computer Lab, check the specific Academic Computer Lab calendar for availability. **NOTE**: The desired lab calendar will need to be added <u>one</u> time to your outlook calendar by utilizing the following steps: open your personal outlook

calendar, choose open calendar from top menu bar, select room list, choose your desired lab. Once availability has been confirmed, email the help desk at *servicedesk@winthrop.edu* to request a reservation for a lab. Be sure to tell them all the specifics, (date, time, location) of your request. If assistance is needed reserving any space, work with your departmental administrative specialist.

Telephone and Mail

Telephone. When appropriate, faculty and staff are issued individual long distance dialing codes for use (on campus) with the approval from the Department Chair and Dean. Long-distance credit cards are issued to individual faculty members for use off-campus. Since the cost is charged to the departmental budget, all long distance calls are restricted to official business calls only. Long distance calls must be held to a minimum. When traveling away from campus, refer to the Travel Regulations section for use of long distance credit card policies. Faculty needing to make personal long distance calls from campus should use their personal calling cards. For information about how to receive a personal calling card through Winthrop University, contact the telephone services coordinator at 2575.

Mail. The University maintains a mail service, with daily pick-up and delivery. Inter-campus mail, official U.S. mail, inter-agency mail, and personal mail may be sent and received through the campus mail services. All personal mail must be properly stamped, whether sent through the campus mail or deposited at the Post Office (located in Dinkins Student Center). Postage for all official University business is charged to departments.

Unit Standards and Conceptual Frameworks

The conceptual frameworks for the Richard W. Riley College of Education teacher educator programs provide the underlying structure and direction for the unit. The Initial Teacher Preparation Unit Standards provide the framework and outcomes for undergraduate and MAT initial teacher preparation. The framework is organized around the following seven standards: Diverse Needs of Learners, Learning Environment, Technology, Assessment, Instruction and Learner Engagement, Literacy and Professional Learnings and Ethical Practice. The framework for Advanced Programs, Educator as Leader, includes complex outcomes in Leadership, Stewardship, and Scholarship that are suitable for graduate candidates in many educational programs such as administration, counseling, teaching, and school psychology.

Initial Teacher Preparation Unit Standards

Initial Teacher Preparation Unit Standards

Advanced Program Conceptual Framework

Conceptual Framework for Advanced Programs