



Policy & Procedure Manual
Updated March 27, 2012

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Mission Statement

The mission of the School of Education, as a renowned learning community for the mind, heart and soul, is to guide the formation of moral and ethical educational leaders, to advance innovation in teaching and scholarship, and to foster social responsibility. Within the context of the Spiritan identity and University vision, we will accomplish our mission by exemplifying the scholarly and ethical standards of our profession as we provide meaningful learning experiences, support scholarship, and sustain mutually beneficial partnerships.

Identity Statement

Educational Leaders - Scholarship for Schools - Spiritan Tradition of Caring

Executive Committee

School of Education Communication and Decision Making Structure

Decisions

Decisions that impact the School are made at three places:

- The Dean
- Executive Committee
- Faculty Meeting

The Executive Committee members are the Dean, Associate Deans, and Chairs. Internal, Department-related decisions are made within the Department as prescribed by the Department Chair.

Roles

Dean

The Dean's role is articulated in the Faculty Handbook. However, with her agenda the following responsibilities are recommended:

- External constituencies and development
- University Representation of the School (two directions a. represent the School to the University and b. communicate to the School from the University)
- Final arbitrator for the School

Executive Committee

- The primary decision-making group in the School responsible for routing strategic and problem concerns.
- The EC may delegate decision making authorizations to school committees, councils, departments, and/or programs.
- A quorum for the EC is all members unless it is agreed a priori by all members to proceed with less than all members present. This will allow for line-item determination of what can be deliberated in the absence of a quorum. However, if an emergency decision has to be made and a member cannot give input, he or she accepts responsibility in those rare situations for the automatic authorization of the remaining members to establish a quorum on behalf of the group to handle the emergency decision in his or her absence.

Faculty Meetings (Department and School)

Decisions requiring full faculty approval will be routed by the EC to the departments for deliberation and the full faculty meeting for final decisions.

Lines of Communication (Figure 1)

- All strategic and problem concerns are sent to the EC.
- Faculty, programs, and institutes make requests to get items on the EC agenda through their Department Chairs.
- Committees, councils, and SAS will make requests to get items on the EC agenda through their reporting lines defined in the Organizational Structure.
- If the Dean makes an operational decision outside of the EC it should be reported at the EC and documented in the minutes.

Executive Committee Agenda

The EC agenda is proposed by the Dean at least two days before the EC meeting. EC members then make recommendations to modify the agenda by 4:00 the day before the meeting. The final agenda is reviewed at the beginning of the EC meeting and agreed upon as the first item.

Decision Making Process

Decisions will be made first by consensus. If consensus cannot be reached the EC will use Robert's Rules. The driving criterion for making decisions is what is in the best interest of the School of Education.

Accountability

Members of the EC are accountable to:

- Each other through mutual commitments and responsibilities
- The faculty in their reporting lines
- The SoE faculty at large

Faculty are held accountable first by their Department Chair and second by the Dean.

Committees, councils and SAS are held accountable by an associate dean as indicated in the Organizational Chart.

As the final arbiter of the school, all reporting lines lead to the Dean.

Communication of Decisions (Figure 2)

Policy and procedure decisions are documented in the minutes of the EC and Faculty Meetings and distributed to the faculty and staff of the school.

All policies and procedures are then documented in a School of Education Policy and Procedure Manual that is the operational guide for the school. The Policy and Procedures Manual is updated at least monthly and is housed online in pdf format (under the Faculty, Staff & Departments Menu).

Decisions are communicated through the Chairs to the faculty. Because Chairs have the primary responsibility to hold faculty accountable this reporting line will make it clear that decisions have been vetted through the Chairs and that faculty will be held accountable to those decisions.

Access to the Dean

The Dean invites all faculty to set meetings with the Dean as needed to discuss whatever he or she wants. The Dean is sensitive to respond to faculty needs within the decision making structure of the School to the greatest extent possible.

Figure 1. Requests for EC Agenda Items and Decision Making Sequence

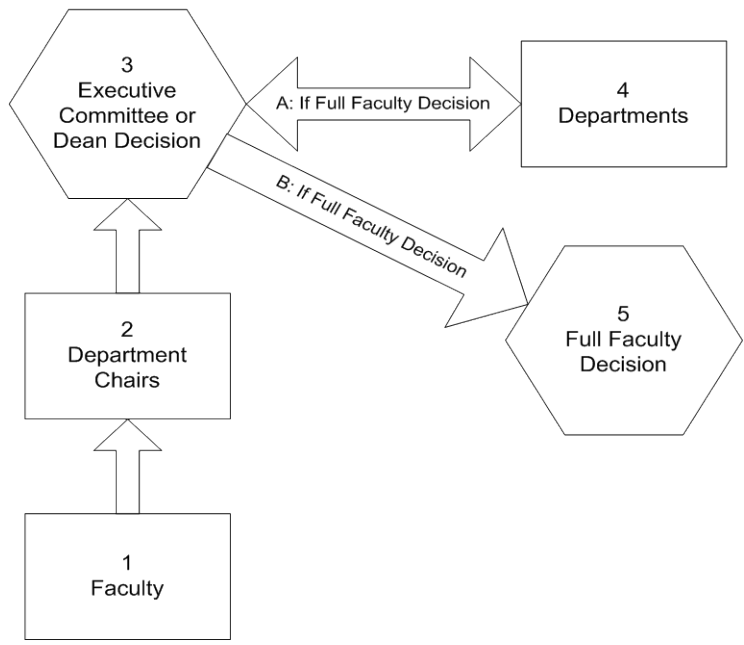
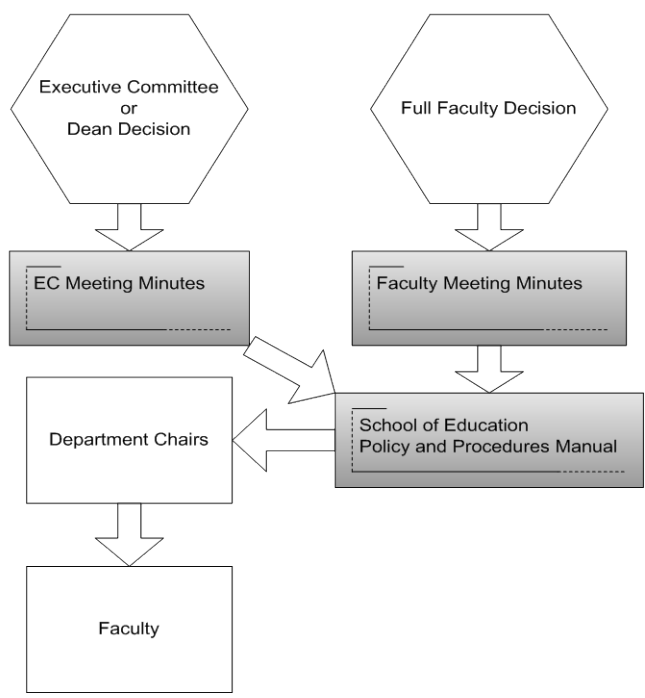


Figure 2. Communication of Decisions



Academic Grievance Appeal Process

If a student believes that “the actions of a faculty member have resulted in serious academic injury,” the student will be afforded the following appeal process:

A. It is the student’s responsibility to first contact the course instructor in writing to discuss and resolve the issue.

B. If the issue is not resolved, the student may submit a written request to the Program Director, if one exists, for a review of the course instructor’s decision. The written request should include a summary of the previous communications with the course instructor and an explanation of why a resolution was not reached. This request should include all relevant facts. In the event that the course is not overseen by a Program Director, the appeal goes directly to the Department Chair.

C. If the issue is not resolved as a result of the review by the Program Director or a Program Director is not involved, the student may submit a written request for a review of the decision by the Department Chair. This request should include a brief statement of the reason for review and a summary of the previous meetings in which a resolution was not reached.

D. If attempts to resolve the issue are not successful at the department level, the student may request that the case be submitted to the Office of the Dean for review. A written summary of prior communications regarding the unresolved issue must be submitted to the Office of the Dean.

E. If the student does not believe that the issue has been resolved, the student may file a written *Academic Due Process Grievance* with the Academic Vice President of the Student Government Association. The grievance shall state with particularity the allegation that the student is making and the basis on which the allegation is being made. It shall include statements from any witness or written matter, which may be helpful. This grievance must be filed within sixty (60) days after the beginning of the semester subsequent to that in which the grievance allegedly occurred. At this point, the student may contact the Student Government Association at www.sga.duq.edu for further information.

Reference for full description of Academic Due Process Grievance procedures; please see the Duquesne University Faculty Handbook, pp. 58-63 at <http://www.sites.duq.edu/academic-affairs/pdf/faculty-handbook-may-08.pdf>.

Academic Integrity

DUQUESNE UNIVERSITY SCHOOL OF EDUCATION

POLICY ON ACADEMIC INTEGRITY

Approved by the Faculty

[Note: This document is adapted from the Mission Statement in the University Catalog, and the new Academic Integrity Policy in the Student Handbook. All students should be thoroughly familiar with its provisions.]

Consistent with the Mission of the University to serve God by serving students through commitment to excellence, and a strong emphasis on moral and spiritual values, and the University's goal of educating the mind, heart and soul, the School of Education takes seriously its obligation to prepare students who continually strive for professional competence and maintain high ethical and moral standards. In this regard, academic integrity is inseparable from the University's Mission and goals, and fundamental to teaching, learning and scholarship. Students in the School of Education or students taking classes in SOE are expected to, and are responsible for maintaining academic integrity with regard to class assignments, examinations, and any other requirements related to their courses of study.

Section 1: Violation of Academic Integrity

Violations of Academic Integrity may include, but are not limited to, the following:

Cheating) Cheating on quizzes, tests, examinations or projects may include giving or receiving assistance or using unauthorized assistance or material as an aid in the completion of the assignment or project. (Unauthorized material may include, but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, palm pilots, cellular phones, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs, field placements), cheating may include forms of deception intended to affect grades, evaluations or other outcomes (e.g., using without permission, other students or teachers' lesson plans and project designs, falsifying, distorting or fabricating data on research projects, logs, or journal entries). Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments (e.g., writing papers, preparing reports, developing and designing lesson plans, developing course projects, or solving problems). Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

Plagiarism) Plagiarism in papers or other written, electronic or oral work, or student authored or designed computer programs/projects, or lesson plans (including essays, research papers, theses, dissertations, presentations, class projects, lab reports, or work for publication) may include, but is not limited to, student use--whether by summary, paraphrase, copying, direct quotation, or a combination--of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the

source's specific language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper or project copied from another student, or prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

Deceit in academic matters. Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive, or attempting to adjust a score or grade on a graded paper or test, or on the instructor's gradebook or recording system. It may include falsifying information on field placement evaluation forms, or forging the signature of field placement supervisors or others with the intent of deceiving University/SOE officials.

Misuse of documents. Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized, including letterheads). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Assistance in the violation of Academic Integrity Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons, e.g., assisting in acts of cheating or allowing another student to copy your work.

Violations of Academic Integrity--whether or not they are the result of a deliberate intent to deceive--are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from the class; and/or suspension or dismissal from the School or the University. Information regarding such violations will be maintained in student academic files and may be included in transcripts and other official University documents.

Faculty and students have the obligation to know, understand, and practice the policies outlined herein.

Students

- Learn what Academic Integrity means and why it is vital to the mission of the Duquesne University community, and to the SOE
- Ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
- Carefully document all research and work done in the completion of each assignment for which other resources are consulted
- Alert course faculty or School administrators upon learning that another student may have violated any of the academic policies.
- Do not allow other students to copy your work

Faculty (including Graduate Teaching Assistants)

- Discuss the importance of Academic Integrity, especially early in each course;
- include on course syllabi an explicit statement about Academic Integrity, possible sanctions for plagiarism and cheating, and positive impact of Academic Integrity on the SOE community and the field of study or profession;
- Explain what constitutes plagiarism and how to avoid it, and encourage open discussion and inquiry about University, School and faculty expectations for Academic Integrity
- Provide clear guidelines about standards and expectations regarding collaboration, citation, use of notes during exams, etc.
- Refer students to <http://www.library.duq.edu/internetresources/citation.htm>, which has information about writing, grammar style and proper citation.
- Change exams and problem sets annually
- Reduce the temptation to cheat by, for example, having students sit at a distance from each other or producing alternate versions of an exam
- Support consistent handling of Academic Integrity cases by reporting suspected instances of cheating or plagiarism to the department chair

Section 2: SOE Procedures for Adjudicating Alleged Violations of Academic Integrity

Violations of Academic Integrity, whether or not they are the result of a deliberate intent to deceive, are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from the class; and/or suspension or dismissal from the School or the University. Information regarding such violations will be maintained on file in the dean's office. Following a ten-day appeal period (see section 3) this file may be forwarded to the University Director of Judicial Affairs, who maintains a confidential database that includes academic as well as other violations of University policy.

- In cases where plagiarism (as outlined in section 1) is found in any document submitted by a student as part of course work, lab report, project or any assigned work, the assignment may receive a score of zero. Opportunity of a rewrite may be given at the discretion of the instructor.
- In cases of repeated plagiarism in documents produced by a student as part of course work, lab reports, computer programs and projects, or assignments, the student may be given an F for the course. In such a case the allegations should be discussed with the program director if the program has a director, and/or department chair. If the department chair is in agreement with the instructor, the student should be informed, in writing, in advance of receiving his/her grade. Should the department chair disagree with the instructor, he or she (the instructor) has the right to appeal to the dean. The decision of the dean is final.
- In cases of cheating, as outlined in section 1, the appropriate sanction will be at the discretion of the faculty member. Sanctions may range from a verbal warning to failure of the entire course or suspension from the school, depending upon the severity of the offense. The allegations should be discussed with the student, in the presence of the program director if the program has a director, and/or department chair. If the department chair is in agreement with the instructor, the student will be informed, in writing, in advance of receiving his/her grade. Should the department chair disagree with the instructor, he or she (the instructor) has the right to appeal to the dean.

- In cases of plagiarism found in research papers submitted as requirement of a course or project, and intended for publication, the student may fail the course, and his/her work will not be submitted for publication without being re-written.
- In cases of plagiarism found in theses or dissertations, the student may not be awarded the degree, and his/her work will not be submitted for publication without being re-written
- Cases of deceit or fraud, as outlined in section 1, should be communicated in writing to the dean of the SOE, and in cases where the student is not enrolled in the school in which the violation took place, the dean of the school to which the student is affiliated. Violation of the policy on deceit or fraud may result in failure of a course or suspension from the school after consultation with the instructor and department chair involved.

Section 3: The Student's Right to Appeal

The SOE Academic Integrity Committee (SEAIC)

In cases when a sanction is imposed, the student may appeal to the SEAIC which consists of three members of the faculty, appointed by the dean, as well as one graduate student, and one senior undergraduate student, who will act as non-voting members.

It is the instructor's responsibility to keep a record of the violation and the sanction, copies of which should be kept in the Dean's office, and made available for the SEAIC upon request.

In cases where the sanction results in a reduced grade, or failure of the examination or course, the student has the right to appeal to the instructor, program director, and department chair. If in the student's opinion the matter has not been resolved, he/she has the right to appeal to the SEAIC within 30 days of receipt of the grade. All appeals to the SEAIC must be written. The SEAIC will issue a final recommendation to the Dean of the SOE, and the Dean of the school to which the student is enrolled. Both Deans will be involved in making the final decision, and the student will be informed, in writing, of their final decision. The decision of the dean or deans is final.

In cases where the sanctions is greater than failure of the course in which the violation occurred, the student must be informed of the sanction in writing by the department chair or Dean of the SOE, and must be informed in writing of his or her right to appeal to the SEAIC. All appeals to the SEAIC must be written and filed within 30 days of being informed of the sanction. The SEAIC will issue in writing a final recommendation to the Dean of the SOE, and the Dean of the school to which the student is enrolled. Both Deans will be involved in making the final decision, and the student will be informed, in writing, of their final decision.

The student has a period of 10 days in which he/she may appeal to the Provost if he or she wishes to contest the findings of the SOE. The procedure for the handling of such an appeal by the Provost is outlined in the University catalog.

Act 48

ACT 48 REVENUE POLICY

Approved by Executive Committee 7/15/10

Policy:

Students may take School of Education courses for Act 48 credit. However taking a course for Act 48 credit is not recorded in the Duquesne University transcript nor do they contribute to GPA. The student does not have to be a Duquesne University student. The cost to take the course for Act 48 credit will be \$100 per credit or \$300 for a typical three credit course.

Procedure:

The student will obtain permission to take the course for Act 48 credit from the instructor by completing the Act 48 Course Request Form. The student will obtain approval from Department Chair. Upon approval from the instructor and department chair the student will submit a check made out to Duquesne University and deliver the check to the designated staff member in SAS. Once the check is received SAS will send an email to the instructor providing notification that the check was received. SAS will deposit all checks into a designated account and the funds will be added to the pool of funds by the School of Education to support Additional Research Travel Funding. The Act 48 credit is then submitted through the process documented at <http://www.duq.edu/education/sas/act48.cfm> by the student.

How to Request Act 48 Hours/Credits.

Please contact Michael Dolinger, Director of Student and Academic Services at 412.396.6647 or dolingerm@duq.edu. Please submit your request by visiting the [ACT 48 Request Page](#).

Who Needs Act 48 Reporting?

All certified school personnel are covered under ACT 48. Effective July 1, 2000, the Commonwealth of Pennsylvania enacted Act 48, mandating a continuing professional education program for professional educators to maintain active certification.

What is Needed to Comply with Act 48?

The continuing professional education program requires the satisfactory completion of continuing professional education every five (5) years. These requirements can be met by completing one of these options:

- six (6) credits of collegiate study;
- six (6) credits of continuing professional education courses;
- one hundred eighty clock hours (180) of continuing professional education programs, activities or learning experiences; or
- any combination of collegiate credits, continuing professional education courses, or other approved programs, activities or learning experiences equivalent to one hundred eighty (180) clock hours.

How are credit hours and clock hours calculated?

The Pennsylvania Department of Education (PDE) states that for the purposes of calculating hours and credits of continuing professional education, one (1) credit of collegiate studies or continuing professional education courses shall be equivalent to thirty (30) clock hours of continuing professional education programs, activities or learning experiences. Each hour of participation in an approved activity will be calculated as 1 clock hour of participation.

Who Qualifies for Act 48 Credit?

Only offerings made by "Approved Providers" qualify for Act 48 credit. The Duquesne University School of Education is an Approved Provider of collegiate studies as well as other activities, programs, and learning experiences that are offered through projects, grants, etc. in the School of Education. These other activities, etc. may include:

- curriculum development and other program design and delivery activities
- professional conferences and workshops
- education in the workplace, that relates to the professional educator's area of assignment
- review, redesign and restructuring of school programs, organizations and functions
- in-service programs that comply with guidelines established by PDE
- early childhood and child development activities for professional educators, K-3
- special education activities for professional educators of students with special needs
- other continuing professional education courses, programs, activities, or learning experiences sponsored by PDE

How Do I Know When my Act 48 Credits/Hours Have Been Reported?

You may check your Act 48 progress at the [PA Department of Education Records Management Site](#)

Advanced Standing

Effective May, 2006

On recommendation of a Program Director, a student may transfer a maximum of 12 credits of appropriate graduate work (3 per every 15 required graduate credits) taken at other approved colleges or universities. The transfer of credits within Duquesne University, as well as the maximum credits accepted, will be approved at the discretion of the individual program. The transfer of credits from another degree can be permitted for certification, at the discretion of the individual program. The transfer of credits applied toward a previous degree can be permitted for a second degree, at the discretion of the individual program. Only courses with grades of A or B will be considered for transfer, provided the courses are in keeping with program requirements and are within the School's six-year Statute of Limitations. Requests for transferring credits should be presented to the Graduate Admissions and Advisement Office. No graduate credit is allowed for study in continuing education, correspondence, extension courses or life and work experiences.

Application Fee Policy

Application fees are collected from all applicants to the School Education unless the applicant has been a student within the School of Education and (a) has received a terminal degree or Duquesne Certificate or (b) was an active student within the past 5 years.

If the student applies to more than one program at the same time (i.e., intended matriculation is within in the same semester) only one application fee is collected.

The minimum application fee for a paper application is \$50. Departments reserve the right to increase application fees for a particular program. The fee for an online application is waived. The fee is also waived for catholic clergy.

Centers

Center for Advancing the Study of Teaching and Learning (CASTL)

Center for Character Education

Center for Crisis Intervention and Prevention (CCIP)

*The Center for Evaluation, Research, and Policy Analysis at Duquesne University
CERPA*

Leadership Institute

UCEA Center for Educational Leadership and Social Justice

Change of Grade Policy for Graduate Courses

Approved by Academic Council 12/3/2007
Effective 2008/2009 Academic Year

- (1) One year from the date that an “I” grade is recorded, the “I” grade will be converted to an “F” grade whether or not that course is part of the regular graduate program curriculum.
- (2) In case of courses such as practicums, internships or dissertation study, faculty continues to have the option to assign an “IP” grade.
- (3) In the case of an extenuating circumstance, the dean and registrar will discuss the situation and agree upon a recommended course of action. Their recommendations will then be referred to the Provost Office as necessary.
- (4) An “I” and/or “F” grade cannot be converted to a “W”.
- (5) Reaffirming the existing policy, a graduate student with an “F” grade cannot graduate, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must retake the course or an equivalent course.

(6) The Graduate Council recommends that the last day for graduate students to be able to withdraw is 12 weeks after the beginning of the semester. For summer sessions, the graduate student can withdraw up to the official last day of classes for the summer session in which the class is being taken.

Continuous Registration Policy

Adopted by Graduate Studies Council 5/14/10

In order to qualify for continuous registration, a master's (thesis) or doctoral student must have completed all required courses and have earned (or have previously registered for) all required thesis or dissertation credit. In order to maintain an enrolled status once all required credit has been earned, students must be registered for a Continuous Registration FT (GRED 702 01) class for required fall and spring terms of enrollment up to the point of graduation. Continuous Registration FT will be charged at the appropriate fee available at <http://www.duq.edu/student-accounts/tuition/fees.cfm>.

For master's or doctoral students who "stop out" and have missed required terms of continuous registration, retroactive continuous registration sections will be created and students charged the flat rate for the number of required semesters missed.

A student may not use continuous registration just to enable full time status while the student is still earning credit. However, should a student who is still earning credit toward a program of study need to "stop out" the student should simply not register for that semester. In such cases the student will remain an active student and be able to resume classes when ready.

Course and Program Review Process

A Letter of Intent is prepared for significant proposed course or program actions (new, revised or closing). The Department Faculty/Program consults with the Department Chair prior to starting the ACC Course or Program Approval process; and documents said notification on the ACC Course or Proposal form.

A standing agenda item will be added for all Executive Committee meetings for Department Chairs to discuss Intent for a proposed action from their respective department. Intent should be circulated to the EC members in the week prior to the scheduled meeting to expedite the discussion at the meeting. If an EC meeting is not scheduled in a reasonable time frame, the Intent may be reviewed and feedback collected electronically.

Following review by the Executive Committee, formative feedback will be provided in the form of questions and/or recommendations. The questions and recommendations should be addressed in the completed Academic Curriculum Committee proposal. This process does not replace the ACC process.

Course Enrollment Minimums and Maximums

The undergraduate minimum per course enrollment is 10 students; the graduate minimum per course enrollment is 6 students. The maximum enrollment of graduate or undergraduate courses will be based on two factors – course content and financial realities.

Course Size Policy

Approved by the Executive Committee January 7, 2011

Policy:

The intent of this policy is to ensure that the School of Education delivers various types of courses in a cost effective manner. Despite fiscal realities, there must continue to be attention paid to course quality and academic integrity.

Specifically, in consultation with the department chairs, course schedules should be planned with an effort to minimize the number of sections offered and prevent unnecessary proliferation of course sections. Certainly, foundational survey courses can be offered with at least 25-30 students through the coordination of program schedules allowing for different programs to offer the foundational survey course in the same semester. On the other hand, writing intensive courses should not exceed 20 students and online courses, although they can be intensive, should strive to not dip enrollment below 12-15. Other types of courses should be enrolled to the maximum possible while maintaining the quality and personal attention that has come to define the School of Education's professional preparation courses.

Procedure:

The LTQC/LTP and graduate programs will work proactively with the undergraduate advisors, graduate advisors, and registrar to ensure that courses are planned so that students will be able to carry full schedules throughout their course of studies.

Freshman and sophomore School of Education undergraduate courses, to the degree possible, will be scheduled according to the university schedule of classes to prevent students from not having options for other university core classes.

Department chairs will review course schedules to ensure every effort is made to deliver high quality courses in a cost effective manner as defined in this policy. Particular attention should be paid to consistently under-enrolled courses for review.

Projected Implementation: Fall 2011.

Credit Hour Policy

The University policy on the definition of a credit hour is implied in the Schedule of Classes on the calendar page. Because the School of Education requires more clarity to determine if proposed classes meet credit hour standards, the following guidelines for the meaning of a credit hour will be applied.

One credit hour of academic credit usually consists of 150 minutes of work per week for a semester of not less than 15 weeks. The basic measure may be adjusted proportionally to reflect modified academic calendars and formats of study. For traditional lecture courses the 150 minutes of work per week are typically one-third in class and two-thirds in preparation for class. For lab credits, the breakdown is typically two-thirds in class and one-third in preparation for class.

When students are registered for e-learning, independent study, or dissertation credits, the appropriate number of credit hours will be determined using the same method. Each credit hour corresponds to at least 150 minutes of weekly effort by the student throughout the semester. When students are registered for seminars, field experiences, practica, student teaching, or internship, each credit hour corresponds to weekly effort as indicated by learning outcomes and accreditation standards.

Class start and end times listed in the schedule of classes must reflect the above guidelines and include time for reasonable breaks, given the duration of a single class period that is above and beyond the minimum scheduled class time.

Criteria for Doctoral Dissertation Committee Service

Policy:

Prerequisite Experience: A faculty member must have served as a committee member on at least two defended dissertations as a faculty member at Duquesne University prior to agreeing to chair or co-chair a doctoral dissertation. New faculty hires are automatically granted Dissertation Faculty status. Beginning January 1, 2011, any faculty member who intends to chair or sit on a committee must take the Collaborative Institutional Training Initiative (CITI) Training for IRB. The training must be renewed every three years by taking a refresher course. The only exception to this is if you have filed an IRB with the Office of Research before January 1, 2011 and you have NIH Certification.

Dissertation Faculty: Faculty must be a full time faculty member with a doctorate. Faculty are permitted to serve as a member, co-chair or chair of doctoral dissertation committees. A minimum of four scholarly units during a four-year period are needed to maintain Dissertation Faculty status. A newly hired associate professor with tenure would have met the necessary requirement to serve as chair. A newly hired assistant professor and associate professor without tenure must serve on two committees before applying to serve as chair.

Moratorium in Effect through June 30, 2013: Due to recent retirements there is a void in the number of faculty able to chair dissertations; and to serve on two completed committees may take two or more years to achieve. Therefore, effective immediately, there is a one year moratorium on the extant policy; as well as implementation of a training/mentoring process to bring various faculty members up to dissertation chair preparation level in a relatively short period of time. Dr. Tammy Hughes and Dr. Jim Henderson will coordinate the process and it is open to all eligible faculty members in the school.

The following are suggested values for scholarly activity. Exceptions to the suggested activities values can be made on an individual basis by a petition to the Department Chair.

Scholarly activity equal to 2 units

- One funded major peer reviewed external grant (as determined by Department Chair)
- One book published by a recognized publisher of books of the discipline
- Editor or Associate Editor of a major journal or monograph series

Scholarly activity equal to 1 unit

- One unfunded peer reviewed external grant
- One presentation at a national or international conference (as determined by Department Chair)
- One publication in a national peer reviewed journal
- One book chapter in an edited book published by a recognized publisher of books of the discipline
- Editorial Board member
- One monograph (as determined by Department Chair)
- Evidence of the scholarship of teaching and learning (as determined by Department Chair)*
- Service as dissertation chair[†]

Dissertation Faculty status will be reviewed every four years.

Other committee members or a co-chair may be included at the discretion of the Department, but may not supersede the above standards. That is, only full time Duquesne University faculty members with a doctorate can chair or at least one full time Duquesne University faculty member with a doctorate is required to co-chair a doctoral dissertation committee.

Procedure:

Dissertation Faculty status is verified by the Department Chair in association with the annual review process. Every four years, faculty wishing Dissertation Faculty status will complete a form documenting at least four scholarly activity units to be attached to the annual report. A master list of Dissertation Faculty will be maintained in the Office of the Associate Dean for Graduate Studies and Research.

Grandfather Rule (applies to the 2008 Academic Year). All full time faculty are grandfathered to have Dissertation Faculty Status. Current agreements to serve on dissertation committees continue to apply.

Implementation of the initial review will begin Fall, 2007 and be completed before Fall, 2008. By Fall, 2008 all faculty members wishing Dissertation Faculty status will have been reviewed.

* The definition for the scholarship of teaching and learning used in this policy is provided by Huber and Hutchings (2005) in *The Advancement of Learning: Building the Teaching Commons* that states the four processes of the scholarship of teaching and learning are: 1) framing questions, 2) gathering and exploring evidence, 3) trying out and refining new insights in the classroom, and 4) going public with what is learned in ways that others can build on.

†Maximum total value for dissertation service is 2 units during a four year period. Dissertation service is counted when the dissertation is defended, i.e., the signed dissertation signature page provides documentation.

Cross-Listing Undergraduate and Graduate Teacher Education Courses

Policy: This policy pertains only to courses delivered to teacher education students seeking their Initial Teacher Education Certification. When an undergraduate level course meets PDE competencies and leads to the same Initial Certification as a graduate level course, the undergraduate course may be cross-listed and also assigned a graduate level subject code and course number. The course may be taught to both graduate and undergraduate students in the same course section, and the curriculum does not have to be differentiated for graduate students because they are preparing for the first instructional certificate as are the undergraduate students taking the class.

Procedure: In relation to an existing undergraduate course, the associated graduate course should be submitted as a Minor Change request to the Academic and Curriculum Committee for approval to add the cross-listed course.

Data Collection Requirements for Teacher Certification

In order to protect confidential information, the School of Education will not authorize the use of student's social security numbers in any data collection or reporting requirements within the university or to external organizations (e.g., Pennsylvania Information Management System, PAsecureID, PA Department of Education). This is in keeping with existing university policy.

Dean's Office Procedures

In order for the Dean's office to better serve the faculty and staff in the School of Education; we have outlined the following procedures that we hope will achieve that goal:

(1) Phone Calls - The Dean's office frequently receives phone calls for/about adjunct faculty members and in order to know which department to forward the calls to, we are requesting that adjunct faculty names and contact information be provided to us each semester on a continuing basis as follows: by mid-August for the fall semester, mid-December for the spring semester, and mid-April for the summer semester.

(2) Accreditation Visits - With 19 different accreditations enjoyed by the programs in the School of Education, the duties and responsibilities commensurate with those accreditation visits will be handled in the various departments in consultation with the Chair, appropriate program faculty, and the support staff of that department. Any involvement of the Dean's office will be requested from that Department Chair.

(3) General Building Maintenance - Maintenance calls relating to specific offices (office temperature, electrical/lighting issues, water leaks, etc.) are to be handled by that department's

office support staff, who will report the problem to Facilities Management or complete a Maximo request. General Canevin Hall building maintenance issues and/or emergencies (such as bathrooms, classrooms, hallways, elevators) may be reported to the Dean's office (Eileen Junazski) for repair.

(4) Scheduling of Conference Rooms - Just as a reminder to faculty and staff, please do your best to avoid placing a call the Dean's office staff to reserve rooms. The procedure for scheduling the use of conference rooms in Canevin Hall is to send an email to Eileen, Bernie, Gail, and the Dean's office student aide. The requests will be filled in the order they are received and you will receive an email response to confirm. When a phone request is made, there is a chance that the room that appears to be available has already been properly requested by someone else via email and just not placed on the calendar yet.

(5) First Floor Photocopier/Maintenance - (refilling paper, toner, staples, reporting problems) of the photocopier on the first floor will be the responsibility of the DCPSE support staff who are on site until 6:00 PM and located in room 109. Paper for the machine will still be provided and ordered by the Dean's office and stored in Room 109. The machine's toner, staples, etc. are provided by the repairman who periodically checks the status of these supplies.

(6) Mail Deliveries - Packages and special mail deliveries with signatures required currently are processed through the Dean's office and a phone call is made to let the recipient know that a package has arrived for them. The new policy will be to have the delivery person take the package to our mailroom, or for large or heavy items, directly to the department of the recipient. It will be the responsibility of each department or individual to periodically check the mailroom for expected packages.

(7) Accounts Payable checks will no longer be hand delivered to recipients each Friday. The Dean's office will retrieve the checks from the Cashier's Office after 12:00 noon, and Rebecca Donatucci will sort the checks. The hour between 2:00 and 3:00 has been set aside for those people who are expecting a check to go to Room 404 to pick it up.

(8) Keys - In order to ensure security for our offices (personal property as well as confidential material), master keys will no longer be made available to student aides. Packages delivered to faculty members will be placed in their respective department office until they return to their office. Faculty and staff who require admittance to their office (due to misplacing their key, etc.) must either locate Walter or June (the housekeepers) or call Public Safety to unlock their office, rather than request the use of master keys from the Dean's office staff.

(9) Items for the Dean's signature - To provide a more efficient process for items requiring the Dean's signature, and to eliminate the time wasted by the Dean's staff in calling each person to inform them that their item is signed, we are putting the following plan in place effective immediately. All items brought in for signature must be in a folder or an envelope (if it is confidential in nature). The folder or envelope must include the name of the person to whom the item GETS RETURNED after it is signed. Generally the turnaround time will be one day. Signed items will be placed in a "return box" or folder from which you may retrieve your item any time after 2:00 PM on the day following drop off of the item.

Delaware Study

The following schedule type designations will be recognized as organized class sections for the annual Delaware Study:

- Clinical
- Hybrid Course
- Laboratory
- Lecture
- Lecture/Lab
- Online
- Recitation
- Seminar
- Studio

Distance Education

There are five states which the Provost has decided not to pursue for Duquesne's Distance Education: Alabama, Arkansas, Iowa, Massachusetts, and Wisconsin. Accordingly, we will not accept any new students from these states. Furthermore, if a military student lists his/her permanent address as one of those five states, then we cannot enroll them in our programs/classes since we are not authorized to offer distance education programs to residents of those states.

This decision was based on the following reasoning for each of these states:

Alabama and Arkansas: Both require agents in residence and, upon advice of our General Counsel, we believe the cost would be prohibitive to keep a law firm on retainer in those states.

Iowa: Iowa's state laws are very restrictive. Although we are approved to operate by the Commonwealth of Pennsylvania, Duquesne University was not established by state statute and therefore we do not satisfy their requirements to operate there.

Massachusetts: Massachusetts has burdensome financial requirements and it is doubtful, given its location, that we would recoup our financial investment there through student enrollments. They require a base deposit of \$10,000 + \$2,000 for each degree program offered + \$4,000 annually (for the first five years) + \$4,000 for a possible site visit + an agent in residence there (which we assume can be met by engaging a law firm to act on our behalf).

Wisconsin: Wisconsin actually required a personal conversation with our Associate Provost. They recommended that we teach-out our current students and withdraw our application based upon our enrollments. They require an initial deposit of \$2-5,000 + annual renewal fees + a large surety bond as well as an 80-page application just to start the process.

Elections for School and University Positions

Elections for service positions at the School and University level are conducted by the Dean's office in the following manner. Eligible faculty for an elected role are nominated by eligible voting faculty using confidential nomination ballots. Voting faculty may nominate multiple eligible faculty and/or oneself. The three eligible faculty with the most nominations are asked if

they would like to stand for election and those agreeing form the slate for the election. If less than two eligible faculty agree to stand for election, the next three eligible faculty with the most nominations are asked if they would like to stand for election. If the number of eligible faculty with votes in the top three is tied, all individuals in the tie are included in the request to stand for election (e.g., if Faculty A got 10 nominations, Faculty B and C got 9 nominations, and Faculty D got 8 nominations, all four Faculty would be asked to stand for nomination). Once the slate of at least two eligible faculty is formed, the final election is held using confidential ballots. Voting faculty vote for **only** one individual on the slate. The individual on the slate garnering the most votes wins. A tie for the most votes requires a runoff election comprised of a slate of only the eligible faculty involved in the tie.

Facilities and Administrative (Indirect) Costs Sharing

Facilities and Administrative Costs (F&A Costs; “grant overhead”) returned to the School of Education will be distributed in the following manner: twenty-five percent (25%) to the Principal Investigator, twenty-five percent (25%) to the Department of the Principal Investigator, and fifty percent (50%) to the Dean’s office. Funds distributed to the Department of the Principal Investigator will be administered by the Department Chair. The Department Chair will be responsible for developing a procedure for allocating such funds within the Department. In cases of multiple Principal Investigators within or across Departments or Schools, funds at each relevant level will be divided evenly.

Faculty Buyout Policy

Approved by Executive Committee 7/15/2010

Policy

Faculty buyouts are written into grant proposals to allow teaching time to be used for research associated with the awarded grant. The amount of the salary buyout is based on the percentage of faculty time documented on the Duquesne University Office of Research Internal Transmittal Form on item B.4. Percent effort of PI. The buyout is not computed based on part-time faculty replacement cost. The faculty may not buyout more than 20% of the School’s normal teaching load described in the School of Education’s Instructional Workload Policy. For a research active faculty member expected to teach 15 credits of classroom teaching this amounts to a buyout of 3 credits.

This School of Education policy does not supersede the Duquesne University Administrative Policy #44 "Development of Faculty Research Proposals to Governmental, Corporate, Foundation and Private Sources." This policy does not preclude supplemental income from grants as described Duquesne University Administrative Policy #43 “Supplemental Income from Grants.”

Both the faculty member’s Department Chair and the Dean must approve all buyout requests.

Procedure

The amount of the buyout is the faculty member's salary at the time the grant is awarded multiplied by the percentage of faculty time documented on the Duquesne University Office of Research Internal Transmittal Form on item B.4. Percent effort of PI. The level of restrictions detailed in the grant will determine if only salary or both salary and benefits are bought out.

The grant funded portion of the faculty member's salary then is replaced by proceeds from the grant. The faculty member's portion of the regular salary that is equivalent to the buyout amount is then freed for the faculty member's Department Chair to use to cover expenses incurred as a result of the full-time faculty buyout.

The buyout funds transfers can be administered in one of three ways, with the first being most desirable.

1. Through salary review process if the grant is known in advance of the start of the fiscal year
2. Scheduled Payroll Authorization (SPA)
3. Fiscal Transfer – can be processed if a mistake has been made. Request a fiscal transfer – reconcile the accounting. This is the least desirable approach.

The Duquesne University Office of Research will notify the Duquesne University Office of Institutional Research that the buyout has been authorized so that the Instructional Full Time Equivalent (IFTE) can be adjusted for the faculty member awarded the buyout.

The Office of Research will notify the faculty member, Department Chair, Dean, and Provost when an award containing purchased release time is received.

Faculty Handbook

<http://www.duq.edu/frontpages/main/pdf/FacultyHandbook.pdf>

Grant Procedure

Complete the [Office of Research Transmittal Form – SoE Version](#) at least two weeks before you plan to submit a grant, contract, or request for governmental funding. The Associate Dean for Graduate Studies and Research will route the form to the appropriate University office.

Health Insurance

Doctoral students are classified as full time students and as such are eligible for (but are not required to take) the student health insurance program. For the Spring 2007 semester, we have not determined how to make it optional in terms of the automatic charge on a student's bill. The program is discretionary for doctoral students at this time but they must take some action to opt out. We hope in the future to reverse the process and make them opt in but we are not there yet. For this next semester (and perhaps the Fall 07 semester), if a doctoral student does not want the insurance, they need to let us (Risk Mgt or Hulse QM, our contractor) know. (12/19/06)

“I” Grade Policy

An application for an incomplete “I” grade may be submitted to the Dean’s office for approval for any course with the mutual agreement of the student and instructor. The Incomplete Grade Application is available on-line in the SoE Policy and Procedure Manual.

Students who are unable to complete course work may discuss with their instructor the possibility of receiving an “I” grade for the course. To be eligible for an “I” grade a student must be making reasonable progress in the course and in good standing.

Once the course work has been completed, the instructor completes a *Change of Grade Form*. The instructor will submit the *Change of Grade Form* and the “I” *Grade Application* to the Dean’s Office for signature. The signed *Change of Grade Form* is sent to SAS for entry into the system. For Graduate Students, “I” grades not remediated within one year become permanent “F” grades. For Undergraduate Students, “I” grades not remediated by the date specified in the academic calendar (about midterm of the following semester) become permanent “F” grades. It is not necessary to re-register for the course to remediate an “I” grade.

In Progress “IP” Grade Policy

The in progress “IP” grade is awarded for a course that normally will extend past the grading period deadline. Such courses include practica, cognates, internship, and dissertation. The “IP” grade can only be applied to such courses and does not substitute for the “I” grade. Courses that will use the “IP” grade will be designated as such during the formation of the schedule of classes.

“IP” grades are changed to a permanent grade via the *Change of Grade Form*, available from the office of *Student and Academic Services (SAS)*. Multiple “IP” dissertation grades can be changed to the appropriate grades by using one *Change of Grade Form*, provided the grades are from the same course.

Instructional Workload Policy

September 2, 2008

Duquesne’s recent Middle States Self-Study included a recommendation to “...further define the teacher-scholar model and more clearly delineate the expectations of workload balance. This should result in the development of a systematic evaluation and equitable distribution of faculty workload with increased emphasis on service, and in updating the *Faculty Handbook* to more thoroughly describe teaching, scholarship, and service expectations.” (p.86, *Education for the Mind, Heart, and Spirit: Duquesne University Self-Study*, 2008).

The Middle States Commission’s *Report to the Faculty, Administration, Trustees, Students, and Staff of Duquesne University* included the following suggestion: “... We suggest that Duquesne investigate best practices for support of research at comparable institutions, giving consideration to programs such as a course-release and a sabbatical support fund. We suggest that leadership and faculty collaborate to define expectations and performance standards for the “teacher-scholar” model, that the University provide additional support to the Office of Research to assist

faculty in grant writing, that it continue to strengthen existing faculty governance bodies, and that it consider additional structures within which faculty can assist deans and the provost in shaping the academic mission.” (p.12).

The School of Education has been working on a faculty workload policy that reflects Duquesne’s commitment to the teacher-scholar model. The context in which the SoE—a professional school that is required to meet multiple national and state-level accreditations as well that qualify the School to serve as a certifying agent as well as a degree-granting institution—seeks to operationalize the teacher-scholar model in ways that honor the University’s Self-Study and that address the suggestions of the Middle States Commission.

In the context of the above and with the understanding that we are focusing first on the teaching aspect of the triple mission of university faculty, we offer the following Workload Policy. We understand the policy and the procedures that accompany it to be a “pilot” effort. What we have designed must be tested and the data that are generated by that test will inform improvements in the policy and procedures described below.

The faculty agree that since most faculty teach both undergraduate and graduate courses the differential weighting of instructional load for graduate courses should be applied to all faculty. Thus, from a university normal instructional load of 24 credits for faculty on 12-month contracts, the instructional minimum for the School of Education is the graduate equivalent of 21 credits.

Full time faculty **not** engaged in significant levels of scholarship will have a yearly commitment of credits determined by the department chair with a **yearly minimum of 21 credits** (3-2-2 teaching load*) of credit generating teaching activities with a yearly minimum of 18 credits of classroom teaching as defined by state certification and national accreditation standards.

Full time faculty members engaged in a significant level of scholarship endeavors of the School of Education as defined by the Tenure and Promotion guidelines in the Faculty Handbook should have sufficient time to conduct those activities over and above a yearly commitment of credits determined by the department chair with a yearly minimum of 18 credits (3-2-1 teaching load*) of credit generating teaching activities with a yearly minimum of 15 credits of classroom teaching as defined by the state certification and national accreditation standards to which programs in the School of Education must respond. The 18 credit maximum functionally gives faculty 3 credit hours of time to focus on scholarship.

Activities that generate credits earned and are to be counted in addition to organized classroom teaching toward the yearly commitment are defined as follows:

- Internship Supervision: Supervision of 3 students for one year counts toward 1 credit per year to a maximum of 2 credits per year.
- Practicum/Field Experience Supervision: If the practicum/field experience is not linked to an existing class, supervision of 6 students counts toward 1 credit to a maximum of 2 credits per year.
- Dissertation: Chairs of dissertations committees earn .5 credits per committee up to a maximum of 2 credits per year. Committee members of dissertations earn 1 credit for 4 or more students for a maximum of 1 credit per year.

Faculty are expected to engage in service activities to a magnitude appropriate to their rank at the discretion of the Department Chair. Evidence of scholarship and service workload are provided in the out-of-classroom survey conducted annually as part of the Delaware Study.

It should be noted that any decisions regarding faculty loads in teaching and scholarship **must** conform to the standards for the respective programs that have been set by the related School of Education's **19** national accrediting bodies, (i.e. NCATE-National Council for Accreditation of Teacher Education; PDE-PA Department of Education; APA-American Psychological Association (School Psychology); CACREP-Council for the Accreditation of Counseling and Related Educational Programs; NAEYC-National Association for Education of Young Children; ACEI-Association for Childhood Education International; CEC-Council for Exceptional Children; ASHA-American Speech and Hearing Association; NASP-National Association of School Psychologists; AECT-Association for Educational Communications and Technology; NRA-National Reading Association; NCTE-National Council of Teachers of English; ACTFL-American Council on the Teaching of Foreign Language; NCTM-National Council of Teachers of Mathematics; NSTA-National Science Teachers Association; NCSS-National Council for the Social Studies; NASM-National Association of Schools of Music; ELCC-Educational Leadership Constituent Council; UCEA-University Council on Educational Administration).

The percentage of Duquesne University School of Education programs that holds national accreditation is **82%**; this contrasts with the national average for schools and colleges of education of **49%**.

The yearly commitment will be computed and recorded for every faculty member using a standard format that can be reported to the Provost and organized by Summer, Fall, and Spring for each Academic Year. For example, AY'09 will include teaching for Summer '08, Fall '08, and Spring '09. The following provide examples of tables that will be submitted for each faculty member by the Department Chair to the Dean's office to be aggregated into a single report.

Name – Full Time Faculty GR Research						Credits
Summer	2008	PRFX	600	01	Class	3
Fall	2008	PRFX	900	01	Internship	1
		PRFX	600	61	Class	3
		PRFX	500	61	Class	3
Spring	2009	PRFX	900	01	Dissertation	1
		PRFX	600	61	Class	3
		PRFX	900	01	Internship	1
		PRFX	900	01	Class	3
Total						18

Name – Full Time Faculty GR/UG No Research						Credits
Summer	2008	PRFX	600	01	Class	3
Fall	2008	PRFX	300	01	Class	1
		PRFX	300	01	Class	1
		PRFX	300	01	Class	3
		PRFX	300	01	Class	3
		PRFX	300	01	Class	1

		PRFX	500	01	Internship	1
Spring	2009	PRFX	100	01	Class	1
		PRFX	100	01	Class	1
		PRFX	100	01	Class	3
		PRFX	500	01	Practicum	1
		PRFX	500	01	Class	1
		PRFX	500	01	Internship	1
Total						21

This policy does not include administrators (Department Chairs, Associate Deans, or Dean), nor does it take into consideration buy-outs for funded grants. When buy-outs associated with funded grants occur there will be an in-kind reduction of costs to the direct operating expenses [this aspect of the policy does not appear to be a current operating procedure for the Office of Planning and Budget and will need to be implemented at the University level].

*Credits are arranged across the three semesters at the discretion of the Department Chair.

IRB Full Board Submission

* When a Full Board Protocol is received in your office, please assign two concurrent reviewers to the protocol. Distribute one copy to each reviewer and indicate which reviewer has been assigned as "Primary" and which has been assigned as "Secondary."

* Once the primary reviewer has completed the review and editing process with the applicant, he/she will pass the newly revised protocol onto the secondary reviewer.

* Once the protocol is completely reviewed and revised by both reviewers, the secondary reviewer will return the signed protocol (with both the primary and secondary reviewer signatures) to your office.

Leading Teacher Quality Circle (LTQC)

Approved by the Executive Committee March 2, 2007

After considered deliberation, it is my privilege to present to you a model for assuring the ongoing quality and development of the Leading Teacher Program, including the proposed charge to the Leading Teacher Quality Circle (LTQC) and each group within the system.

To set a brief context, we borrowed a conceptual frame from the world of manufacturing for examining the work of the Leading Teacher Quality Circle and its responsibilities to the Leading Teacher Program. In manufacturing, there is a distinction drawn between quality control, quality assurance, and quality systems. I would like to explain these for a moment as a way of making a parallel to the Leading Teacher Program.

Quality control refers to the responsibility for quality at the level closest to the “product.” At the level of quality control, the charge is to examine both the input and the output, both in process and in final inspection. Input and output are assessed in relation to control of the product, assurance of conformity to a given set of standards. Two components become critical within quality control. First, those closest to the outcome or product cannot be solely responsible to inspect their own work or product. Second, the people who do the work must be held accountable when the product does not meet the standards. In the School of Education, the group responsible for quality control of the Leading Teacher Program is the Leading Teacher Quality Council (LTQC).

Quality assurance is the next level. Quality assurance refers to all the things that are done in a system to assure quality. This includes applications of Standards and regulations that are measured by impartial means. All parts of the system are held up to objective measurements of quality stemming from Standards and regulations. Quality managers and engineers, everyone within the management of the system is part of quality assurance of the system and the product. Important questions to ask, is everyone is using the same yardstick to measure quality and are the measurements telling us the story we need to hear? Recommendations result from the measurements. In the School of Education, the group that would be responsible for assuring the quality of the Leading Teacher Program is the proposed Quality Assurance Group.

Quality systems is the overarching level of responsibility. At this level, the people involved insure that systems are in place that allow for productivity to occur. This level is responsible for improving systems to be more “efficient and effective.” Corrective and preventative measures of both process and product are the outcomes of examination at this level. It is the responsibility of those involved in maintaining quality systems to consider the “cost of poor quality.” In the School of Education, several groups currently exist that together are responsible for assuring that quality systems are in place that allow the work of the Leading Teacher Program. These groups include the Academic and Curriculum Committee (ACC), the Executive Council (EC) and the Teacher Education Council (TEC).

This framework, while not a perfect parallel to the structure of the LTP, provided a unique lens for examining the role of the LTQC and the representation needed to carry out the functions and responsibilities. Summarized in table form are the recommendations for quality control, quality assurance, and quality systems that will enable increased focus and productivity to move the Leading Teacher Program forward.

Please note several key points related to the structure.

1. The Leading Teacher Quality Council (LTQC) would encompass both undergraduate and graduate programs
Charging the LTQC with responsibility for both undergraduate and graduate initial teacher certification programs serves to bring all teacher certification programs in alignment with the “spirit and specifics” of the conceptual framework of the LTP.
2. Clarification of roles and functions of each group; focus allows for more efficiency and specific work
Clarifying the purpose, roles and functions of each group within the overarching structure allows each group to focus on more specific tasks. Additionally, delineating representation assures that representatives to each group are charged with explicit functions as related to the LTP. Once representation is agreed upon, then the Dean and/or the Department Chairs need to work with individual faculty regarding contractual obligations as part of their role within the LTQC.
3. Implementation of Quality Assurance Group
This body would respond to the dynamic enterprise of teacher education, including external forces such as NCATE and PDE, and internal responses to data. Additionally, this is a means to gain a broader perspective and insight into the LTP by involving colleagues.
4. Need for clarification and possible expansion of the role of TEC
The LTQC strongly recommends a review of the charge to the TEC. The TEC can and should play a significant role in monitoring the continued development and implementation of the LTP. Given the membership of the TEC, which includes practitioners and faculty members from the content areas that support the LTP, they are a critical part of the success of the LTP and our candidates, yet they provide a different perspective from the one “inside” the School of Education. The general consensus of the members of the LTQC is that the TEC needs to take a more active role in the quality processes of the Leading Teacher Program. In fact, we may be out of compliance with NCATE by not doing so.
5. Need to clarify relationship between the LTP and SAS regarding implementation of academic policy
Key policies and processes of the LTP are implemented through Student and Academic Services. In the current structure of the School of Education, the responsibility for SAS lies with the Associate Dean for Graduate Studies. Communication structures need to be established and implemented including the Associate Dean for Teacher Education.

I would like to thank my colleagues on the Leading Teacher Quality Circle for wrestling with difficult questions that required deep thinking and a willingness to trust the process to a resolution. This proposal would not have been possible without their constant dedication to the development of teachers through the Leading Teacher Program.

	Leading Teacher Quality Council (LTQC)	Leading Teacher Program “Quality Assurance” Group	Leading Teacher Program “Quality Systems”
<u>What is the charge?</u>	Implementation and development of the Leading Teacher Program including coordination, reviewing and monitoring the elements of the LTP within all undergraduate and graduate teacher certification programs in the School of Education.	Assure the quality of the essential elements of the Leading Teacher Program to inform continued development and continuous improvement.	Assure that quality systems facilitate the work of the Leading Teacher Program.
<u>What is the function?</u>	<ul style="list-style-type: none"> • Develop, implement and monitor processes and systems of the LTP including, but not limited to, admission and enrollment, cohorts, cognates, gateways, portfolios, and exit interviews. • Examine the curriculum of the LTP and related competencies, making recommendations for changes to the curriculum, when deemed necessary. • Review current and proposed teacher certification programs for alignment of the design with the conceptual framework of the LTP and professional and state standards. • Recommend policy to ADTE, EC and/or full faculty depending on the nature of the policy. • Utilize data from Quality Assurance Group when making recommendations for changes to the LTP. 	<ul style="list-style-type: none"> • Develop a comprehensive design for evaluation of the LTP. • Evaluate the quality of graduate students and the LTP using data. Data could include SPA data, both for individual candidates and aggregated data; NCATE data; Student Teaching; Portfolios and Exit Interviews; end-of-year surveys and faculty and candidate focus groups. • Examine candidate achievement of SOE and NCATE standards, through alumni and employer surveys. • Collaborate with LTQC regarding the collection and analysis of meaningful data used to inform decisions of the LTQC and individual programs. • Present recommendations for program development to LTQC, EC and/or full faculty. • Review the conceptual framework of the LTP within the context of evidence based practices in teacher 	<p><i>Each group that makes up the quality systems responsible for oversight of the LTP has its own charge as approved by the School of Education and/or the University. The function of each group differs in its relationship to the LTP.</i></p> <p><i>Once the functions of each of these three groups is clarified internal to the group, then the function in relationship to the LTP can be described. The needs of the LTP in terms of each of these groups will then be clarified.</i></p> <ul style="list-style-type: none"> • The ACC is responsible for approval of program changes that require a vote by full faculty. The ACC can also be utilized for information and dissemination to full faculty and/or to the EC before full faculty. • The EC can be used to review findings from the Quality Assurance Group and monitor subsequent changes to the LTP and individual programs. The EC may

		<p>education.</p> <ul style="list-style-type: none"> Review the conceptual framework and curriculum of the LTP within the context of the missions of the School of Education and University. 	<p>make recommendations based on their knowledge of systems within the university that impact the School of Education. The EC may also request data collection and analysis from the Quality Assurance Group in order to inform decisions and recommendations to the administration of the University.</p> <ul style="list-style-type: none"> <i>The charge of the TEC and its role in the quality system must be revisited in order to fully complete the description of its function in relationship to the LTP.</i>³
<p><u>What is the structure?</u></p>	<p>The LTP Director convenes and facilitates the LTQC.</p> <p>The directors of the following programs participate on the LTQC: Early Childhood – Graduate and Undergraduate, Elementary – Graduate and Undergraduate, Secondary – Graduate and Undergraduate, Special Education, Reading, and Instructional Technology. The Coordinator(s) for the 1st year and 2nd year of the Foundations of the LTP will also participate on the LTQC.¹</p> <p>The Director of PDS will participate on the LTQC.²</p> <p>The Director of Student Teaching and the Academic Advisors will participate on LTQC as needed.</p>	<p>The members of the Quality Assurance Group will include the ADTE, the LTP Director, and one member from each of the three academic departments in the School of Education.</p> <ul style="list-style-type: none"> The ADTE convenes and facilitates the Quality Assurance Group. The Director of the LTQC participates in the QAG. Each department will elect one representative to the QAG. <p>If the members of the Quality Assurance Group find that an area of expertise necessary to fulfill the functions of the QAG is not represented, the members can recommend adding one member who brings the missing area of expertise.</p>	<p>The structures for the Quality Systems of the LTP already exist, including the ACC, the EC of the School of Education, and the TEC.</p> <p>The ACC is comprised of two elected representatives from each of the three academic departments.</p> <p>The EC is comprised of the Dean, the Associate Dean for Graduate Studies and the Department Chair from each of the three academic departments. The Associate Dean for Teacher Education will also serve on the EC and will represent the interests of the LTP.</p> <p>The TEC is comprised of practitioners from each of the certification areas offered at Duquesne as well as faculty from the academic content areas</p>

			related to the Leading Teacher Program.
How is representation determined? What are the qualifications of its members?	<p>Representation on the LTQC is determined by the position held within individual programs.</p> <p>The qualifications are determined by those holding the position of director.</p>	<p>The three elected members of the Quality Assurance Group need to possess areas of expertise in order to fulfill the function of the group.</p> <p>The necessary areas of expertise include program evaluation, research methods, and/or teacher education.</p> <p>Membership as appropriate to the functions of the group.</p>	<i>Representation and qualifications on each of the three groups within the quality systems are not determined by the LTQC.</i>
What are the Roles and Responsibilities of its members?	<p>Director of the LTP facilitates the LTQC. The Director participates in the Quality Assurance Group and communicates between the two groups. The Director works with the ADTE.</p> <p>LTQC members participate fully in activities of LTQC and communicate to program faculty.</p>	<p>The ADTE convenes and facilitates the Quality Assurance Group; communicates between the Quality Assurance Group and the EC.</p> <p>Responsibility of the members include collecting and examining the data; making recommendations to the LTQC regarding the LTP and individual programs, as a result of the data. Make recommendations regarding “what’s best for the LTP given both internal and external considerations?”</p> <p>The members of this group should rotate attendance at LTQC meetings to stay informed of the issues and contribute to collecting data that answers necessary questions about the LTP.</p>	The three primary groups that are responsible for quality systems of the LTP, the ACC, the EC, and the TEC, need to pay deliberate attention to the quality of the LTP.

Notes on the Charge to the LTQC

1. The structure of the LTQC needs to maximize efficiency for the purpose of implementation of the LTP. Therefore, it is most efficient to have each certification program represented by its director. The representation for the LTQC is necessary because the work of the LTQC is the continued design, implementation and monitoring of the Leading Teacher Program. The program directors are the link between the

implementation of the LTP and the faculty responsible for implementation. The Department Chair will be informed about the work of the LTQC by the program directors/coordinators representing their department. Since the Department Chairs depend on the program directors to implement individual programs, the Department Chairs do not need to be included on LTQC. Additionally, the Department Chairs contribute to the overall program through their participation on the EC.

2. The Director of PDS has been included on the LTQC because school partners are integral to the LTP. The Director must understand the program both conceptually and the specifics of implementation in order to develop and maintain partnerships that meet the needs of the LTP.
3. The LTQC strongly recommends a review of the charge to the TEC. The TEC can and should play a significant role in monitoring the continued development and implementation of the LTP. Given the membership of the TEC, which includes practitioners and faculty members from the content areas that support the LTP, they are critical to the success of the LTP and our candidates, yet they provide a different perspective from the one “inside” the School of Education.

Request for Research Associate (RA)

General

A Research Associate is described in the Duquesne University Faculty Handbook under the heading Research Appointments (p. 13). In the School of Education, Research Associates are linked with a Departments and report primarily to a Department Chair.

Procedure

Department will implement process to identify and appoint a Research Associate. Upon identifying a Research Associate candidate, the Department Chair will complete the letter of appointment (see Appendix for a draft letter of appointment) for final approval by the Dean with a copy to the Provost.

The Research Associates will be listed under a separate heading called Research Associates in the School of Education Directory and updated annually.

All Research Associates, paid or non-paid, must complete a Personal Data Form (PDF) located on the Human Resource Web Site <http://www.hr.duq.edu/forms/formsdone/personaldataparttime.pdf>. The PDF must be presented to the Human Resource Office. The Research Associate will then receive an approval card from Human Resources that gets presented to the DU Card Center for the actual ID Card. The DU ID card will give the Research Associate access to the library. In addition to the PDF an email must to be sent to Kathy Jaczeko (jaczeko@duq.edu) specifically requesting access providing the name(s) of the individual(s). The email is to come from the Dean's Office.

Requesting Additional Research Travel Funds

General

It is the intent of this policy that additional research funding support will only be provided for conference travel for *refereed* presentations that are of importance to the School of Education's Identity and Mission.

Revised policy for awarding additional research travel funds beginning AY09 is as follows:

Faculty members must provide evidence that one or more presentations awarded Additional Research Travel Funds in the previous year has been submitted for publication.*

Also required is a brief statement to justify that the major conference presentation is important and central to your line of research.

* To ensure our new faculty have every opportunity to be successful at third year review, rather than a previous presentation, second year faculty may instead provide evidence of submitting any manuscript for publication.

Revised policy for awarding additional research travel funds beginning AY10 is as follows:

When the per diem per day reimbursement option is not being used for meals, you must provide itemized meal receipts (not just the credit card receipts).

Reimbursement of expenses for graduate students must be requested on an Authorized Payment form available online at by logging into Dori, Index of Sites, click on Controller, then Accounts Payable to select Authorized Payment form.

Revised policy for awarding additional research travel funds beginning April 7, 2011 is as follows:

Additional Research Travel will only be funded via this policy if the presentation is at an important, refereed conference associated with the requester's discipline of research. Due to financial exigencies, requests such as those that appear to be related to low-quality conferences in locations of significant distance and expense or settings that do not appear to be an extension of research presented by the requester at major national conferences cannot be funded. To be clear, the intent of the Additional Research Travel Fund policy is to support high-impact presentations defined as those that allow faculty and students to interact with the community of scholars central to their area of research and to enhance the reputation and visibility of the School of Education in these important scholarly forums. This aspect of the policy in no way limits what can be researched or where the research can be presented. Rather, it simply indicates that Additional Research Travel Funds are discretionary and the Dean's office will only fund travel associated with high-impact conference presentations.

The Request for Additional Research Travel Funds Form is available on our website at the following link <http://www.duq.edu/education/ppm/index.cfm> under Appendices.

This form is in compliance with the University's policy on Non-Reimbursable Expenses which can be found on our website by logging into Dori, Index of Sites, click on Controller, then Accounts Payable to select Non-Reimbursable Expenses.

The travel plans are processed in the originating Department Office. Awarded funds will be reallocated from the Dean's Office.

Instructions for Requesting Additional Research Travel Funds

1. Approval in advance is required. The process requires the approval of the Chair and approval of the Associate Dean for Graduate Study and Research, and final approval of the Dean. Funds may be requested between July 1 and April 1, and must be used by May 1 (unless special arrangements are established due to your conference date).
2. Please check with the Chair for your professional development fund account balance.
3. Additional funds may be requested on an academic year basis. The Faculty maximum amount is \$1,500.00 for presentation at two conferences and for a Graduate Student the maximum amount is \$1,000.00 for presentation at one conference.
4. After this request is signed by the Chair, the Chair will forward it to the Associate Dean, and it will be reviewed by the Budget Officer. The Department Chair will be notified by the Dean's office with a signed copy of the form. It takes two weeks to process this form, so plan accordingly regarding the timing of the request because advanced approval is required.
 - a. After travel has been completed, faculty must secure a *Report of Business Expenses (RBE)* form and Graduate Students must secure an *Authorized Payment* form by going onto our website and logging into Dori, Index, click on Controller, then Accounts Payable to select the necessary form. Submit the completed form along with your original receipts.
 - b. *Report of Business Expense (RBE)* or *Authorized Payment* form and receipts must be submitted to the Department Office for processing within 21 days from the completion of your travel.
 - c. Keep a copy of all forms and all receipts for your records. **Original receipts** must be submitted with your *Report of Business Expense (RBE)* or *Authorized Payment* form, including airline ticket receipts. If original receipts are not included you will not receive your reimbursement for that item.
 - d. Personal auto miles reimbursable rate can be found by going onto our website and logging into Dori, Index, click on Controller, then Accounts Payable under the heading Quick Reference. Mileage is calculated from Duquesne University to the destination, not from your home.
 - e. Personal meals may be reimbursed at a per diem per day rate which can be found by going onto our website and logging into Dori, Index, click on Controller, then Accounts Payable under the heading Quick Reference. You need not submit receipts for meals, if you are taking the per diem. Otherwise, original itemized receipts for meals (not just the credit card receipts) will be reimbursed at cost as long as expenses are reasonable.
 - f. Personal expenses such as alcoholic beverages, movies, exercise room charges, or personal grooming costs are not reimbursable. (see attached list)
5. If your request is not approved, the Chair of the Department will communicate to the requester the explanation.

Send completed form to Budget Officer, 404 Canevin Hall, Duquesne University, Pittsburgh, PA 15282

Non-Reimbursable Expenses

Duquesne University's policy on Other Business Expense Reimbursement meets the Internal Revenue Service (IRS) definition of a reimbursable expense. As a result, expenses that conform to this policy are not reported as taxable income to the individual. Certain expenditures that do not conform to this policy *will not* be considered reimbursable under it.

Items of a personal nature shall be carefully segregated from University expenses and are not reimbursable.

Such items include but, are not limited to:

- Car rental insurance purchased for domestic travel.
- Childcare.
- Fees for Frequent Flier programs and other similar rewards for hotel and car rentals.
- Hotel Amenities: i.e. fitness and recreational fees (including massages and saunas) and in-room movies.
- Incidental expenses: personal recreation expenses, movies, snacks, or any other expense not directly related to, or necessary for, the performance of the travel assignment.
- Insurance costs: i.e. life insurance, flight insurance, personal automobile insurance, and baggage insurance.
- Loss or theft of Cash Advance funds, airline tickets, personal funds or property.
- Lost baggage.
- Memberships to private clubs.
- "No-show" charges for hotel and car service
-See Section on *Lodging*.
- Parking tickets or traffic violations.
- Passports.
- Personal automobile repairs.
- Personal credit card annual or late fees.
- Personal grooming services (such as barbers, hairdressers, shoe shines).
- Personal telephone charges in excess of reasonable calls home, generally one per day.
- Personal travel while on official University business, and travel expenses for family members.
- Pet care.
- **Social memberships in general are not allowed.**
Requests for exception to this policy can be made in writing to either the President or VP of Management and Business and must delineate clearly the business purpose of the membership being requested.

- Spouse or guest travel
-See Section on *Travel Expenses of Spouse/ Personal Guest*.
- Upgrades (air, hotel, car, etc.).

Statute of Limitations for ABD Students

It is the responsibility of each program to notify their ABD students twice a year, of the student's statute of limitations status.

Student Standing

Approved by the School of Education Executive Committee May 1, 2009

Charge: The School of Education Committee on Student Standing reviews petitions submitted by School of Education students, both graduate and undergraduate, requesting exceptions to existing policies, procedures, and academic decisions within the School of Education and Duquesne University.

As the Committee is called upon to make decisions regarding exceptions to existing policies and procedures, its membership must include representation from the three School Departments and Student Academic Services. The role of the department representatives is to bring their knowledge of the academic programs in their respective departments, including the admission, retention and graduation requirements. As faculty members, they are expected to be conversant enough with these requirements to advise the Committee on their application in appropriate student cases.

Similarly, the role of the representatives from Student Academic Services is to provide the Committee with the background information on the student, including academic records, the advising record and any pertinent written document relevant to the student cases under review. This representative is a non-voting member.

Membership: The Committee will be comprised of one representative and one alternate elected from each Department within the School of Education, two undergraduate advisors, with the ADTE serving as Committee Chair. A quorum is three voting members. Each department representative will have one vote per petition; however, the Committee Chair will convene the meeting and not be eligible to vote. The SAS representatives will be non-voting members whose principal role will be to provide the necessary background for the faculty voting members. Faculty representatives will seek counsel from appropriate program colleagues before rendering a decision. Each elected representative will serve a three year period. If unavailable for any meeting, committee members can elect to register their vote electronically prior to the meeting or be replaced by the alternate from their department. In order to have final decisions on any petition, all voting members or a designee must be present. When a graduate case comes before Student Standing, that case should have a program director or designee present to provide necessary background on the case, but that individual is a non-voting member.

Procedure: The Committee will have meetings scheduled each month, on the same day as the scheduled Faculty Meetings. They could also have additional meetings as needed, or the Committee Chair could conduct votes via email. If there are no petition(s) submitted at least one week prior to any meeting, that meeting will be cancelled. Once approved, the dates will be distributed to the School of Education listserv. Petitions from students are to be submitted one week in advance of each meeting, and should be turned into Student and Academic Services. Student and Academic Services will distribute the petition(s) to all committee members one week before each meeting for review prior to the meeting.

Tenure & Promotion

Approved by the Faculty of the School of Education on April 14, 2003

Procedural Guidelines for the Tenure & Promotion Process in School of Education of Duquesne University

The following guidelines for the School of Education (SoE) tenure and promotion process do not replace the Promotion and Tenure policies of Duquesne University. The Faculty Handbook will remain the key resource for questions regarding the T&P process at Duquesne University. The intent of this document is to guide how the process should operate for candidates, mentors and evaluators within the School of Education.

The procedural guidelines address four areas:

- Application Portfolio
- Committee Structure
- The Review Process
- Mentoring

It is important to note that the criteria used to evaluate tenure and promotion cases remain unchanged; the guidelines proposed here are procedural.

Application Portfolio

The Application Portfolio consists of two parts: the Main Packet and the Supplemental Packet. (see Faculty Handbook)

Application Materials

The “Main Packet” is a loose-leaf binder containing the following tabbed sections:

- Cover Sheet (checklist summary of all recommendations w/ committee vote counts)
- Written Recommendations by the evaluators
- Candidate’s Vita (see recommended form in the Faculty Handbook; use APA style when listing publications and presentations)
- Statement of Self-Evaluation and Future Goals (The self-evaluation should be organized clearly and succinctly around the indicators of excellence and effectiveness in the Faculty Handbook.)
- TEQ summary sheets (include all quantitative summary sheets.)
- Peer Evaluations of Teaching

- External Reviews of scholarship (inserted by the Chair—not required for 3rd year review. Candidate submits names of up to six external reviewers to Chair. Chair selects between two and four of them. Chair obtains four external reviews of candidate’s scholarship.)

The “Supplemental Packet” includes all books and manuals plus a loose-leaf binder(s) containing the following tabbed sections where appropriate:

- Copies of all scholarly publications
- Manuscripts and letters of acceptance for publications in press
- Copies of book chapters and the title page of the book in which the chapter appears
- Letters acknowledging the award of a grant or other outside funding
- Cover (or citation page) page indicating presentations of papers at conferences
- Disks containing published software, instructional materials, and/or recorded performances
- Copies of course syllabi (optional)

Submitting the Application Portfolio

Candidates submit 12 copies of their “main packet” in loose-leaf binders with tabs supplied by the Dean’s Office. The candidate should keep one copy for his or her files. The candidate submits one copy of the “supplemental packet”.

Department Chairs insert 12 copies of external reviews.

The Department Committee, the Chair, and the School Committee should submit 12 copies of their respective reports—the written recommendations--to the Dean’s Office for inclusion in the Main Packet. The copies must be signed and delivered so that they can be included by the deadlines indicated in the timeline.

Committee Structure

The structure of the Department and School Committees are described below. Guidelines suggesting how the committees will function are addressed in the next section on “The Review Process.”

Department Committees

A department Promotion and Tenure committee is composed of all tenured members of the candidate’s department, excluding the Dean. The Department Chair and the Department's representatives to the School Promotion and Tenure Committee shall participate as non-voting members of the committee. The Committee will determine a chair to coordinate its review and recommendations.

School Committee

The SoE Promotion and Tenure Committee shall comprise six voting members of the tenured faculty. Two tenured faculty from each department shall be elected by tenure track faculty (both tenured and those seeking tenure). First, the tenure track faculty of each department shall elect one tenured faculty member from their department to serve on the committee. Subsequently, the tenure track faculty of the SoE shall elect an additional tenured colleague from each department

to serve on the SoE committee. Neither the Dean nor the SoE representative to the university T&P committee may stand for nomination.

The normal term of those elected to the committee shall be three years and renewable. For the sake of continuity, it is suggested that staggered terms be established in the initial elections as follows:

- Two representatives will serve an initial one-year term.
- Two representatives will serve an initial two-year term.
- Two representatives will serve an initial three-year term.
- Prior to elections, lots will be drawn to determine the terms of individuals with the proviso that representatives of the same department must serve terms of differing length.

The Dean and the SoE representative to the University Promotion and Tenure Committee shall participate as non-voting members of the committee. The Committee will determine a chair to coordinate its review and recommendations. Because Department Chairs are required to write their own separate recommendations that inform the School Committee, it is suggested that Department Chairs not be elected to the School Committee.

The Review Process

Reviews of candidate's materials can yield formative and summative evaluations. In the Faculty Handbook, "The Review Process" addresses the summative evaluations that are generated from reviews by the Department Committee, the Chair, the School Committee, the Dean, the University Committee, the Provost, and the President.

The guidelines below address the summative judgments that are generated in the review process in the SoE. Formative evaluation is addressed in the final section on mentoring.

Responsibilities of Reviewers

All tenured faculty, not serving in some other evaluative capacity, reviews and votes on the applications of candidates within their department. Tenured faculty from one department do not review candidates from other departments. Only members of the School Committee review the applications of all candidates within the SoE. Appropriate access is part of maintaining confidentiality, as indicated in the Faculty Handbook:

"All deliberations, at every level of the review process, are to be held in the utmost confidence. Access to the candidate's application portfolio is to be limited to those performing the review at the time of their review. Any breach of this confidentiality is a violation of the ethical code of behavior to which all employees are held."

Members of the School Committee make their own best judgments based on their own critical review of the evidence. They are not "bound delegates" or "spokespersons" for the tenure track constituency that elects them or any other constituency. The responsibilities of the members of the SoE committee are addressed in the faculty handbook as follows:

"The school or college committee's responsibility is to review and evaluate the application portfolios of all the school or college's candidates for third year review, promotion and/or tenure, including the recommendations of the department committee and the department chair. . . . Each

member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship, and service . . ."

The School Committee's report reflects the independent judgments of the voting members-- whether there is unanimity or not. The School Committee represents the School's view of each application portfolio it reviews in the same way that the Department Committee's Report represents the Department's view of each application portfolio it reviews.

Committee Deliberations

Departmental committees and the School Committee review and deliberate the record submitted by the candidate in the application portfolio. Candidates do not participate in committee meetings.

Using the deliberative process of the University Committee as a model, the following is a suggested procedure for Departmental Committees and the School Committee.

Prior to meeting, each member of a committee reviews each application portfolio against the indicators of effectiveness and excellence in each category: teaching, scholarship, and service. Each member should be prepared to share his or her judgments in each category based on the evidence presented in the application portfolio.

At the meeting, each application portfolio is discussed first with respect to teaching, then scholarship, then service. As each category is discussed, each member of the committee is given the opportunity to comment on the evidence presented in the application portfolio and to share a judgment of excellent, effective, or ineffective.

After all categories of an application portfolio have been discussed, a vote is taken regarding retention, tenure, or promotion as appropriate. The criteria for making recommendations to retain, to tenure, or to promote are described in the Faculty Handbook. The following are brief reminders of those criteria.

A recommendation to retain at Third-Year Review requires that the candidate be judged as having *potential* to meet the requirements for tenure and promotion to the rank of Associate Professor.

A recommendation to tenure and/or promote to the rank of Associate Professor requires that the candidate be judged as having achieved excellence in either teaching or scholarship and effectiveness in the other two categories.

A recommendation to promote to the rank of full Professor requires that the candidate be judged as having achieved excellence in both teaching and scholarship and effectiveness in service.

Written Recommendations

A written recommendation results from the review by each committee, the Chair, and the Dean. Each written recommendation should be in the form of a letter addressed to the "next" evaluator or committee in the sequence. In order to evidence critical analysis of the portfolio and support

the summative judgment being recommended, the letter should apply the indicators of excellence and effectiveness in the Faculty Handbook to the record presented in the application portfolio. Each committee will determine how written recommendations will be drafted, revised, and signed. It is suggested that the committee meet to review written recommendations before signing.

Committee members who either agree or disagree with the recommendation of the majority may submit an individual recommendation expressing their judgment and their reasoning. An individual who writes a separate recommendation as a department member should address the recommendation to the Department Chair. An individual who writes a separate recommendation as a member of the SoE T&P Committee should address the recommendation to the Dean.

All written recommendations must be signed and delivered according to the timeline in order to ensure that they can be reviewed along with the application portfolio by the next evaluator in the sequence.

Mentoring

Mentoring often occurs informally. It can cover wide-ranging topics and one who mentors in one situation may seek to be mentored in another. Informal mentoring relationships, developed with mutual consent of those seeking and giving advice, are to be encouraged. The guidelines in this section are meant neither to replace nor to discourage the development of informal mentoring relationships. Rather, the guidelines focus on formal mentoring procedures to support colleagues who are building cases for tenure.

In the context of supporting colleagues who are seeking tenure, mentoring should provide formative assessments that not only provide feedback helpful to building a case for tenure, but that support colleagues as they seek to apply their professional skills and pursue their professional passions within several communities of practice. Communities that include their academic discipline, with which they are already somewhat familiar, but also their new university, school, department, and program. Mentoring support includes helping new colleagues understand and negotiate the “T&P Process” so that they do not simply succeed, but thrive.

Formative evaluations should take place annually for those progressing toward tenure. The procedural guidelines below are suggested as ways to facilitate such formative evaluations.

First-Year Mentoring Committee

Within the first three months of a new faculty member’s appointment to the tenure track in the SoE, the new faculty member will be assigned a three-member Mentoring Committee. This committee, selected by the Department Chair in consultation with the new faculty member, will be chaired by a member of the individual’s Department and will include at least one faculty member from another Department in the SoE. The Mentoring Committee will meet with the new faculty member and provide advice and guidance in beginning their academic career at Duquesne University. The Committee will discuss procedures and timetables for third year review and for promotion and tenure; in addition, they will provide advice on strategies for effectively distributing one’s time and efforts among teaching, research, and service during the first year. This committee will also be responsible for conducting peer evaluations of the new

faculty member's teaching during the first and second semesters. The 3-member mentoring committee will be dissolved at the end of the first year after providing a written, formative report to the Department Chair on the new faculty's progress toward Third Year Review.

Formative Feedback after the First Year

At the end of each academic year, faculty progressing toward tenure will have the opportunity to solicit formative feedback from tenured colleagues. During the course of the annual performance appraisal, the candidate and the Department Chair may decide to invite tenured colleagues to review formatively the candidate's progress toward tenure.

Such a formative review may take place in a number of ways. One possibility is to arrange a meeting so that the candidate can discuss his or her progress with colleagues who accept an invitation. If such a meeting is arranged, it is suggested that the candidate provide colleagues with at least an updated vita to serve as the basis for the formative discussion at the meeting. Whether a meeting is held or not, candidates for tenure are advised to update their vita as they complete their annual reports and, at the same time, organize materials according to the sections of the "main packet" and the "supplemental packet" of their application portfolio.

Mentor Training

Because all tenured faculty have evaluative responsibilities it is important that all tenured faculty understand the criteria that are used to make judgments, how claims can be made using those criteria, and how evidence can be warranted to support those claims. Therefore, an annual review of the criteria and procedures—including a review of the previous year's T&P deliberations—is suggested for all tenured faculty.

There are at least three ways in which tenured faculty could participate in such a review:

- Attend a workshop offered by CTE on tenure & promotion (these workshops typically feature a member of the University T&P Committee and the Provost)
- Attend a workshop offered by the Dean and the SoE representative to the University T&P Committee
- Schedule a departmental review with the SoE representative to the University T&P Committee

The annual "training" reviews should be scheduled during the Spring semester after T&P decisions have been communicated and before annual reports are due so that any formative feedback meetings will reflect the most up-to-date thinking on matters of tenure and promotion.

School Committees

Academic and Curriculum Committee

Approved by the Executive Committee May 7, 2007, Updated August 20, 2008

DESCRIPTION: The Academic and Curriculum Committee (ACC) is a standing committee in the School of Education.

PURPOSE: The charge of the ACC is to examine, review, and evaluate documents forwarded by the departments on a range of academic and curricular matters. The work of the Committee is to be conducted in the contexts of precedent, history, archival records, University policies, accrediting standards, and the mission and goals of the School of Education and Duquesne University. The Committee is encouraged to be both proactive and reactive in academic and curriculum issues.

The range of activities assumed by the ACC includes the following:

- 1) Approve new courses and programs of study;
- 2) Approve revisions of programs of study or courses that are significant enough to change the undergraduate or graduate catalog;
- 3) Approve the elimination of courses and programs of study;
- 4) Conduct periodic reviews of programs that do not have national accreditation;
- 5) Recommend to the Executive Committee policy and procedural issues that affect the academic life of undergraduate or graduate students in the School of Education.

SCOPE: The Committee will accept, reject, accept with stipulations or comment on the above actions in written communications to the petitioner. The ACC is authorized to either make final decisions on the above actions or, at its discretion, to submit the action to the faculty for approval.

COMPOSITION: A quorum requires attendance by at least half of the committee. The Academic and Curriculum Committee is comprised of the following members:

- A. The Associate Dean for Graduate Studies and Research (convener shall vote only in cases of a tie)
- B. Two members of the faculty elected to three year renewable terms from:
 - a. Department of Counseling, Psychology, and Special Education;
 - b. Department of Instruction and Leadership in Education;
 - c. Department of Educational Foundations and Leadership;

PROCEDURE: Submit documentation for ACC consideration at least one week prior to a scheduled ACC meeting. The petitioner submitting the documentation or designee, if asked, must attend the ACC meeting to provide context and clarify the documentation. Normally, changes to the class schedules or catalogs should only occur after ACC approval. No course or program will be opened for student registration unless it has final ACC approval. Program reviews occur every five years.

FORMS: Course Outline Proposal Form, Program Proposal Form, Minor Change to Program or Course Form. Program reviews are submitted in the format indicated by University Graduate Council with the exception of the necessity for an external review.

Educational Technology Committee

Executive Committee

See above.

Faculty Advocacy Committee

Faculty Awards Committee

July 15, 2010

Charge: The School of Education **Faculty** Awards Committee is responsible for increasing the visibility of School of Education Faculty in internal (university) and external (state, national and international) award competitions. The School of Education Faculty Awards Committee is charged to:

- Identify internal and external award competition opportunities that will showcase the talents of the **faculty** in the areas of teaching, scholarship, and service as aligned with the vision of the SoE for Educational Leadership, and Scholarship for Schools in the Spiritan Tradition of Caring.
- In consultation with the **Associate Deans**, develop a proactive strategic plan that includes the university and school services/offices necessary for full implementation of the plan.
- Communicate with School of Education constituents at regular intervals to inform them of award competition opportunities (e.g., email, a web-based site).
- In consultation with **EC, Department Chairs and Associate Deans**, identify faculty/students who qualify for specific award competitions and facilitate the preparation of award application materials.
- Publicize successful award recipients through all appropriate school, university and national media outlets through the Coordinator of Relationships and Communication.

Membership: The Committee will be comprised of one representative elected from each Department within the School of Education, the SAS Coordinator of Relationships and Communication **with the ADGSR and ADTE serving as consultants.**

Procedure: The SoE Faculty Awards Committee will determine the process and procedures for implementing the strategic plan of the committee. The committee will hold regularly scheduled meetings and provide minutes to the School of Education in a timely manner following each meeting.

Graduate Studies Council

Approved by the Executive Committee April 4, 2007

The Graduate Studies Council is a standing committee of the School of Education convened by the Associate Dean for Graduate Studies and Research. The Graduate Studies Council serves the School of Education in the following capacities:

- Provides a forum for discussion, communication, problem-solving, and advisement on graduate programs, graduate student life, and graduate degree activities

- Works to maintain awareness of graduate programs through attending to matters of advertisement, recruitment, admissions, and retention in the School of Education.
- Articulates a vision for and works to maintain high standards for graduate study
- Serves as an advocate for graduate studies with a focus on maintaining quality and equitable standards
- Collaborates as needed with other graduate studies-related structures within the School of Education including the LTQC, ACC, and RAC.

Authorizations: The Graduate Studies Council is authorized to make motions to the Executive Committee through representation by the Associate Dean for Graduate Studies and Research.

Membership:

Associate Dean for Graduate Studies and Research (Convener)

Graduate program directors and heads of relevant SoE operations offices (Voting Members)

Graduate program faculty, administrators, and staff involved in graduate studies are encouraged to attend

IRB Committee

School of Education Institutional Board Review committee members are appointed by the Associate Dean for Graduate Studies and Research based on recommendations from the current members of the committee. Recommendations will be coordinated with the respective department chair. Normally committee members will be tenured and have substantial experience conducting empirical research.

The committee structure comprises three main representatives and three alternate representatives with one main representative serving as convener of the committee. The convener of the committee is identified from within the committee.

Leading Teacher Quality Council (LTQC)

See above.

Partnerships & Professional Development Schools (PDS)

Research Advisory Council

The Research Advisory Council is a standing committee of the School of Education convened by the Associate Dean for Graduate Studies and Research. The Research Advisory Council will serve the School of Education in the following capacities:

- Develop, review, and modify school-level policies and procedures for graduate-level research-related issues in the School of Education. Particular focus is on doctoral-level issues, including the dissertation process
- Provide advisement on coordinating doctoral-level training
- Provide advisement on framing the research conducted in the School of Education to further the Scholarship for Schools identity
- Provide advisement on education and research integration
- Provide advisement on funding mechanisms for students and faculty for research activities
- Review applications and make awards for internal research awards

Levels of Research Advisory Council Membership:

Associate Dean for Graduate Studies and Research (Convener)

Program Director or Designate from each Doctoral Program in the SoE

One elected representative (not Doctoral Program Directors) from each Department (3 year, renewable terms)

School Tenure and Promotion Committee

Student and Alumni Awards Committee

Charge: The School of Education Student & Alumni Awards Committee is responsible for increasing the visibility of School of Education Students and Faculty in internal (university) and external (state, national and international) award competitions. The School of Education Student and Alumni Awards Committee is charged to:

- Identify internal and external award competition opportunities that will showcase the accomplishments and talents of students and alumni in the areas of teaching, scholarship, and service as aligned with the vision of the SoE for Educational Leadership, and Scholarship for Schools in the Spiritan Tradition of Caring.
- In consultation with the Associate Deans, develop a proactive strategic plan that includes the university and school services/offices necessary for full implementation of the plan.
- Communicate with School of Education constituents at regular intervals to inform them of award competition opportunities (e.g., email, a web-based site).
- In consultation with members of the Executive Committee (Dean, Department Chairs and Associate Deans), identify students and alumni who qualify for specific award competitions and facilitate the preparation of award application materials.
- Publicize successful award recipients through all appropriate school, university and national media outlets through the Coordinator of Relationships and Communication.

Membership: The Committee will be comprised of one representative elected from each Department within the School of Education, the SAS Coordinator of Relationships and Communication with oversight by the ADGSR and ADTE. At the first meeting, the committee will select a convener to organize meeting agendas and minutes and to facilitate communication.

Procedure: The SoE Student and Alumni Awards Committee will determine the process and procedures for implementing the strategic plan of the committee. The committee will hold regularly scheduled meetings and provide minutes to the School of Education in a timely manner following each meeting.

Term of Service: 3 years (DCPSE- 1 year; DEFL-2 years; DILE-3 years for initial start-up)

Student Honors & Awards Committee

Student Standing Committee

See above.

Tenure and Promotion Committee

UETC sub-committee of computers & lab classrooms

University Committees

Faculty Senate

2 year Term – Elected

One faculty member to serve on the Executive Committee and

One representative per every fifteen faculty members to serve on the Assembly

University Advisory Council

2 year term – Elected

Excerpt from the University Faculty Handbook

University Councils and Committees

a. Councils. University Councils advise the president and members of the University Administration regarding academic and other University policy issues.

1) The University Advisory Council

The membership of the Council shall include eight members of the faculty, the President of the Faculty Senate, four undergraduate students, two graduate/Law students, and two members of the staff.

The faculty members of the Council shall be elected one each by the faculties of the respective Schools and College. They shall originally serve for staggered terms of two years as initially determined by the President in order to insure continuity of membership.

The student members of the Council shall be elected annually by the Student Government Association and shall include the president of the Student Government Association and one member each from the undergraduate classes of the University not represented by the Student Government Association president. The graduate/Law students shall be elected by the Student Government Association.

The staff members of the Council shall be appointed by the President on an annual basis.

The President shall meet with the University Advisory Council; at least once each semester. The members of the Advisory Council may submit matters for the agenda of the meeting. The President, however, shall have the responsibility for determining the agenda

The President may invite other officers of the University and members of the University community to participate in the meetings of the Council.

Certificate Committee (CIQR)

CTS/ETC Lab and Classroom Committee

Electronic Theses and Dissertation Committee

Faculty & Staff Campaign Steering Committee

University Grievance Committee

3 year term – Elected

Excerpt from the University Faculty Handbook, Appendix D

APPENDIX D.

UNIVERSITY GRIEVANCE COMMITTEE FOR FACULTY (DUE PROCESS PROCEDURES)

The standing University Grievance Committee for Faculty, elected by the faculty, is responsible for receiving and investigating grievances according to due process procedures originating in the office of the Provost/Vice President for Academic Affairs. If approved by the President, its decisions are binding. (Executive Resolution VII.)

1. Purposes

The University Grievance Committee for Faculty (UGCF) exists to review specific complaints and other grievances. Its decisions are binding on the University when such decisions have been reviewed and approved by the President of the University.

In each case presented to it, the UGCF's charge is to assure the proper applications of the rules and criteria which the schools and/or the University have adopted or, in the absence of specified regulations, have historically applied. The UGCF does not determine the policies and procedures of the several schools nor does it establish the criteria to be used in considering promotion and tenure. It is within the purview of the UGCF, however, to determine in a case before it if local criteria are consistent with University policy and to make certain that the criteria which are used in reaching decisions are those which the school has established, that they are applied uniformly and consistently, and that in applying them adequate consideration is given to all the available relevant information.

Faculty/Athletic Advisory Committee

Library Committee

Presidential Scholarship Award Committee (member - per reviewer)

School District University Collaborative (SDUC)

Social Justice Task force

Spiritan Division of Academic Programs Advisory Board

Staff Awards Committee

Student Grievance Committee

Student Judicial Board

Teacher Education Council (See Dr. Munson)

Teaching Evaluation

Tenure and Promotion

University Academic Due Process Committee

University Academic Integrity Committee

University Computer Information Literacy

University Core Committee

University Creative Teaching Award Committee

University Diversity Committee (CTE)

University Educational Technology Committee

University Institutional Review Board for the Protection of Human Subjects (IRB)

University Library Committee

University Outcomes Assessment Committee

University President's Advisory Council

University Research Committee

Vincentian Academy Advisory Board

Vincentian Academy Discipline Board

Vira Heinze Scholarship Committee

Women's Leadership Task Force

Student Organizations

DUSEA - Student Organization

Faculty advisor Chi Sigma Iota

Faculty Advisor Phi Delta Kappa Organization

Faculty Facility SASP

HIPAA Liaison

Kappa Delta Epsilon

SASP

SCEC Advisor

Appendices

Act 48 Course Request Form

Act 48 Course Request Form

Name of Student* Requesting Act 48 Course: _____

Course Name: _____

Semester to be taken: _____

Course CRN: _____

Instructor/Professor Name: _____

Instructor/Professor Email address: _____

Instructor/Professor Approval: _____ Date: _____

Department Chair Approval: _____ Date: _____

Student takes form to Student and Academic Services (SAS)

Student pays \$100 per credit in a check made out to 'Duquesne University' to SAS

SAS sends email to instructor notifying this payment has been made.

SAS Endorsement that fee has been paid: _____ Date: _____

Student returns this form with all appropriate signatures to the instructor prior to the start of class

After the class is completed, Act 48 credit is then submitted by the student through the process documented at <http://www.duq.edu/education/sas/act48.cfm>.

*Student does not have to be a Duquesne student.

Outline of Proposal for Course Action for Department Chair

Outline of Proposal for Course Action for Department Chair

Course Title:

Program/Department:

Number of Credits: Schedule Type:

Rationale and need for course:

How does this course address the DU Mission, School Identity and Urban Education Initiative:

Target Participants:

Expected enrollment /number of sections/semesters:

Faculty needed to deliver course:

Existing FT Faculty _____ New FT Position _____ Adjunct _____

Impact of New Course

Potential impact on other programs/departments:

Budget:

Additional resources:

Outline of Proposal for Program Action for Department Chair

Impact of New Program

Potential impact on other programs/departments:

Budget:

Additional resources:

Incomplete Grade Application

This form is to record the agreement between a student and faculty member and to make application to receive an incomplete "I" grade in the Duquesne University School of Education.

Finishing all of the requirements necessary to change an incomplete "I" grade to a permanent grade is the sole responsibility of the student.

INSTRUCTIONS FOR COMPLETING THE "CONTRACT" FORM

1. The information on this form must be PRINTED.
2. The following items must be completed in full.
3. The plan to complete work should describe what must be submitted (include format requirements) and how grades are assigned. This section may require the student to continue the explanation on an attached separate sheet of paper.
4. Target date (state last date for completion).
5. **HIGHEST GRADE** is only applicable if the full grading system is not available to students who receive an "I" grade. This grade is determined by the course instructor.
6. "Grades to be assigned..." is only applicable if a formal target date is established.
7. "I" grades not remediated within one year become permanent "F" grades.

Student's Name _____ SS# _____

Course Number & Title _____

Course Instructor _____ Semester _____

Reason for Incomplete Grade _____

Target Date for Completion _____ Highest Possible Grade Upon Completion _____

Grade to be assigned if requirements not completed by target date _____

Plan to Complete Work _____

SIGNATURES REQUIRED:

Student / Date

Course Instructor / Date

Dean / Date

Copies to: Course Instructor / Student / Program Director / Student File

Research Associate – Letter of Appointment

Name
Address
City, State, Zip

Re: Letter of Appointment – Research Associate

Dear []:

We are delighted that you have accepted our request to become a Research Associate within the Department of [] in the School of Education at Duquesne University.

The mission of the School of Education, as a renowned learning community for the mind, heart and soul, is to guide the formation of moral and ethical educational leaders, to advance innovation in teaching and scholarship, and to foster social responsibility. Within the context of the Spiritan identity and University vision, we will accomplish our mission by exemplifying the scholarly and ethical standards of our profession as we provide meaningful learning experiences, support scholarship, and sustain mutually beneficial partnerships. We are delighted that you will participate in fulfilling the School's Mission.

We have agreed that your commitment with us will involve the following major areas: [collaborating with research faculty, and teaching of at least two specialty seminar sessions in topics of your choosing for our faculty and fellows]. Your expertise in research methods, and neuropsychological measurement would be valuable to our school.

Your research associate status with the department [] will commence [], and will continue for one year. This is a non-paid role. In your role you will have access to the Duquesne University Library and Institutional Review Board process. Kindly send us a current CV for our records. Thank you for your interest and commitment

Cordially,

Olga M. Welch, Ed.D.
Dean

cc: Dr. Ralph Pearson, Provost

Request for Additional Research Travel Funds

Faculty / Graduate Student (please circle)

Name _____ Date of Request _____

Name of Program and Department _____

Name of Event _____

Sponsoring Organization _____

Location _____

Dates of Attendance: From _____ To _____

- Attach an APA formatted citation of the presentation and document(s) from the conference host stating your acceptance of the proposal.
- Attach itemization of all anticipated expenses for which you are requesting research travel funds. To insure that all funds are reimbursable, please see attached non-reimbursable expenses.
- Faculty must attach evidence of previous year presentation having been submitted for publication. Provide brief written justification that your presentation is central to your line of research.

Total Amount of Need for Event	\$ _____
Departmental Professional Development funds currently available:	\$ _____
Amount Requested (Need – PD Funds Available)	\$ _____

I certify that the use of the research travel funds will be in accordance with University policy and that the amount of the SoE Faculty Presentation request will not exceed \$1,500 (\$1,000 for Graduate Student Presentation request on a one-time request per academic year basis.) *See Instruction #3

Signature of Requester

Chair: Approved ____ Not Approved ____

Chair's Signature _____ Date _____

Associate Dean: Approved ____ Not Approved ____

Signature _____ Date _____

Dr. Jeffrey A. Miller

Budget Officer Reviewed: _____

Dean: Approved ____ Not Approved ____

Dean's Signature _____ Date _____

Dr. Olga Welch

After signatures:

Original to: Budget Officer

Copies to: Chair and Requester

Tenure & Promotion Timeline

The following timeline will guide the SoE T&P process.

Who	What	When (due)
Candidate	Letter of intent submitted to Chair	April 1
Chair	External reviews solicited (for T&P cases only)	June 15
External Reviewers	External reviews to Chair	Sept. 15
Candidate	Application Portfolio to Dean's Office	October 1
Chair	External reviews placed in Main Packet (for T&P only)	October 1
Dept. committee	Written Recommendation addressed to Chair	October 15
Chair	Written Recommendation addressed to School Committee	October 20
School Committee	Written Recommendation to addressed to Dean	November 5
Dean	Written Recommendation addressed to Provost	November 15

With the exception of updates relating to works under review, no changes may be made to the application portfolio once it has been submitted to the Dean's Office. In the event that a work is accepted for publication after the application portfolio has been submitted, the candidate will submit a letter to the Dean announcing the acceptance and attach a copy of the acceptance letter. The Dean will include the documentation in the application portfolio, inform any other evaluators as appropriate, and reference the acceptance in his or her written recommendation to the University Committee.

Tenure & Promotion Sample Ballot

NOMINATION BALLOT (sample)

School of Education Tenure & Promotion Committee

According to the Procedural Guidelines for the Tenure and Promotion Process in the School of Education of Duquesne University the School must elect a representative to the School of Education Tenure and Promotion Committee from the Department of Counseling, Psychology and Special Education for a 3 year term. Dr. Casile has finished serving a 3 year term on the committee.

- Please indicate your nomination for one of the following eligible tenured faculty (self-nominations are acceptable):

_____	Dr.	<input type="checkbox"/>
_____	Dr.	<input type="checkbox"/>

- Place the ballot into the School of Education Tenure & Promotion Committee envelope.
- Place the T&P Committee ballot envelope into the envelope that has your name on it.
- Sign the back of the envelope with your name on it.
- All nominated individuals will be contacted to determine their intent to serve.
- Please return all ballots by 12:00 Noon, Friday August 25, 2006, to Eileen Junazski in Room 107, Canevin Hall.

Academic and Curriculum Committee Course Proposal

Before completing this form, notify the Department Chair of the intent to develop the course and any implications (faculty resources, workload, enrollment) within and across departments.

Course Outline Proposal for Academic and Curriculum Committee Approval

1. Department:
2. Course Number:
3. Course Title:
4. Semester Hours/Credits:
5. Course Description: (catalog copy)
6. Prerequisites/Enrollment Limits:
7. Target participants:
8. Needs Assessment/Rationale for the Course: (The need for the course is validated)
9. Potential duplication with existing courses: (Identify courses with which this course might overlap and document communication with appropriate department to verify non-duplication)
10. Course Objectives: (The objectives are stated in terms of what the students/participants will be able to do at the conclusion of the course)
11. Subject Matter Content: (Major topics)
12. Illustrative Course Activities:
13. Minimal Student Requirements/ Evaluation of Students:
14. Explain how course meets School of Education credit hour policy.
15. Proposed Text/Selected Bibliography:

Chair notification date:

Submitted by:

Submission date:

Department approval date:

ACC approval date:

Full faculty approval date: (if necessary)

Final approval date:

Academic and Curriculum Committee Program Proposal

Before completing this form, notify the Department Chair of the intent to develop the program and any implications (faculty resources, workload, enrollment) within and across departments.

Program Proposal for Academic and Curriculum Committee Approval

Note: New courses associated with a new program or program revision, are submitted using the Course Outline Proposal format and are considered concurrently with the Program Proposal.

I. Identification:

1. Department:
2. Program Title:
3. Semester Hours/Credits:
4. Enrollment Limits/Restrictions:

II. Needs Assessment:

5. Needs Assessment/Rationale for the program: (Evidence-based)
6. Pertinent history:
7. Targeted participants:

III. Program Description:

8. Description and structure: (Catalog description)
9. Distinguishing characteristics from current programs:
10. Anticipated curriculum: (Course descriptions, and sequence to be included in the Program of Study. Indicate new courses.)
11. Expected competencies:
12. Admission requirements/prerequisites:
13. Professional and state standards:
14. Eligibility for areas of accreditation/certification of program and/or graduates:
15. Communication with departments whose course offerings are affected:

IV. Administrative responsibilities:

16. Faculty and Staff: (describe new and existing roles)
17. School resources required for support: (library holdings, space, etc.)

V. References:

Chair notification date:
Submitted by:
Submission date:
Department approval date:

LTCQ recommendation date: (if necessary)

ACC approval date:

Full faculty approval date: (if necessary)

Final approval date:

Academic and Curriculum Committee Minor Change to Program or Course Proposal

Minor Change to Program or Course for Academic and Curriculum Committee Approval

1. Department:
2. Course Number & Title or Program:
3. Describe Minor Change: (Note: If change is related to the number of credit hours, please see item 8.)
4. Rationale for the Change:
5. Provide both old and new undergraduate or graduate catalog text related to change:
6. Describe impact of the change on other courses or programs:
7. Describe impact of change on accreditation:
8. Provide explanation if the change in credit hours will impact any of the following: Course Objectives, Subject Matter Content, Illustrative Course Activities, Minimal Student Requirements/Evaluation of Students, How the Course Meets School of Education Credit Hour Policy, and Proposed Text/Selected Bibliography.

Readmission Form

Students wishing to reenter (i.e., regain Active Status) the School of Education who are not returning from approved leave of absence must file this readmission form with Student and Academic Services and pay a readmission fee of \$200. Request must first be approved by the Department.

Student's Name _____ SS# _____

Permanent Address: _____

Phone No.: _____ email address: _____

Department: _____

Name of Program(s): _____

Advisor: _____

List any program of study courses with "F," "I" or "IP" grades: _____

Last Semester Enrolled in the SoE: _____ QPA: _____

Readmission Semester: _____

Student Signature / Date

Office Use ONLY

Readmission decision: _____ Accepted _____ Rejected

Program Director / Date

Department Chair / Date

**Readmission fee received and
SAS changed status in system to Active** _____ **Date:** _____
initials

Copies to: Student / Program Director / Department Chair / Student File