



**INDIANA UNIVERSITY
SOUTHEAST**

SCHOOL OF EDUCATION

4201 Grant Line Road
Hillside Hall 0020
New Albany, IN 47150
812-941-2385
FAX 812-941-2667

Dear Colleagues,

Welcome to a new semester of teaching in the School of Education. As adjuncts you play an important role in preparing teachers, school leaders, and counselors for our schools. I can state confidently to anyone that our adjuncts are outstanding educators and caring professionals. The high quality of your work matters to us and to our candidates. Two very important ways we know about the quality of your work is through your syllabi and the assessments required in the courses you teach. Both of these also play a key role in providing evidence of your work and candidates' work.

When candidates complete key assessments in your courses we know they have learned certain key concepts, are meeting state and national standards and that you have delivered high quality teaching and service. Key assessments are used to make decisions about our candidates and help us in making improvements in the SOE. Your collection of key assessments and delivering the forms and or data to us is vital and critical. Assessment -as many of you know from your own experience- are pieces of information used to guide planning and advising. If you are teaching a course with a key assessment task assigned to it, please deliver the information to the School of Education immediately after completing your course. Your syllabi also serve as a contract with candidates enrolled in your classroom. They clarify your expectations as well as the expectations of the School of Education. We have a template that should be used as it contains the elements required by the School of Education. These ensure clear communication to our candidates and provide evidence of quality for our accreditation process. If you have questions about the syllabi template or assessments, please contact your program coordinator as soon as the assessment has been evaluated and by the date grades are submitted. A delay in receiving any key assessments jeopardizes our progress and impacts us negatively.

Thank you for your service to the School of Education and your cooperation.

Dr. Gloria J. Murray, Dean
School of Education

SCHOOL OF EDUCATION Information Guide

This document has been prepared to acquaint you with the School of Education and IU Southeast.
Revised 11/2014

The School of Education main office and many faculty offices are located on the bottom level of Hillside Hall. The licensing, undergraduate and graduate advising offices are located in HH 108. Office hours for the main office, HH0020, are as follows: Monday-Thursday, 8am-5:30pm, Friday 8am-4pm. *Summer hours may vary.*

The following website has an online version of the **Campus Adjunct Faculty Manual** which you will find very helpful.
<http://www.ius.edu/acadaffairs/facultymanual.cfm>

New Adjunct Orientation

Orientation is required for new adjunct employees. Dates will be provided. Contact your program coordinator if you have questions pertaining to the course you will teach.

User Account

You will need to set up a user account to access class rosters and enter grades. To do this, go to the following website: <http://itaccounts.iu.edu/> and follow the instructions. You have a choice of using Oncourse or Canvas until Summer 2016 after which you must use Canvas. For assistance with Oncourse other instructor aids go to <http://www.ius.edu/ilte/oncourse.php>. For assistance with Canvas go to <https://www.ius.edu/ilte/canvas.php>. For assistance with **OneStart** (grades and class rosters), go to <http://www.ius.edu/registrar/> and click on "Especially for Faculty".

Class Syllabus

The School of Education must follow guidelines set by our accrediting agencies. Please contact your program coordinator to make sure your syllabus is in compliance with program standards and/or see appropriate pages in this document. A list of campus holiday closings and breaks can be found at <http://www.ius.edu/registrar/> under Academic Calendar. Email your final syllabus to your Program Coordinator as well as the Receptionist at cadubois@ius.edu or the Administrative Assistant at klbowlin@ius.edu.

Copying and Duplicating

Requests for duplicating of materials should be given to the Receptionist, HH0020 who will process the request and return the materials to you. Allow 3-5 days for processing. Handouts longer than 10 pages should be sold through the campus bookstore or distributed to students online. Photocopying (copier is in HH0019) should be done on a limited basis.

Textbook Ordering

Textbooks are ordered online. Go to the IUS Bookstore at <http://www.ius.bncollege.com> under Faculty Resources for instructions on ordering books. **Go to the publisher's website to order a textbook desk copy.**

Office Hours

Consultation with students is an important part of instruction. Part-time faculty members should be (if at all possible) available to students before or after class or by appointment.

Parking

Parking permits may be purchased from the University Police in the University Center, Room 027.

Students with Disabilities Information

If a student identifies himself or herself as having a disability and requests accommodation(s), generally it is the instructor's responsibility to ensure that the learning environment is accessible. It is strongly recommended that instructors make arrangements to meet with students who choose to identify themselves in order to discuss in detail the particular accommodations that will be necessary. For further questions, contact the Disability Services Office in UC South room 207, phone 941-2243. The current disability statement must be included in every syllabus:

STUDENTS WITH DISABILITIES:

Students who have a disability that requires accommodations in the classroom should contact the Office of Disability Services by phone (941-2243) or email (mtspring@ius.edu) early in the semester so that their learning needs may be appropriately met. The student will need to provide documentation of the disability and if further documentation is needed, recommendations can be provided from the Office of Disability Services. Additional information about the Office of Disability Services may be obtained at: <http://www.ius.edu/asc/disabilityservices/>

Library

See Campus Adjunct Faculty manual for faculty privileges.
<http://www.ius.edu/acadaffairs/facultymanual.cfm>

Human Resources/Payroll

Pay dates are listed at
<http://www.ius.edu/hr/payroll/faculty-schedule.html>

Special Considerations

Faculty planning to conduct research at IU Southeast involving human subjects should consult the office of the Vice Chancellor for Academic Affairs, 941-2199, prior to beginning a project.

Student Evaluation of Teaching

Adjunct faculty are asked to administer a student evaluation of teaching, called SET, for each section taught. The SETS are conducted online through Qualtrics, a cloud server. A link will be emailed to you near the end of the course(s) with instructions on how to distribute to your students.

Annual Report for Faculty Adjuncts

Surveys are sent to adjunct faculty who taught during the previous calendar year. Thus, information about those teaching spring, summer or fall will be collected the following spring.

Faculty Guidelines for Accommodating Student Religious Observances (Circular 13-8V)

When planning courses, departmental programs, and other activities for the academic year, it is useful to remember the rich mixture of religious and ethnic groups that comprise our student population. The following list includes some religious holy days, civic holidays and festivals that occur during the academic year, variously observed by certain religious and ethnic communities. This list is not exhaustive, nor does the observance of all the holy days or holidays require absence from class.

The IU Southeast Religious Observances policy attempts to strike a reasonable balance between accommodating religious observances of students and meeting academic needs and standards. This policy requires instructors to make a reasonable accommodation when a student must miss an exam or other academic exercise because of a required religious observance. The policy also outlines a procedure that students should follow in requesting an accommodation.

IU Southeast's policy on accommodations for religious holy days or holidays for both students and faculty is available at: <http://www.ius.edu/diversity/faculty/resources.html>. Some illustrations of religious observances can be found there also.

- Faculty do not have to consider accommodations for the purpose of allowing students to travel away from IU Southeast for a religious observance.
- Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day(s) because of his/her religious beliefs must be given the opportunity to make up the work which was missed, provided that the makeup work does not create an unreasonable burden upon Indiana University. Upon request and timely notice, students shall be provided reasonable accommodation.
- The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.
- Attendance policies allowing for a specific number of dates to be missed without impact on a student's grade should not count absences for religious observance within that number.
- Making accommodations requires faculty and students to find suitable accommodation to cover the material from the course and complete all required work, including exams. It is not an appropriate accommodation to permit a student to not complete a portion of material from the course, or to miss an exam, and simply reduce that student's grade.

SOE Adjunct Faculty Information Guide

- Students are not required to prove attendance at religious services or events in order to obtain an accommodation for religious observance under IU policy. The students are required to give notice early in the semester. Please include this reminder in your syllabus.
- Chairs and supervisors of adjunct Instructors and all other instructional personnel have a responsibility to ensure compliance with this policy.
- Students seeking accommodations for religious observances can find the necessary form on the IU Southeast Diversity website or in one of the school offices. This form should be filled out and returned to the class instructor no later than the end of the second week of the semester in progress. Go to <http://www.ius.edu/diversity/faculty/resources.html>. Some illustrations of religious observances can be found there also.

To assist instructors and students in their planning, the Coordinator of Diversity for Academic Affairs encourages instructors to do the following at the beginning of each semester:

- Announce dates and times for examinations and other major obligations as early as possible.
- Ask students to let the instructor know about conflicts by the end of the second week in the semester so that accommodations can be made.

If, after discussion, the instructor and student cannot agree on a reasonable accommodation, either or both should seek the advice of the Coordinator of Diversity for Academic Affairs.

Academic Dishonesty

All members of the faculty have a responsibility to foster the intellectual honesty as well as the intellectual development of students. They should carefully scrutinize their methods of teaching and assignments in order to be sure that they encourage students to be honest. If necessary, the faculty member should explain clearly the means of cheating and plagiarism as they apply to the course. The following suggestions and comments should be applied by instructors in order to minimize the incidence of cheating:

- Insure security of examinations while they are being prepared.
- Provide for adequate and thorough proctoring of examinations.
- Consider the possibility that student's may have the teacher's guide to the texts currently being used.
- Require arbitrary seating of students at examinations in order to break up groups.
- Avoid the use of the same form of examination for succeeding sessions and for make-up exams.
- A request for an Incomplete may be considered a form of cheating when it is used to avoid low grades and protect grade averages. The common approach is to request an incomplete when grades are low, and then persuade the instructor to remove the incomplete with a grade of W (Withdrawal).

Should the faculty member detect signs of plagiarism or cheating, it is a **most serious obligation** to investigate these thoroughly and to take appropriate action as discussed in the *Code of Student Rights, Responsibilities and Conduct*. The *Code* contains definitions of cheating, plagiarism, possible penalties and procedures for handling cases. Student's attention should be called to the appropriate pages in the *Code* at <https://www.ius.edu/studentaffairs/codesummary.php>.

Attendance

Attendance is required. Illness, religious observances and participation in university-sponsored activities such as intercollegiate athletics are usually the only acceptable excuses for absence from class. (See Student Athlete Attendance policy at the Academic Affairs website.) Absences must be explained to the satisfaction of the instructor who will decide whether omitted work may be made up. A student who fails to attend a class or to withdrawal officially from class after having been warned, may be considered to have withdrawn unofficially and be given an FN grade in the course. A grade of FNN is given for a student who has never attended class.

Email Communication

In accordance with Indiana University Policy, IU Southeast uses electronic mail (email) as an official means of communication with IU Southeast students. A student's failure to receive or read official university communications sent to his or her official e-mail address does not absolve the student from knowing or complying with the content of the official communication. The full text of the IU Policy on Use of Email as Official Correspondence with Students can be viewed at <http://www.ius.edu/it/office-of-it/policies.php>

FERPA and Data Security

Indiana law makes one personally liable, with no protection from IU, for violation of the Family Educational Rights and Privacy Act (FERPA). Faculty need to be aware that practices that could potentially reveal individual student grades to others, such as sending grade spreadsheets to the entire class, posting their working grade book to their website, or just storing information containing student names, University IDs, and grade information on their computer and not in their protected network storage place, may incur such liability. The links below provide information as to the specific policies. Consult with the registrar if you have any questions about permissible practices under FERPA.

Link to the annual FERPA notice that IU is required to provide students:
<http://www.ius.edu/registrar/protecting-your-student-records.html>

Link to the FERPA Tutorial
<https://ferpa.iu.edu>

Link to the Protection of Sensitive Institutional and Personal Data Policy
<http://www.ius.edu/privacy-policy.html>

SOE Personnel

Support Staff

Kelly Bowling/klbowlin
Administrative/Dean's Secretary
HH 0020A, 941-2169

Charlotte Dubois/cadubois
Office Services Assistant
HH 0020, 941-2168

Laura Dunlevy/lldunlev
Secretary/Student Services
HH 108, 941-2386

Elizabeth Hopkins/elizhopk
Academic Advisor
HH 108E, 941-2449

Charlene Kimbro/cwkimbo
Recruiter/Advisor
HH 108B, 941-2251

Sarah Ruff/saruff
Budget Analyst
UC 103, 941-2163

Christina Thompson/cmt3
Pre-Education Advisor
HH 108C, 941-2207

Denise Townsend/datownse
Database Coordinator
HH 0021/941-2617

Mary Ann Wild/mwild
Student Records Specialist
HH 108A, 941-2388

Nicole Owens Wilson/wilsonno
Undergraduate/Graduate Licensing Advisor
HH 108D, 941-2593

Resident Faculty

Kevin Bailey/kbailey
Professor/Secondary/L Arts/NWP
HH 0014, 941-2624

Terri Beard/tbeard
Lecturer/Elementary
HH 0027, 941-2347

Cynthia Bradley/cybradle
Lecturer/Elementary Literacy
HH 0003, 941-2146

Mary Bradley/mabradle
Associate Professor/Counseling Coordinator
HH 0008,941-2346

Neil Brewer/nhbrewer
Senior Lecturer/Elementary
HH 0028, 941-2135

Faye Camahalan/fcamahahal
Associate Professor/Graduate Program
HH 0005, 941-2136

Sau Hou Chang/sauchang
Assistant Professor/Elementary
HH 0006, 941-2606

Marcia Davis/mamdavi
Lecturer/Elementary T2T
HH 0025, 941-2603

Robin Fankhauser/rfankhau
Associate Professor/Grad Studies Director
HH 0020B, 941-2301

Bradford Griggs/cbgriggs
Assistant Professor/Secondary Social Studies
HH 0011, 941-2951

Magdalena Herdoiza-Estevez/mherdoiz
Professor/New Neighbors Project
HB 103, 941-2302

Lisa Hoffman/lhh
Assistant Professor/Graduate Studies
HH 0029, 941-2137

James Hollenbeck/jehollen
Professor/Secondary Science
LF 247, 941-2360

Cathy Johnson/johnscat
Assistant Professor/Elementary Social Studies
HH 0025, 941-2428

David Losey/delosey
Lecturer/Secondary Psych
HH 0007, 941-2310

SOE Adjunct Faculty Information Guide

Sandra Loughran/sbloughr
Lecturer/Elementary Early Childhood
HH 0001, 941-2012

Deborah Mink/dvmink
Visiting Professor/Elementary Math
HH 0029,941-2466

Gloria Murray
Professor/Dean
HH 0020, 941-2448

Gary Pinkston/gpinksto
Associate Professor/Computer Education
HH 0004, 941-2183

Shifa Podikunju-Hussain/spodikun
Assistant Professor/Counseling
HH0015, 941-2658

Susan Ridout/sridout
Professor/Graduate Program
HH 0012, 941-2367

Kathy Ryan/kcarterj
Senior Lecturer/Special Education
HH0011, 941-2583

Gwen Shultz/gshultz
Visiting Lecturer/Special Education
HH 0009, 9412594

Jacque Singleton/jwrigh06
Assistant Professor/Elementary Literacy
HH 0031

Barbara Thompson Book/bacthomp
Associate Professor/Elementary
LB 330A, 941-2563

Tymika Wesley/tywesley
Assistant Professor/Graduate Studies
HH 0023, 941-2952

Alan Zollman/alanzoll
Vising Professor/Secondary Math
LF 247, 941-2697

Accessing OneStart or Oncourse

Need to create your accounts (get your username and create your password)?

<http://itaccounts.iu.edu>

Forgot your username and/or password?

Faculty may contact the Help Desk at 941-2447 for assistance with all computer problems. Visit the Help Desk online at <http://www.ius.edu/it> or stop by University Center South 212A.

View/Print Class Rosters Online

The following information will guide you through the necessary steps for viewing/printing class rosters using Oncourse or OneStart.

Via Oncourse/Canvas:

- # 1. Go to Oncourse (<https://oncourse.iu.edu>) or Canvas (<http://canvas.iu.edu>) to log in
- # 2. Click on the class link in the Oncourse Profile or the People link in Canvas
- # 3. Click "Create/Edit Roster"

Via One.IU

- # 1. Go to One.iu.edu (<https://one.iu.edu>)
- # 2. Search for class roster.

Via OneStart

- # 1. Go to www.ius.edu and click on Onestart (upper right corner) and log in.
- # 2. Click on "Faculty Systems".
- # 3. Click on "Go to Faculty Center". The instructor's course schedule appears.
- # 4. The column furthest right shows the class and grade for each course.

Electronic Grade Submission

Go to One.IU (<https://one.iu.edu>)to submit final grades.

Incompletes

The grade of I (Incomplete) indicates that the student has completed satisfactorily the major portion of a course but is prevented by extraordinary circumstances from completing the balance of the course. The grade of I will only be given if the instructor has sufficient reason to believe that the failure to complete the requirements of the course was due to factors beyond the student's control, and that it would be unjust to hold the student to the time limits normally fixed for completion of the required assignments. The grade of I will not be awarded simply to exempt a student from paying tuition for a repeated course.

In order to assign a grade of I, an instructor records the grade on the Office Grade Sheet and completes a "Documentation of Assignment of an Incomplete Grade" form available from the Registrar or at the School of Education's main office in HH 0020. The instructor must indicate the conditions for removal of the I. A copy is sent to the student. If the instructor does not otherwise act to

remove the I, the registrar will automatically change the I to a F at the end of one calendar year. Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade.

Late Withdrawal Policy

Students who have extenuating circumstances relating to extended illness or equivalent distress that prevent them from completing their classes and that cause them *not to meet the deadline* for withdrawing from classes may complete a "Petition for Late Withdrawal" form obtained from the Registrar's office.

- The deadlines for filing a "Late Withdrawal" petition are: March 15 for immediately preceding fall semester, September 1 for the immediately preceding spring semester and November 1 for the immediately preceding summer session(s). No requests for late withdrawal from terms before the immediately prior term will be accepted. Any requests after the established deadlines must be made through the Academic Bankruptcy Policy Part A process.
- A desire to avoid a low grade *is not* an acceptable reason for requesting a late withdrawal.
- Approval is not automatic and will be based on the criteria in the policy above. Students will be expected to provide appropriate documentation.
- The Vice Chancellor for Academic Affairs or his/her designee will act on late withdrawal requests according to the rules, dates and guidelines established with this policy.
- A completed withdrawal form, if approved, will be dated and processed as of the date it was originally submitted by the student to the Office of the Registrar.

Grade Appeals Process

The grade assigned by the course instructor at the end of the term is the student grade for that course. Only in exceptional cases will this final grade be changed. Such requests are normally initiated by the instructor to correct an error in calculation or recording of a grade.

If a student disputes his/her final grade, the student may go to <http://ius.edu/registrar/register-for-classes/grades/grade-policies-procedures.html> to read about the Grade Change Request Process and to print the Student-Initiated Grade Appeal form.

**Indiana University Southeast
School of Education Program**

A review of syllabi has revealed that many of our syllabi are missing required elements, have incorrect information, and/or missing elements that will document meeting NCATE Standards. The syllabus template will ensure that syllabi meet the SOE Guidelines, address NCATE Standards, and have the correct information. This template must be used for all courses. You may add other items but not delete any of the items. Contact Robin Fankhauser if you have any questions.

Syllabus Template: Remove Italics as appropriate

**Indiana University Southeast
School of Education**

Mission Statement: The mission of the Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

*Course Name/Number
Section Number
Semester, Date, Time, and Location of Class*

Instructor:

Contact information: *(Telephone, email, and other as needed)*

Office hours:

Course type: *(lecture, discussion, lab, hybrid, online)*

Oncourse/Canvas:

Course Description: *(use the one found in the IU Southeast Bulletin)*

Text(s): *(Required and/or optional)*

Candidate Outcomes/Objectives/Course Intent:

Program Standards addressed in this course:

Assessments and grading procedures:

Alignment to Program Standards , the SOE Conceptual Framework , the SOE Outcomes , SOE Dispositions , and SOE Diversity Proficiencies	Description of the Assessment:	How it is Assessed:
Program Standards: Conceptual Framework: SOE Outcomes: Dispositions: Diversity Proficiencies:		
Program Standards: Conceptual Framework: SOE Outcomes: Dispositions: Diversity Proficiencies:		
Program Standards: Conceptual Framework: SOE Outcomes: Dispositions:		

Diversity Proficiencies:		
Program Standards: Conceptual Framework: SOE Outcomes: Dispositions: Diversity Proficiencies:		
Program Standards: Conceptual Framework: SOE Outcomes: Dispositions Diversity Proficiencies:		

Add more as needed

Grading System:

Technology: (How is technology addressed in this course?)

Diversity: (How is student diversity addressed in this course?)

Disability Statement: In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act universities must accommodate students with disabilities. Faculty are an integral part to the accommodations process. Below is a syllabus statement that should be on all course syllabi:

STUDENTS WITH DISABILITIES:

Students who have a disability that requires accommodations in the classroom should contact the Office of Disability Services by phone (941-2243) or email (mtspring@ius.edu) early in the semester so that their learning needs may be appropriately met. The student will need to provide documentation of the disability and if further documentation is needed, recommendations can be provided from the Office of Disability Services. Additional information about the Office of Disability Services may be obtained at: <http://www.ius.edu/asc/disabilityservices/>

Knowledge Base/Course References:

Tentative course schedule and assignments:

IU Southeast Plan for Weather-related Delays and Closings:

1. Any decision to cancel or delay classes is made as early as possible and we immediately begin the process of notifying the local TV stations. We have no control over when or how the media announce the decision. We will also send a notice via IU- Notify and will post notices on the campus web site and on the campus phone system (812-941-2567). Note that the lodges will remain open even when the campus is officially closed.
2. We do not coordinate our decisions with those of area school corporations. However, if we have a class that meets in a school corporation building and that school is closed, the class will not meet, even if the IU Southeast campus is open. When classes on campus are cancelled, all off-campus classes are also cancelled.
3. A decision to cancel evening classes includes any class that starts before 6 pm but is still in session at 6 pm, as well as any class that starts at 6 pm or thereafter.

**School of Education
Indiana University Southeast**

“Educators Engaged in Growth”

School of Education (SOE) Mission

The mission of the Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

Conceptual Framework and SOE Themes

The SOE programs share a vision for its efforts in preparing educators to work in P-12 schools. The conceptual framework establishes the direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Our conceptual framework consists of four themes. These themes are: (1) High Quality, (2) Caring Professional, (3) Transformation of Schools and (4) Diverse Society.

Preamble

The mission of Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society. In recognition of the demographic shifts underway in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word “all” in our candidate outcomes. The outcomes listed below reflect the mission of the School of Education.

SOE Candidate Outcomes

Candidates completing School of Education programs of study will demonstrate:

1. Knowledge of content and the use of best practices in delivering effective instruction to all students;
2. Dispositions necessary to help all students learn; and
3. Knowledge, skills, and dispositions needed to participate in school transformation.

SOE Diversity Proficiencies

1. Learn about and respect diverse learners and their families
2. Understand social disparities that affect students and apply social justice within the classroom and the school
3. Create an inclusive learning community where differences are respected
4. Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work.

SOE Dispositions

Faculty and candidates will:

1. Respect the accepted legal and ethical norms and values of education.
2. Effectively interact and collaborate with others and foster similar behaviors among students.
3. Commit to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Commit to inquiry application of the knowledge base of education.
6. Exhibit enthusiasm and respect for education as a practice and a profession.
7. Commit to data-based decision making and fair practices.
8. Commit to continuous self-evaluation and personal improvement.
9. Are committed to the belief that all children can learn.