

Changes in Handbook

Professional Dispositions footnote:

- * The phrase “*all students*” and “*others*” always includes people of all races/ethnicities, genders, ages, abilities/disabilities, languages, religious beliefs, sexual preferences, family types, socio-economic classes, etc

Faculty Council Bylaws (rephrasing):

PREAMBLE

The *Policies of the Board of Trustees of the State University of New York* state that “the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the education process” (Article X, Paragraph 4). Furthermore, the *State University College at Oswego Faculty Bylaws* (Article IV) define the right of departments to organize themselves, by majority vote, for consultation under the *Policies of the Board of Trustees*. Therefore, the faculty of the School of Education at the State University College at Oswego hereby set forth the following *Faculty Council Bylaws* to insure faculty participation in the governance of the School of Education.

Unit Assessment System (edit wording):

Section 18. Current Components of the School of Education Data Management System.

- A. The online *Education Benchmarking (EBI) Teacher Education Alumni & Employer Survey* system (<http://www.webebi.com/WESS/default.aspx>) is currently used to report the results of exit surveys conducted with all 2005-07 initial teacher education program completers. EBI is the vendor selected by SUNY System as part of the SUNY FIPSE project to perform exit surveys on 2005-07 program completers followed by alumni/employer surveys for this same cohort in 2007-10. The project is partially funded by the SUNY FIPSE grant for participating institutions, including SUNY Oswego. We will also conduct an additional independent have already conducted a retrospective EBI alumni/employer survey of pre-2005 graduates.

Section 19. Future Components of the School of Education Data Management System.

- B. Online Candidate Level Report (CLR) – As described above, program faculty identify a set of candidate outcomes that are assessed by specific critical performance tasks at defined assessment checkpoints. These candidate expectations are described on a program decision map (Figure 2), which is used to create a CLR web template for each program within Banner, the campus student data management system. For each SOE candidate, the CLR system will display demographic information and the candidate’s performance (Met/Not Met) on the critical performance tasks against the established program standards at each checkpoint as s/he progresses through the program. Priorities for implementing this capability are to complete the web templates for selected initial teacher preparation programs at the undergraduate level in 2006-07, and all initial undergraduate programs in 2007-08. The advanced teacher preparation programs and pupil personnel programs will be implemented in the third phase, and non-education programs in the last phase of the project as time permits. The issues raised by incomplete transcript data for undergraduate transfers and graduate students entering initial programs will be addressed in phase three.

Program Entry & Candidate Retention (update reference to Diversity Policy):

Section 1. Criteria for Entry and Retention in Programs and/or the Professional Sequence.

7. embody the principles for the recruitment and retention of a diverse student body outlined in the *Diversity Policy*.

Collaboration with Professional Community

Section 2. Functions (add commas to make meaning clear that curriculum changes originate in the appropriate departments):

- B. Changes in curriculum, such as the design of new courses, the content of laboratory experiences, course revision, changes in prerequisites, and name or number of courses, originate within the appropriate department, in consultation with the members of the appropriate Program Advisory Group(s).

Substitution of Teaching Experience for Student Teaching Experience

NEW POLICY TO HANDBOOK (Changes made in C&I language to identify stakeholders, additional potential application, forms and regulations):

Section 1. Applicability. This policy applies to candidates completing all initial and initial/professional programs in the Department of Curriculum & Instruction in the School of Education at SUNY Oswego. These principles may be applied to candidates in other teacher certification programs.

Section 2. Requirements for Waiving One Student Teaching Experience.

- A. Candidate must have had at least one full academic year of full-time paid, school-based experience as a lead teacher (not teaching assistant or teacher's aide) at either Grades 1-3 or Grades 4-6 level for the Childhood Education Program; Grades 7-8 or Grades 9-12 level for the Adolescence Education Program; or the appropriate grade levels for all other programs.
- B. The School Administrator must verify this teaching experience using the New York State Education Department (NYSED) Form OT11 "Substitution of Experience for College Supervised Student Teaching" (<http://www.highered.nysed.gov/tcert/ot11.htm>). This completed form will be attached to the college's "Program Deviation Student Personal and Academic Data" form and kept on file in the Dean's office for the NYSED/NCATE review.
- C. Candidate's methods instructor must verify with the Department Chairperson that the candidate meets or exceeds the NYSED Annual Professional Performance Review (APPR) criteria for new teachers [NYSED Commissioner's Regulations Part 100.2(o)].
- D. Candidate must successfully complete at least one supervised student teaching experience in a high needs or urban setting in a public school. This minimum requirement will not be waived.
- E. Candidate must successfully complete the appropriate student teaching seminar course.
- F. In lieu of the one student teaching experience that has been waived, candidate must take 6-sh of coursework in pedagogy or content area under advisement to complete program requirements.

Professional Development School Policies (edit to reflect current vocabulary):

Section 1. Goals and Definitions for Professional Development School & Partnership School Relationships.

- C. A professional development partnership school (PDPS):

Section 2. Criteria for Designation as a Professional Development School Affiliated with the SUNY Oswego School of Education: Deleted empty right column on all tables to save space.

Professional Development Partnership School Policies

NEW ADMINISTRATIVE POLICY FROM EXISTING DESCRIPTIONS: SEE HANDBOOK FOR NEW POLICY

Faculty Workload (update SUNY Oswego Handbook reference):

Section 4. Teaching Load and Workload.

2. The *SUNY Oswego Faculty & Professional Staff Handbook* states “the instructional portion of faculty workload assignments for full-time faculty at the College is generally equivalent to 12 semester hours per semester during the academic year” (Section 6, page 1). No distinctions are made for the level of courses taught.

Guidelines Regarding Discretionary Salary Increases (added section headings and clarification to Section 1A3):

Section 1. Documentation.

A. Case Presentation Folder

3. A letter of intent accompanied by a brief summary documentation where appropriate to provide evidence in support of the faculty member’s performance as outlined above (e.g., teaching evaluation summaries, summary of assessment of innovative pedagogy, summary of scholarship and service, etc).

Section 2. Procedures.

Periodic Review of Faculty on Continuing Appointment: Added section headings and updated NCATE Standards edition)

Fair Process Policy (edit to reflect undergraduate current procedure, in which the Assistant Dean is the Dean’s designee):

Section 14. Appeal Procedure for Undergraduate Candidates

- E. After the conclusion of the appeal meeting, the Assistant Dean will deliberate the request for review. Such deliberation, at the Assistant Dean’s sole discretion, may include discussions with the candidate, the department chairperson, other decision-makers, or any others who have relevant information at times other than the appeal meeting. After deliberation, the Assistant Dean will make a recommendation to the Dean of the School of Education or his/her designee for a decision.
- F. Upon review of relevant documents and the recommendation of the Assistant Dean, the Dean of the School of Education or his/her designee may take any of the following actions [list deleted]:
- G. After reaching a decision, the Dean’s Office will hand deliver or mail a letter setting out the decision of the Dean of the School of Education to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Dean needs additional information, the timeline for notification of the decision may be extended at the discretion of the Dean or his/her designee.

Professional Competencies for Teacher Education Candidates (updated title of policy):

Section 3. Demonstrating Professional Competence. Professional behavioral and social attributes related to the professional competencies listed in Section 2B are demonstrated by behaviors in courses and field placements consistent with those described in the *Teacher Education Field Placement Policies*, which include:

Candidate Consultation Policy & Procedures (updated publication titles):

- A. On rare occasions, a department may recommend to the Dean that a candidate be terminated from a program if his/her performance is unprofessional or unsatisfactory for other reasons, and additional time in the program will not result in significantly improved performance. If it is the recommendation of a department to terminate a candidate from a program, the *Fair Process Policy and Procedures* of the SUNY Oswego School of Education will be followed. This document is contained in the *SUNY Oswego Student Handbook*, the *School of Education Policy Handbook* and upon request from the Dean’s Office.

Teacher Education Field Placement Policies (various small changes to be consistent with other policies, the new college catalog, and other updates like URLs, etc)

SECTION 1 IS REPEATED FROM FIELD EXP & CAND OUTCOMES POLICY with addition of NYSED citation. We needed to have all this in one place for candidates.

Section 2. Assignment of Field Placements

- C. Candidates who require special accommodations in a field placement due to a disability must arrange such accommodations through the Disability Services Office (315-312-3358, dss@oswego.edu, <http://www.oswego.edu/student/services/disabilities/>) prior to placement.
- D. All teacher education field placements are arranged through the Field Placement Office (208 Park, 315-312-3098, fpoffice@oswego.edu) within the appropriate program's service region. (ABOVE FROM NEW CATALOG COPY)
- G. Candidates must provide their own reliable transportation to and from field placements. Travel times are generally within 60 minutes for pre-student teaching placements and may be up to 90 minutes for student teaching. Time spent commuting to and from field placements cannot be applied to the time requirements of the New York State Education Department, the College, and/or the schools. (ABOVE FROM NEW CATALOG COPY)

Laptop Computer Recommendations: Technology for Teaching & Learning: Added section structure and other minor changes to reflect change from brochure format to policy format; and updated language to reflect completion of new facilities:

Section 1. Rationale.

As a result, candidates in the School of Education need significant opportunities to explore and apply teaching/learning technologies in courses and field placements. In our newly-renovated instructional spaces, such computer access is built around laptop computers and wireless networking in the context of academic programs that integrate technology in meaningful ways.

Section 3. Frequently Asked Questions.

A. How will I use a laptop computer in my education courses and field placements?

Most instructional spaces routinely used by the School of Education feature advanced presentation technology and wireless internet connectivity. Depending on the course and instructor, you may use your laptop to:

C. Can I use my existing PC or MAC laptop, or purchase a used/refurbished laptop?

Yes, most laptops manufactured in the last 2-3 years are suitable. We recommend that your laptop meet the minimum requirements as described in Section 4, and prefer that it meet the desired requirements.

D. What kind of new laptop should I purchase?

We recommend that a new laptop meet or exceed the current desired requirements as described in Section 4).

Section 4. Communicating Desired and Minimum Specifications to Candidates

- A. Annually, the School of Education's Technology Support Specialist works with the Educational Technology Committee and the staff of the College Store to update the desired and minimum specifications for PC and Apple laptops (i.e., processor, operating system, memory, hard disk, drive(s), display, internet, and software) to reflect current campus standards and best practice in the field of education.
- B. The laptop policy and current specifications are published and distributed to candidates each year.