College of Education
Faculty Handbook
2017 - 2018

Rowan University
College of Education
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This handbook serves as a guide and resource for faculty at the Rowan University College of Education.

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**Handbook Maintenance –**

Every August, corrected links will be provided and information will be updated before the new faculty orientation. By the third week of each semester, information that is prone to change such as faculty listing, committee membership, etc. will be updated.
College of Education
Vision & Mission

VISION...
The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Access, Success, and Equity... Turning Research into Practice.

MISSION...
To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions

...with the ultimate goal of ensuring equitable educational opportunities for all learners.
CoE Conceptual Framework

Rowan University
Conceptual Framework
College of Education

Knowledge
We are committed to developing content knowledge and pedagogical content knowledge and skills through constructivism.

Impact
We are committed to positively impacting P-12 learners, families, and communities.

Technology
We are committed to using technology to facilitate teaching and learning.

Diversity
We are committed to social justice, equity and diversity.

Access, Success, and Equity... Turning Research into Practice.
The history of the College of Education mirrors the history of Rowan University (formerly Glassboro State College). Since its founding in 1923, Rowan University has undergone a transformation from a normal school to a comprehensive institution. Likewise, the College of Education has undergone a significant transformation from a Department of Education to its present structure as a complex College of Education. The University was founded to respond to a critical need in the educational system of the State of New Jersey: a lack of properly trained elementary school teachers. Consequently, Glassboro, New Jersey was chosen as the site to develop a "normal school" in Southern New Jersey. On September 24, 1923, Glassboro Normal School opened its doors to 236 young women. In 1934, Dr. Jerohn Savitz, the College's first president (1923-37), expanded the curriculum to four years and, in 1937, the school's name changed to New Jersey State Teachers College at Glassboro. Still, the sole purpose of the College was to educate and train elementary school teachers.

As early as 1937, the College had requested approval to establish a secondary school curriculum; it wasn't until 1947 that a "secondary school" curriculum was approved (only for grades 5-9). It wasn't until 1956 that English and Social Studies education was approved for the training of teachers for grades 7 through 12. In 1958, Art and Music were added to the program and, in 1960, Science and Mathematics education were added. Thus, it wasn't until 1960 that the School offered a full-blown secondary education training program for grades 7-12.

In the 1972 catalog, the education courses were offered by the Division of Professional Studies. By 1985, the division had changed to the School of Professional Studies. In 1988, the School's name was changed to the School of Education and Related Professional Studies; and in 1995, to better reflect our programs and offerings, the School's name was changed to that of the School of Education. Subsequently after receiving University status in 1997, the Board of Trustees approved another name change for all academic units, and we became the College of Education.

Along with name changes and structural changes, the curricula offered changed. We moved from a singular elementary education program to multifaceted offerings in elementary education, secondary education, special education, health and physical education, reading, and educational leadership.

As a result of the 1992 $100,000,000 gift from industrialist, Henry Rowan, the name was changed to Rowan College of New Jersey. This institution achieved university status on March 21, 1997. The College of Education faculty and students are very proud of this distinction. We continue to offer quality programs at the cutting edge of the preparation of education professionals.

College of Education’s teacher preparation programs are accredited by NCATE and has a high national recognition as a result of this accreditation.
Roles of Dean’s Office Administrators

Associate Dean for Faculty and Student Affairs
Dr. Zeynep Ercan

Additional Responsibilities

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<tr>
<th>Oversee Summer Camp</th>
<th>Approver of curriculum, research, and student procedures</th>
<th>Support grant development</th>
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<tr>
<td>Facilities and Building Coordinator</td>
<td>Oversee new program development</td>
<td>Oversee IRB issues, research compliance, and liaise with OSP</td>
</tr>
<tr>
<td>Liaison to Rowan Global</td>
<td>Graduate open houses and coordinator meetings</td>
<td>Liaison to CASE from Dean’s Office – Support CASE functions</td>
</tr>
<tr>
<td>Undergraduate and Graduate Catalogs</td>
<td>Registration issues, codes.</td>
<td>All other projects assigned by Dean</td>
</tr>
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<td>Academic Probations and Dismissal</td>
<td>Student Hardship Cases</td>
<td>International Education Initiatives</td>
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</table>
Executive Director of the Office of Educator Support and Partnerships
Dr. Stacey Leftwich
Assistant Dean of Enrollment Management and Accreditation
Dr. Lori Kroeger

Assistant Dean of Enrollment Management and Accreditation
Organization Chart

Assessment  Technology  Enrollment Management  Accreditation

EdTPA  TK20  TeachLive
Communications, Development, and Alumni Relations Coordinator
Maureen Scott

Communications, Development and Alumni Relations Coordinator
Organization Chart

Communications → College-wide/University Events → Our Students/COESAC → Alumni Relations

Development → Promoting the COE → Liaison to various University offices

COMMUNICATIONS:
Social Media:
Facebook, Twitter, Instagram, Prolink
Website
Blog
Education@rowan.edu
Job Announcements
Mass emails and Constant Contact (coming this fall)
Publications:
Fall newsletter, Annual Report

COLLEGE-WIDE EVENTS:
Awards Ceremony
Homecoming
Medallion Ceremony
Commencement
Golden Years Breakfast

OTHER UNIVERSITY EVENTS:
Education Expo
Major Madness

OUR STUDENTS:
COESAC (meets 2X per month)
Building a student connection
Reviewing/analyzing various opportunities for student involvement

OUR ALUMNI:
Work with Alumni
Engagement on alumni gatherings: Golden Years, NJEA, etc.
Communicate with alumni
Alumni Volunteer Corps

DEVELOPMENT:
Work with the Advancement office to create/promote opportunities for support

PROMOTING THE COE:
Writing features on COE events/accomplishments—sharing our great work
Promoting the COE within and outside of the University community.

LIAISON TO Advancement/Alumni Engagement/ Career Advancement/Media and Public Relations
There are multiple opportunities to connect with Rowan CoE’s growing educator and partnership school network and teacher education initiatives.

*Please see the following link:*

**https://academics.rowan.edu/education/ESP/index.html**

**Office of Clinical Experiences:**

**https://academics.rowan.edu/education/ofe/index.html**

*Information for faculty and staff regarding courses with clinical experiences:*

**https://academics.rowan.edu/education/ofe/Information%20for%20University%20Faculty%20and%20Staff/index.html**

**Professional Development School Network:**

**https://academics.rowan.edu/education/ESP/pds/index.html**

**Project IMPACT:**

**https://academics.rowan.edu/education/impact/index.html**

**EdTPA Implementation at Rowan:**

**https://academics.rowan.edu/education/ESP/edTPA/index.html**

**Academic Pipelines and Partnerships:**

**https://academics.rowan.edu/education/ESP/outreach/index.html**

**Schaub Instructional Materials Center:**

**https://academics.rowan.edu/education/IMC/index.html**

**Early Childhood Demonstration Center:**

**https://academics.rowan.edu/education/childcare/index.html**

**Camp EduAdventures: CoE’s summer camp for children in grades one to six.**

**https://academics.rowan.edu/education/Eduadventures/index.html**
Roles of Dean’s Office Staff

Dean Monika Shealey
Dr. Monika Williams Shealey is a Professor and Dean of the College of Education at Rowan University in Glassboro, New Jersey. Prior to her appointment as Dean in 2013, Dr. Shealey served as the Associate Dean for Teacher Education at the University of Missouri, Kansas City. Dr. Shealey began her career in education as a Special Education Teacher in St. Petersburg, Florida. She received her BS in Specific Learning Disabilities and MA in Varying Exceptionalities from the University of South Florida. She received an EdS in Reading and Learning Disabilities from the University of Miami and a PhD in Education with a specialization in Exceptional Student Education from the University of Central Florida. Dr. Shealey has published numerous articles and book chapters devoted to examining issues of diversity and equity in special education as well as the experiences of Black women in teacher education and leadership. Dr. Shealey is the co-editor of the Multiple Voices for Ethnically Diverse Exceptional Learners Journal, member-at-large on the American Association of Colleges for Teacher Education (AACTE) Board of Directors, and was recently elected President of the National Association of Holmes Scholars Alumni (NAHSA).

Dr. Zeynep Isik-Ercan
Dr. Zeynep I. Ercan is an Associate Professor of Early Childhood Education and the Associate Dean for Graduate Education and Research at Rowan University College of Education. She also co-directs the Early Childhood Leadership Institute, a professional development and research avenue in early childhood formed within the Center for Access, Success, and Equity at Rowan University. Her research agenda includes culturally and linguistically diverse children, best practices for culturally responsive teaching and intellectual development, and professional development of practitioners and leaders in early childhood education. Dr. Ercan’s research has appeared in academic journals such as: Young Children, Race, Ethnicity and Education, Childhood Education, International Journal of Science Education, Early Childhood Education Journal, and Diaspora, Indigenous and Minority Education Journal. Dr. Ercan has been actively serving educational and academic communities on the local, national and international levels.

Dr. Stacey Leftwich
Dr. Stacey Leftwich is the Executive Director of the Office of Educator Support and Partnerships. Dr. Leftwich earned her BA in Elementary Education from Glassboro State College. She received her MA in Psychology of Reading from Temple University. She then earned her PhD in Reading with an emphasis on multicultural education and children’s literature from the State University of New York at Albany. Dr. Leftwich is a native of southern New Jersey. She began her career as an elementary classroom teacher. She taught both second and sixth grade for many years before pursuing a PhD in literacy education. Dr. Leftwich has an interest in multicultural education. Her Dissertation, Parallels Between Two Domains: Addressing Multicultural Education through State English and Language Arts Standards, examined how multicultural education addressed components of the state Language Arts standards. Dr. Leftwich’s research interests include teacher preparation as it relates to professional development schools, and usually culturally diverse children’s literature in the classroom.

Dr. Lori Kroeger
Dr. Lori Kroeger is the Assistant Dean of Enrollment Management and Accreditation. Dr. Kroeger earned a BS in Psychology in the mid 1990s and started her career as a counselor and educator at a community-based mental health organization in Cincinnati, Ohio. As part of that job, she was responsible for leading education programs with her clients. Lori went on to earn her MAEd and eventually her PhD in education. Her education, career, and classroom teaching experiences have contributed to her passion for understanding how people learn. Dr. Kroeger will begin at the college on Feb. 1, 2018.

Maureen Scott
Mrs. Scott is the Communications, Development, and Alumni Relations Coordinator for the College of Education. She earned her BA in English from the University of Delaware. Mrs. Scott is responsible for building and strengthening positive relationships between the College of Education, our current students, alumni, and supporters. Her focus is on sharing the positive impact the College of Education is having on our students, schools, and communities. Her work is guided by a familiar concept within the College of Education: Access, Success, and Equity...Turning Research Into Practice.

Heather Cappuccio
Mrs. Cappuccio is the Administrative Assistant to Dean Shealey. Mrs. Cappuccio earned her BS in Public Relations from the University of Florida. In her role, Mrs. Cappuccio manages all college budgets and Dean’s office activities.

Karen Rosa
Mrs. Rosa is the Secretary to the Dean’s Office at the College of Education. Her duties include overseeing the adjunct/overload faculty contracts in FLAC, generating faculty reports, processing all student forms, and approving all James Hall room requests in 25Live. In addition to her daily duties, Mrs. Rosa is the Building Coordinator for James Hall.

Ilse Hyde
Mrs. Hyde is the Secretary for the Dean’s office. She supports the Dean’s Office administrators with scheduling activities, composing documents, locating and compiling data for reports Database management, and responding to inquiries from a wide variety of internal and external parties.

Holly Fisher
Ms. Fisher is the graduate assistant for Dean Monika Shealey and Dr. Zeynep Isik-Ercan. Ms. Fisher is the coordinator for Rowan University’s summer camp, EduAdventures. Ms. Fisher earned her BA in Public Relations and is currently pursuing her MA in Counseling in Educational Settings.
# CoE Faculty and Staff - Contact Us

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### Dean’s Office - College of Education

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<td>Name</td>
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Programs at CoE

Undergraduate Programs

- Language, Literacy and Sociocultural Education
  - B.A. in Literacy Studies
  - Subject-Matter Education (P-12) (B.A. in Education)
    - English
    - World Languages (Spanish)
    - Social Studies
- Interdisciplinary and Inclusive Education
  - Early Childhood Education (P-3) (B.A. in Education)
  - Elementary Education (K-6) (B.A. in Education)
  - Minor in Education
- Science, Technology, Engineering, Arts and Math Education
  - Health and Physical Education (B.A. in Education)
  - Subject-Matter Education (P-12) (B.A. in Education)
    - Art
    - Mathematics
    - Music
    - Biological Sciences
    - Chemistry
    - Physical Science
    - Physics

Graduate Programs

- Educational Services and Leadership
  - Ed.D. in Educational Leadership
  - Ed.S. in School Psychology
  - M.A. in School Psychology
  - M.A. in Counseling in Educational Settings
  - M.A. in Higher Education
  - M.A. in School Administration
- Language, Literacy and Sociocultural Education
  - M.A. in Reading Education
  - M.S.T. in Subject Matter Education (English, World Languages, Social Studies)
  - M.S.T. in Theatre Education
- Interdisciplinary and Inclusive Education
  - M.S.T. in Elementary Education
  - M.A. in Special Education
  - M.A. in Learning Disabilities
  - M.Ed. in Teacher Leadership
- Science, Technology, Engineering, Arts and Math Education
  - M.A. in STEM Education
Certificate of Graduate Studies

- Language, Literacy and Sociocultural Education
  - MA Reading
  - Reading COGS
  - English as a Second Language (ESL) COGS
  - Bilingual/Bicultural Endorse
- Interdisciplinary and Inclusive Education
  - Early Childhood
  - Learning Disabilities
  - MA Special Education
  - Autism COGS
  - Special Ed Endorsement
  - M.Ed & T&L COGS
- Science, Technology, Engineering, Arts and Math Education
  - Ed Tech COGS

Roles and Responsibilities of Faculty

Please find procedures and policies regarding Rowan faculty and employees here:
http://www.rowan.edu/provost/aft/

Please find academic policies you need to follow as a Rowan faculty member here:
http://www.rowan.edu/provost/policies/proceduresForms.html

Future direction of academic structures at Rowan – January 2017
http://www.rowan.edu/provost/provost_gram/The_Future_of_Academics_at_Rowan.pdf

Teaching at CoE

At Rowan University, teaching excellence is extremely valued and encouraged. Faculty are encouraged to connect to the Faculty Center for Excellence in Teaching in their first semester and join the events and activities to demonstrate willingness to grow as a university educator.

The Faculty Center also provides support for faculty scholarship and T&R process.

Please find the Faculty Center’s web page here:
https://sites.rowan.edu/academic-affairs/facultycenter/index.html

All faculty are strictly bound by the university’s academic rules and policies. Please follow the link below to find the academic policies faculty need to follow, and encourage students to follow policies for academic issues they encounter in courses:
https://confluence.rowan.edu/display/POLICY/Academic+Affairs
CoE Syllabus Format and Expectations

All faculty teaching Rowan CoE courses must utilize the syllabus format incorporating CoE Conceptual Framework, Vision and Mission. Please ensure your syllabus is based on the template provided below.

- Syllabi Template

Summer Teaching Opportunities

There are summer teaching opportunities within each department. Faculty should consult with their department chair and program coordinator on the availability of courses by January for the summer courses.

Service at Rowan College of Education

Faculty are the main components of a shared governance at Rowan University College of Education. All faculty, regardless of their tenure-track status, are expected to serve at committees and other ongoing governmental structures at departments and at the college level. Here is the list of ongoing committees and faculty members serving in the college-wide committees for the academic year of 2017-2018:

College of Education Committee Groups/Members

Continuous Improvement Committees

Diversity Committee
Browne, Susan - Chair

Clinical Partnerships & Practice Committee
Leftwich, Stacey - Co Chair - Chair Office of Clinical Experiences
Haines, Laurie - Co Chair Office of Clinical Experiences

Assessment Committee
Leftwich, Stacey - Co Chair

SIG - Special Interest Groups
International/Global
Cormier, Mary - Chair

Standing committees

Benchmark Committee
Doblow, Heather - Chair

Adjusted Load Committee
Abi-El-Mona, Issam - Chair

Curriculum Committee
Shuff, Midge - Chair

University Level Service

Faculty members are encouraged to engage in university level service. Faculty Center and Faculty Senate maintain good opportunities for faculty to provide service and leadership. Ad-hoc communities can be formed at the university level as needed. Please reach out to the Associate Dean if you are interested in a particular service opportunity.
Research Opportunities, Policies and Supports at Rowan College of Education

Research is an important endeavor for Rowan University College of Education Faculty. Multiple research supports are available through Dean’s Office and Center for Access, Success, and Equity (CASE).

Faculty are encouraged to utilize graduate assistants and PhD fellows for their projects who are overseen by CASE. Policy for requesting a graduate assistant for small scope projects without cost is found here: https://academics.rowan.edu/education/CASE/Documents/caseresearchprojectrequestform.pdf

The policies for requesting assistance for research for the funded projects can be found here: https://academics.rowan.edu/education/CASE/Documents/caseresearchsupportrequests_policy161.pdf

Seeking External Funding for Research

The CoE comprises a structure faculty must follow when applying for funded projects. Please see the visual below for the steps to be taken:

So...You’ve got an idea? Conceptualizing the project and finding a funder.

**STEP ONE:** Meet with Associate Dean for Faculty & Student Affairs, Zeynep Tekin-Ercan. Zeynep will direct you to Executive Director of the Center for Access, Success & Equity (Shelley Zion) for technical assistance (TA). TA includes: conceptualize ideas, identify potential partners/ potential research sites, possible supports within the COE and University.

**STEP TWO:** Meet with the Manager of the Office of Proposal Development (Steve Robishaw) and/or the Director of the Foundation (Deanie Farrell) to identify possible funding sources.

Funder identified! Writing, reviewing, and submitting the proposal.

**STEP THREE:** Meet with the Director of the Office of Sponsored Programs (Stephanie Lezotte) AND the Program Manager for CASE (Jenny Murphy) to get your project set up in CASE, develop a timeline for submission and review, and to ensure that you are meeting all the paperwork requirements of the grant.

**STEP FOUR:** Submit, for review, the draft budget, budget narrative, and draft of the grant narrative, per the timeline agreed to in the previous step, to the Program Manager and Executive Director of CASE (Jenny Murphy and Shelley Zion), after their review, finalize and submit to Office of Sponsored Programs or the Foundation for submission.

Notification, follow-up and post award.

**STEP FIVE:** Funded? Celebrate, then meet with the Director of the Office of Sponsored Programs (Stephanie Lezotte) AND the Program Manager for CASE (Jenny Murphy) to get your project set up!

**Not funded?** Notify all the above parties. Have a glass of wine. When reviews come in, share with CASE. Discuss possible follow up phone call with CASE and the Program Officer to learn how to strengthen the proposal for next round!
CoE Faculty Mentoring Program

The College of Education provides faculty mentoring in multiple ways.

a) Department Mentor: Each department will assign a department mentor in the beginning of a new faculty appointment. Departmental mentors are identified for adjunct instructors, ¾ and part-time instructors, and full-time faculty members. Department mentors are responsible for supporting the new faculty in following:

1. Consultation with research activities and professional development in research.
2. Consultation with teaching activities and professional development in research.
3. Guiding new faculty in department specific procedures and deadlines such as observations, T&R, committees, service opportunities, and helping the faculty adjust to the culture of the department.
4. Support in other areas as needed.

b) College Mentor: Each new tenure-track faculty are assigned to a mentor outside of their department by the Dean’s Office. Below are the procedures and responsibilities for mentors and mentees at the college level:

- Faculty Mentoring Program

  c) Research Supports from Dean’s Office and CASE:
  The CoE Associate Dean and CASE director may meet with individual faculty or groups of faculty as needed to support their professional development, review proposals as requested, support T&R process, and finding research opportunities.

  d) Mentoring Mixers and Faculty Workshops:
  The CoE Mentoring mixers are sponsored by the Dean’s Office and held once a semester. The goals of the mentoring mixers are to bring mentors and mentees together and allow conversations and sharing of best practices across individuals and groups of mentors and mentees. The mixers also have a small professional development component where faculty learn about best practices in mentoring during the meetings.

  In collaboration with the Dean’s Office, CASE organizes faculty research workshops to support faculty in designing and extending their research agendas, shaping their work and seeking funding and publishing opportunities.

  The CASE Director has a monthly informal networking session with pre-tenure faculty.

  e) Writing Retreats: The Dean’s Office sponsors writing retreats each year where time is assigned for faculty to focus on writing and producing scholarly work.

  f) Faculty Funding for Travel in CoE Level Conferences and PD Opportunities:
  The faculty travel expenses are funded by the Dean’s Office when faculty members present at the AACTE conference or are invited to a special conference opportunity for a high-need area identified by the Dean.
In addition, occasional low-cost faculty travel to local and regional universities, exemplary programs, and webinars may be funded through the Dean’s Office by request.

**Participating in the PhD Program**

Please see the following policies if you would like to be part of the PhD Faculty Council and serve as a PhD faculty:

**REVISED Model for PhD Program Participation for Faculty**

The intent of the expanded model for faculty participation in the PhD program is to leverage college resources and capacity to enrich the experience of our students and provide increased opportunity for faculty to be included in the work of the program.

The PhD Faculty Council will continue to be governed by the bylaws, which lay out criteria for faculty involvement:

1. Evidence of active professional engagement, which may include: regional and national leadership in the profession (e.g., editorial board membership, elected position on a special interest group, etc.);

2. Mentoring students (specifically sitting on dissertation committees or other similar activity); and

3. Three (3) publications in the last three (3) years in peer-reviewed publications (including book chapters) and/or external research grants (written, not necessarily awarded).

This is an elected position and has a three-year term.

Under the aegis of the PhD Faculty Council there are various arms chaired by a member of the council. These arms include: Teaching, Research, and Service – the three aspects of faculty work at the university. Any faculty member in the college may participate in these three sub-committee by reaching out to the program director or the chair of the sub-committee.

**Teaching – Chaired by a PhD Faculty Council Member**

**Instruction** – teaching in the program. Interested faculty, with a terminal degree, must apply to teach in the program and provide the following to be reviewed by the PhD Faculty Council:

- Letter of Intent
- Current CV
- Current Syllabus
- Teaching Philosophy (with a focus on graduate education)
**Course Facilitation** – providing assistance to graduate students as they teach undergraduate and graduate courses. This individual is typically a faculty member who has taught the course before, may be teaching a current section of the course, or may be the course lead.

**Andragogy** – providing advice and support to graduate students as they teach adults. This individual is a member of the department within which the graduate student is teaching.

**Research** – Chaired by a PhD Faculty Council Member

**Grant Writing** – assisting graduate students in understanding the norms associated with government and foundation grants, including seeking and writing grants. This individual is a faculty member in the college who has a track record of successful grants.

**Publications and Presentations** – helping graduate students understand the process of publishing and submitting proposals to conferences, as well as norms associated with presenting empirical work. This individual is a faculty member with a strong track record of publication in scholarly peer-reviewed journals and/or presents regularly at national conferences.

**Service** – Chaired by a PhD Faculty Council Member

**Professionalization** – demonstrating to students the collegial expectations and environment of the profession. This individual is a faculty member who has chaired college committees, participates in university service, and provides service to the profession through associations, editorial boards, and other professional venues.

**Outreach** – working with students to impact the development of the region through knowledge dissemination, consulting, and professional development. This individual is a faculty member who works regularly with community groups and organizations in the surrounding area to provide expertise, research services, or as a volunteer.

**Dissertation Committee** - Chaired by a PhD Faculty Member

TBD.

**Adjusted Load Policies**

Please find the following link of adjusted load policies at the university level:  
http://www.rowan.edu/provost/aft/AdjLoadPolicydec09.pdf

**College of Education Adjusted Load Process and Policies**

- Adjusted Load Process Procedures
Staffing Policies
It is important to staff courses timely and with the best availability of instructors. CoE has a timeline for staffing the courses. Please see the following document for the staffing timeline.

- CoE Staffing Timeline

Department Chair Roles
Below is the list of department chair responsibilities for Rowan University
http://www.rowan.edu/president/senate/Eileen/files/Chair%20duties.pdf

Program Coordinator Roles and Responsibilities
The CoE program coordinators undertake a very important service by providing leadership, mentoring, and curriculum support for the programs they are leading. Program coordination is supported by a stipend or course credit hours released by the Dean’s Office.

Please see the following document for undergraduate and graduate program coordinator responsibilities:

- Responsibilities of Program Coordinators
- Strategic Task Force

Course Facilitator Roles and Responsibilities
Course facilitators are responsible for leading the course development and delivery across multiple sections of each course. In order to meet the high quality standard, it is important to have consistent delivery of course content and learning experiences as well as assessments.

Following is a list of course facilitators for the College of Education:

- Ed Services
- IIE
- LLSC
- STEAM

Curriculum Process at Rowan University
Each department and program might need to make curriculum changes or create new programs. Because the curriculum process is perceived to be integral to academic offerings and has procedural and legal implications at the university level, Rowan University has a structured and very extensive processes for making curriculum changes at the university level.
The College of Education seeks to ensure these policies are followed and the strongest proposals are presented at the university level, while avoiding complications and communication issues across the departments.

Please review this document carefully before engaging in a curriculum change process at CoE:

- **Curriculum Checklist**

### Awards and Recognition

The College of Education recognizes its faculty each year with a number of awards:

a) **Access, Success, and Equity Awards**: Center for Access, Success, and Equity awards faculty, students and community members for their contribution to the issues of access, success, and equity. For more details, please see the information below.

The College of Education is committed to addressing and eliminating barriers around access, success, and equity in education. The Access, Success, and Equity Awards serve to recognize those who devote their energy and talents to addressing these issues.

This recognition will be awarded annually to individuals within the following categories who have created avenues for access, success, and equity in education: faculty, staff, students, alumni, school/district administrators, teachers, and community partners. The evidence for the promoting access, success, and equity may vary. Examples include:

- Working in a PDS to build the pipeline for college access or conduct high impact research that highlight the issues surrounding access to K-12 schooling.
- Engaging in high impact research on how to support access, success, and equity in the field
- Supporting student access, success, and equity inside and outside of the classroom
- Serving as a leader or mentor in activities that promote access, success, and equity in educational/community settings

Evidence of promoting access, success, and equity are not limited to the above examples. One page nominations should provide background information, type of nominee (faculty, staff, students, alumni, school/district administrators, teachers, and community partners), and the actions/evidence of the nominee of how they create opportunities and promote access, success, and equity in education. Completed nominations/self-nominations should be sent to Center for Access, Success, and Equity (case@rowan.edu) by September 12, 2017.

b) **Adjunct faculty award**: Awarded each year in April to outstanding adjunct professors.

Faculty Center has other opportunities for university-wide awards. Please see the link below: [https://sites.rowan.edu/academic-affairs/facultycenter/grantsawards/index.html](https://sites.rowan.edu/academic-affairs/facultycenter/grantsawards/index.html)
International Initiatives

International initiatives is an area important for the College of Education’s growth. Faculty are encouraged to seek opportunities for international education initiatives. Faculty are requested to contact the Associate Dean for policies and procedures being established for the academic year of 2017-2018 in multiple areas, with priority given to visiting scholar policies, international education recruitment and retention, connections to P-12 education globally, and institutes for research and learning for international faculty and students.

Social Media and Communication

Faculty members are encouraged to participate in marketing CoE programs and initiatives in social media. The information below lists outlets for social media participation. Any updates or highlights featuring faculty, students, programs, departments, and the college should be sent to CoE Communications, Development, and Alumni Relations Coordinator, Maureen Scott at scottmt@rowan.edu.

Ongoing Events for Faculty Participation

Thursday, March 1, 2018 Education Expo
  - This is a career fair (primarily for juniors and seniors) who are interested in working in K-12 settings.

Sunday, May 6, 2018 at 4PM
  - Wackar Stadium - University-Wide Main Commencement Ceremony and Celebration

Wednesday, May 9, 2018 at 4PM -
  - University Green - College of Education Commencement Ceremony

Let’s work together to tell the story of our College of Education:

These are exciting times for the College of Education and there are many great things happening here in James Hall and within our community. In order for us to share a broad perspective and reach as many members of our College (past and present) as possible, we need to receive content from all areas/departments within our college. Let’s work together to tell the story of our College of Education!

- Submissions for Social Media and the Blog: Please email Maureen Scott at scottmt@rowan.edu if you have anything you would like to share on the College of Education’s social media accounts (Facebook, Twitter, and Instagram). In your email, please provide what you would like written in the posting and attach any photos or flyers you would like posted.

- Submissions for the College of Education Weekly Blog: If you would like something posted in the weekly blog, please submit it to Maureen Scott at scottmt@rowan.edu by 4pm on Thursday. Please provide the exact wording of the information you are sharing and attach any photos or flyers.

Student Organizations

To see a list of student organizations at the college, please click the below link.

https://academics.rowan.edu/education/studentOrganizations/index.html