

**Rhode Island College**

**Feinstein School of Education and Human Development**



**Governance Document**

**September 2006**

## **Rhode Island College**

### **Notice of Affirmative Action and Nondiscrimination**

Pursuant to the philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, disabled veteran status, veteran of the Vietnam Era status, marital or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, and athletic and other College-administered programs. It also encompasses the employment of College personnel and contracting by the College for goods and services. The College is committed to taking affirmative action to employ and advance in employment qualified women and members of minority groups identified in state and federal affirmative action laws and executive orders, persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.

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## APPENDICES

**Appendix A:** Proposed Agreement on the Governance and Administration of the Ph.D. in Education.  
University of Rhode Island and Rhode Island College

Memorandum of Agreement between the Feinstein Foundation and the Rhode Island Board of Governors for Higher Education, The Commissioner of Higher Education, Rhode Island College, and The University of Rhode Island to establish a Ph.D. Program in Education

Amendments to the “Proposed Agreement on the Governance and Administration of the Ph.D. in Education”

**Appendix B:** Memorandum of Agreement between the Board of Governors for Higher Education and the Rhode Island College/American Federation of Teachers on the Inclusion of Service Information in Annual Evaluations of Faculty in the Feinstein School of Education and Human Development

**Note:** During the 2006-2007 academic year, the structure described in 3.3, Associate Dean for Graduate Programs and Assessment, was modified due to personnel transition: a Director of Graduate Programs and a Director of Assessment were appointed to oversee these respective areas of responsibility.

## **Preface**

The governance system of the Feinstein School of Education and Human Development (FSEHD) is the basis for decision making and policy development for the professional education unit at Rhode Island College. This system is explicated in the Feinstein School of Education and Human Development Governance Document which is approved by a vote of the faculty. This Governance Document contains descriptions of policy developed by a process of shared responsibility and collegial decision making which appear in all professional programs.

### **1.0 Mission of the Feinstein School of Education and Human Development**

The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions to promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity, and social advocacy.

### **2.0 Organization of the Professional Unit**

The mission of the Feinstein School of Education and Human Development is best understood in the context of the mission of Rhode Island College. The Feinstein School of Education and Human Development's mission contributes significantly to the goals of the larger institution. The School is, in fact, the historical foundation of the College.

#### **2.1 Mission of Rhode Island College**

Building on its historic roots in teacher education and its current status as the largest preparer of educators in the State, Rhode Island College aspires to be broadly recognized for the excellence of its academic, public service, and cultural programs. Widely known for its curricula in education,

fine and performing arts, nursing, and social work, the College is equally committed to offering a broad array of undergraduate arts and sciences and professional majors.

The College is dedicated to ensuring that each student experience academic life in a caring community where education is informed by serious inquiry, civic engagement, and open discourse; and, its faculty continually strives to fulfill the promise of the liberal arts education: *an open and inquiring mind*. As the State's single comprehensive institution of higher education, the College fulfills Rhode Island's promise of affordable access to superior higher education for traditional and non-traditional students alike—because, to foster the growth and development of each individual enriches everyone.

The College further fulfills its responsibility through the public service, continuing education offerings, and cultural opportunities it provides for the citizens of Rhode Island.

Figures 2.1.1 and 2.1.2 depict the organization of Rhode Island College.

## **2.2 The Feinstein School of Education and Human Development**

The Feinstein School of Education and Human Development is one of four academic units housed within Rhode Island College. The Feinstein School of Education and Human Development is comprised of the Henry Barnard School and five academic departments: Counseling, Educational Leadership and School Psychology, Educational Studies, Elementary Education, Health and Physical Education, and Special Education. Figure 2.2.1 depicts the organizational structure of the Feinstein School of Education and Human Development. The structures of the Henry Barnard School and the five departments within the Feinstein School of Education and Human Development are described below.

### **2.2.1 The Henry Barnard School**

The Henry Barnard School is a pre-kindergarten through fifth grade elementary school which is governed by the Board of Governors of Higher Education and approved by the

Rhode Island Department of Education. Faculty at the Henry Barnard School are members of the RIC/AFT and are Rhode Island College faculty who hold academic rank. The faculty of the Henry Barnard School is included in the School and the teacher education unit. The Henry Barnard School is Rhode Island College's laboratory school and provides a site for clinical experiences (observations, practicum, student teaching), research, curriculum development, and professional development. Specific information about the Henry Barnard School is available in the *HBS Faculty Handbook* which is available in the Office of the Dean. The programs offered by Henry Barnard School are depicted in Figure 2.2.1.1

### **2.2.2 Department of Counseling, Educational Leadership and School Psychology**

The Department of Counseling, Educational Leadership and School Psychology prepares professionals in the areas of mental health counseling, chemical dependency counseling and educational leadership. The programs offered by the Department are graduate programs which enable students to become state-certified school counselors, school psychologists, and school leaders. The programs in mental health counseling and chemical dependency counseling are linked to state licensure. The department offers the undergraduate and graduate service course in educational psychology. The programs offered by the department are depicted in Figure 2.2.2.1.

### **2.2.3 Department of Educational Studies**

The faculty of the Department of Educational Studies provides courses in foundations of education, bilingual and bicultural education, teaching English as a second language, middle level education, and instructional technology. These courses may be taken by students enrolled in all professional programs and may lead to Rhode Island state certification or endorsement as teachers in elementary and/or secondary schools. The department also offers programs which provide initial state certification for teaching in secondary schools and middle school endorsement. Programs in this department also lead

to initial Rhode Island state certification for teaching students in the K-12 areas of art, music, and technology education.

Programs leading to secondary school teacher certification are offered through the Department of Educational Studies in collaboration with selected departments in the Faculty of Arts and Sciences. These programs include discipline-based content courses offered by faculty in Arts and Science departments and courses in pedagogy and clinical experiences offered by faculty in the Department of Educational Studies.

In addition, the department offers the Rhode Island Teacher Education (RITE) program and the Master of Arts in Teaching (MAT) degree which prepare students for Rhode Island State certification as secondary school teachers if they have previously completed a baccalaureate degree in selected humanities or arts or sciences disciplines. The MAT leads to a master's degree from Rhode Island College in addition to providing preparation for teacher certification.

Graduate programs are provided for certified teachers who wish to pursue advanced degree work. The programs offered by the department are depicted in Figures 2.2.3.1 and 2.2.3.2.

#### **2.2.4 Department of Elementary Education**

The Department of Elementary Education offers programs for undergraduate and graduate students seeking initial Rhode Island certification in two areas:

- A. Early Childhood Education--for students interested in teaching programs for infants through grade two.
- B. Elementary Education--for students interested in teaching children in grades one through six in an elementary school.

A program is available for individuals who have earned a Baccalaureate degree and wish

to obtain a Master of Arts in Teaching in Elementary Education (including elementary teacher certification).

The department offers graduate level programs for teachers who are already certified and who wish to pursue advanced study in elementary education, early childhood education, or reading education. Graduates from the latter program are eligible for certification as reading specialist/consultants in Rhode Island schools. The programs offered by the Department of Elementary Education are depicted in Figure 2.2.4.1.

### **2.2.5 Department of Health and Physical Education**

The Department of Health and Physical Education offers programs for undergraduate students which lead to initial Rhode Island State certification as teachers in PreK-12 programs in physical education and health education. Students may also complete a program which leads to Rhode Island endorsement to teach adaptive physical education programs for persons with special needs. Undergraduate students may pursue a program in community health. This program focuses on health careers in non-school environments.

The faculty of this department offers a program whereby certified teachers may pursue advanced graduate study in health education. The programs offered by the department are depicted in Figure 2.2.5.1.

### **2.2.6 Department of Special Education**

For students who are simultaneously enrolled in programs leading to eligibility for Rhode Island state certification as elementary or secondary teachers, the Department of Special Education offers undergraduate programs (teaching concentrations) in three areas:

- A. Special educator of students with mild/moderate disabilities, kindergarten through middle school level.

- B. Special educator of students with mild/moderate disabilities, middle school through secondary level.
- C. Special educator of children and young adults with severe/profound disabilities.

The department also offers certified teachers opportunities to pursue advanced graduate study in special education which may lead to additional Rhode Island state certification in subdivisions of special education. The programs offered by the department are depicted in Figure 2.2.6.1

### **2.3 Professional Education Unit**

The Feinstein School of Education and Human Development professional education unit consists of the departments of Counseling, Educational Leadership and School Psychology, Educational Studies, Elementary Education, Health and Physical Education, Special Education, and the Henry Barnard School. Some programs are offered jointly by departments in the Faculty of Arts and Sciences and the Department of Educational Studies. These include Art Education and Music Education and the secondary education programs with majors in Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, Social Science, and Spanish. A Ph.D. program is offered jointly by Rhode Island College and the University of Rhode Island (See Appendix A).

All professional education programs are unified by the Conceptual Framework of the School, and infused with the Rhode Island Beginning Teacher Standards (RIBTS) or appropriate specialized professional association standards, and are coordinated by the Dean of the Feinstein School of Education and Human Development to ensure the fulfillment of the unit's mission. The Dean is responsible to the Vice President for Academic Affairs, the President of Rhode Island College, and the Rhode Island Board of Governors for Higher Education.

### **3.0 Administration of the Feinstein School of Education and Human Development**

### 3.1 Dean

The Dean of the Feinstein School of Education and Human Development is appointed by the President and is officially designated to lead the School and the professional education unit. Through the leadership of the Dean, the Feinstein School of Education and Human Development establishes and implements goals and objectives consistent with the unit's mission and in accordance with Rhode Island College mission, policies, and procedures. In collaboration with the faculty, the Dean is responsible for initiating and implementing policies and procedures governing initial (undergraduate, graduate, and certificate) and advanced (graduate and professional development) programs. The Dean also coordinates other on-campus and off-campus activities related to the mission of the Feinstein School of Education and Human Development. The Dean organizes and conducts on-going evaluation of programs and personnel, and procures resources (personnel, facilities, and funding) for the unit. The Dean is the official spokesperson to external constituencies, including state, regional and national educational agencies.

The Dean is responsible for planning, allocating, and using resources in a manner consistent with the mission of the College, the School, and the unit. With the concurrence of the college administration and the guidance of faculty of the School, the Dean establishes appropriate policies and procedures for governance of the unit: student admission, retention, and exit from programs; faculty selection; professional development; and program evaluation. The Dean is responsible for discharging these duties in a manner consistent with the *RIC/AFT Faculty Agreement*, *Rhode Island College Handbook of Policies, Practices, and Regulations*, the policies of the School and the policies and procedures of the Rhode Island Board of Governors of Higher Education. The Dean may delegate responsibility in a manner consistent with the contract and existing policies and procedures. The Dean maintains and extends connections with academic and administrative units within the institution and with schools, agencies, organizations, and other appropriate bodies outside the institution.

The Dean, with advice from the appropriate governing bodies, develops and regularly

monitors the vision, long-range plan and annual goals and objectives of the Feinstein School of Education and Human Development. In addition, the Dean involves the faculty and other education and human services professionals in the Feinstein School of Education and Human Development's policy making and advisory bodies for the purpose of recommending revisions in the curricula, objectives, syllabi, and admission, retention, and exit criteria. The Dean of the Feinstein School of Education and Human Development is responsible for the evaluation of chairpersons, the principal of the Henry Barnard School, staff members and others in a manner consistent with the RIC/AFT and other negotiated agreements. The Vice President for Academic Affairs and the President evaluate the Dean in a manner consistent with College policies and procedures.

### **3.2 Associate Dean for Teacher Education**

The Associate Dean for Teacher Education reports to the Dean of the Feinstein School of Education and Human Development. The Associate Dean is recommended by the Dean of the School to the President of Rhode Island College and is appointed by the President. The Associate Dean assists with major tasks such as accreditation and program approval, scheduling, development of the curriculum, program coordination, candidate assessment, program evaluation, student services which include advisement, and other duties and responsibilities that may be assigned by the Dean. The Associate Dean for Teacher Education serves as a member of the Dean's Leadership Committee and other appropriate School and College committees.

### **3.3 Associate Dean for Graduate Programs and Assessment**

The Associate Dean for Graduate Programs and Assessment reports to the Dean of the Feinstein School of Education and Human Development. The Associate Dean is recommended by the Dean of the School to the President of Rhode Island College and is appointed by the President. The Associate Dean for Graduate Programs and Assessment is responsible for all aspects of advanced graduate education within the Feinstein School of

Education and Human Development. The Associate Dean for Graduate Programs and Assessment assists with major tasks such as accreditation, scheduling, development of the curriculum, program coordination, candidate assessment, program evaluation, student services which include advisement, and other duties and responsibilities that may be assigned by the Dean. The Associate Dean for Graduate Programs and Assessment also supervises the School's Data Management Coordinator. The Associate Dean for Graduate Programs and Assessment also serves as a member of the Dean's Leadership Committee and other appropriate School and College committees.

### **3.4 Principal of the Henry Barnard School**

The principal of the Henry Barnard School is appointed by Board of Governors for Higher Education upon recommendation from the President and holds faculty rank in the Feinstein School of Education and Human Development. The Dean of the Feinstein School of Education and Human Development recommends the principal to the President. The principal is responsible to the Dean for the administration of the Henry Barnard School. Duties and responsibilities of the principal include but are not limited to personnel management, curriculum development, instructional leadership, program evaluation, College leadership, and general administration. The Dean may assign other responsibilities to the principal of the Henry Barnard School. The principal serves as a member of the Dean's Leadership Committee and other appropriate committees.

### **3.5 Director of School Partnerships and Field Placements**

The Director of School Partnerships and Field Placements reports to the Dean of the Feinstein School of Education and Human Development and is a staff appointment made by the President of Rhode Island College upon recommendation of the Dean. The Director of School Partnerships and Field Placements administers and coordinates clinical and field-based experiences for initial certification programs. The Director of School Partnerships and Field Placements collaborates with department chairs, faculty, college supervisors,

cooperating teachers, and PK-12 administrators in making recommendations relating to clinical placement and evaluation of students in initial certification programs. The Director administers policies and procedures for clinical and field-based experiences. The Director assists with other duties and responsibilities that may be assigned by the Dean. The Director of School Partnerships and Field Placements serves as a member of the Dean's Leadership Committee, the School Partnerships Committee and on other appropriate School and College committees.

### **3.6 Co-director of the Ph.D. Program**

The Rhode Island College Co-Director works with the Co-Director from the University of Rhode Island and the Program Committee to recruit and select students, schedule courses, determine course instructors, work with members of the Ph.D. Administrative Committee and develop and schedule colloquia, forums, and an annual Feinsein Community Service lecture. The position of RIC Co-Director is a three-year appointment by the President on the recommendation of the Dean.

### **3.7 Other Administrative Appointments**

The Dean may recommend to the President and other appropriate administrators appointments for specific tasks within the Feinsein School of Education and Human Development. The Dean discusses with the Dean's Leadership Committee such ad hoc or permanent appointments.

## **4.0 Governance of the Departments and the Henry Barnard School**

Governance in the separate departments and the Henry Barnard School is conducted according to policies and procedures adopted by the faculty of each department consistent with the policies of the School and the College. All department policy is adopted in consultation with the Dean of the Feinsein School of Education and Human Development. The general and common characteristics

of departmental governance are described below. Since the governance of the Henry Barnard School is determined by its identity as an approved elementary school, the characteristics of the governance of this unit are described separately from the governance of the departments.

#### **4.1 Governance of Departments**

The department chair governs the department and is nominated by the faculty of the department with the concurrence of the Dean and the approval of the President according to Article V. B and C of the *Agreement* between the RIC/AFT and the Rhode Island Board of Governors for Higher Education. This person is responsible for the administration of the department, evaluation of faculty, management of curricula, and student advisement. As an administrative representative of the College and the School, the chair is responsible for the implementation of departmental policies and procedures as defined in Article V.A of the *Agreement*. The chairperson receives monetary remuneration and faculty load credit, both of which are determined by the Vice President for Academic Affairs. A Department Advisory Committee assists the Chairperson in execution of the governance of the department. In departments with few faculty, this Committee may be comprised of the entire faculty. This Committee advises the chairperson on personnel matters and administration of the department according to Article VI.B of the *Agreement*.

Several departments have Committees charged with the oversight, evaluation, and revision of all curricular matters under the aegis of the department. Alternatively, curricular matters which are program specific may be the concern of subcommittees which offer recommendations to the entire department. According to College and School policy, the chairperson is responsible for conveying the wishes of the department to administrative bodies outside the department.

With the advice of the Advisory Committee, the chairperson is responsible for all personnel matters in the department: evaluating faculty, recommending tenure and/or promotion. Advisory Committee members assist the chairperson with the classroom observation and

collection of student evaluations of all faculty in the department. When opportunity presents itself for hiring new faculty, the Advisory Committee is responsible for advising the chairperson on vacancy notices. Requests for hiring faculty are forwarded to the Dean. Search Committees consist of faculty with expertise in the area of the new position as well as faculty who represent a cross section of the department. Recommendations for hiring are made to the Dean, and if the Dean concurs, the recommendation is forwarded to the Administration of the College.

Departments as a whole normally meet monthly to discuss matters of concern to the department, receive information from the administration, and consider issues of School-wide and/or College-wide significance. All proceedings are recorded and minutes are kept in the department. Copies are sent to the Dean.

Issues related to accreditation and State Approval by the National Council for Accreditation of Teacher Education (NCATE), the New England Association of Schools and Colleges (NEASC) and the Rhode Island Department of Education (RIDE), are addressed by committees charged with oversight of specific programs, the department as a whole and/or special committees appointed by the chairperson or the Dean of the School as needed. These committees may be interdepartmental or intradepartmental as is appropriate and work closely with the Dean and the Associate Deans. Activities related to accreditation are continuous in an effort to maintain quality programs.

## **4.2 Governance of the Henry Barnard School**

The governance structure of the Henry Barnard School is both linear and participatory. It is linear in that the faculty and staff report to the principal, who reports to the Dean of the Feinstein School of Education and Human Development, who reports to the Rhode Island College Administration. The Board of Governors appoints the principal with recommendations from the Henry Barnard School Community, the faculty, the Dean and the President. Governance is participatory in that the Henry Barnard faculty is directly involved

in the forming of policy and the operating procedures of the school through their involvement on school committees. Detailed explanation of the governance of the Henry Barnard School is found in the current edition of *The Henry Barnard School Faculty Handbook*.

## **5.0 Committees**

Faculty of the Feinstein School of Education and Human Development participate in the governance of the unit through their membership in a department and active participation in all departmental governance activities. They also participate in the governance of the unit by their active participation in committee work of the College and the School. Through this participation, as well as the monthly departmental meetings, program-specific responsibilities and personal interactions, the element of collegiality is woven into the governance of the unit. Participation brings faculty opinion, expertise, and information to the committees and faculty then share with the department information about decisions, actions, and plans for the future. The shared governance and reciprocal communication of the Feinstein School of Education and Human Development includes three types of committees: policy advisory committees, standing committees, and ad hoc committees. The organization of these committees in the Feinstein School of Education and Human Development is shown on figure 5.0.1

### **5.1 Dean's Leadership Committee**

The Dean's Leadership Committee (DLC) is comprised of the Dean of the Feinstein School of Education and Human Development, the Dean's administrative staff, chairpersons from the five academic departments of the unit, and the principal of the Henry Barnard School. The Dean of the School or designee serves as chair of this committee. The Dean normally determines the agenda for DLC meetings in consultation with the administrative staff of the School. Minutes of these meetings are taken and circulated. Meetings are conducted under *Roberts Rules of Order*. Terms of service for chairpersons are concurrent with their term(s) of office as chair of the respective departments. The principal of the Henry Barnard School

and the staff of the Dean's Office are continuing members. The Chairs of departments and the principal of the Henry Barnard School are voting members of the committee. Administrative staff are ex-officio non-voting. The DLC receives administrative information and direction from the Office of the Dean; advises the Dean on policies and procedures related to professional preparation programs; reviews and recommends curriculum proposals that impact the unit as a whole and any of its programs, and receives information, reports, and recommendations from the standing and ad hoc committees of the Feinstein School of Education and Human Development. The DLC is advisory (as are all committees) to the Dean of the Feinstein School of Education and Human Development on policies, procedures, and governance of the school.

An important function of this committee is to convey the opinions and considered advice from the faculty to the Dean on matters pertaining to the organization, operation, and policies of the School and the College. The Dean receives this information and, where appropriate, conveys the concerns and advice of the faculty to the College administration.

## **5.2 Advisory Committees**

Two advisory committees participate in the governance of the Feinstein School of Education and Human Development: the Feinstein School of Education and Human Development External Advisory Committee and the Henry Barnard School Advisory Committee. Members of the Feinstein School of Education and Human Development External Advisory Committee shall be drawn from the following:

1. PK-12 Classroom Teachers
2. PK-12 School Administrators
3. PK-12 School Counselor or Student Services Professionals
4. Community members with an interest in the School's mission and vision
5. FSEHD undergraduate and graduate candidates
6. Representatives from the dean's office and FSEHD departments

Members of the Henry Barnard School (HBS) Advisory Committee shall be drawn from the following:

1. Chair of HBS Parents Association
2. Chair of HBS Parents Association designee-a HBS parent
3. Two other HBS family members
4. Three HBS teachers
5. Four members of FSEHD academic departments
6. The HBS Principal
7. The FSEHD Dean

The members of these committees shall be invited to advise the Dean and DLC on matters related to the mission of the School and of the College, quality and content of professional and academic programs, long-range plans of the School, the Henry Barnard School, and the policies and procedures of the School. They shall advise the Dean and DLC on matters of significant relevance to best practices in education and related professions. The Dean communicates with these practitioners and community members about significant changes occurring in the programs, special programs, and opportunities offered by the School. The External Advisory Committees provide open lines of communication among the School and its several external constituencies.

### **5.3 Standing Committees**

The standing committees of the Feinstein School of Education and Human Development include:

1. Reflective Practice Committee
2. Assessment and Program Improvement Committee
3. School Partnership Committee
4. Diversity Committee
5. Teacher Education Committee

All standing committees report to the Dean's Leadership Committee and are responsible for recommendations of policy and procedures to assure that best professional practice occurs in

all programs in the Feinstein School of Education and Human Development.

With the exception of the Teacher Education Committee (TEC), membership of these committees consists of representatives from all departments, appointed by the department chair, in the Feinstein School of Education and Human Development and the Henry Barnard School and may include constituencies outside the unit as well as FSEHD staff and candidates. This ensures that the governance of the School is collaborative and collegial. These committees disseminate information to the faculty in the departments and receive information from the faculty in order to facilitate collaborative and efficient functioning and ongoing improvement of the FSEHD's instructional programs and professional activities. Depending on the reason for the existence of the standing committee, membership may include members of other departments or units of the College and may include ex officio members. Terms of service are usually two years, but a member may be re-appointed by the department chair when appropriate.

Standing Committees operate under *Roberts Rules of Order* or appropriate modifications thereof. They meet regularly during the academic year. The Standing Committees normally report, as needed, to the Dean's Leadership Committee. The chair of each Committee keeps minutes and all correspondence of the Committee. The chair of each Committee shall normally provide an annual report to the Dean's Leadership Committee and submit an annual report in the Office of the Dean.

Annual reports shall normally include at least the following information:

- a. Membership with terms of service
- b. Meeting dates
- c. Description of accomplishments
- d. Recommendations for future action
- e. Appendices may include:
  1. Meeting Minutes
  2. Correspondence

### 3. Reports or documents prepared or received

The following sections describe the standing committees of the Feinstein School of Education and Human Development.

#### **5.3.1 Reflective Practice Committee**

The Reflective Practice Committee is responsible for the development, currency, and integration of the unit's mission and conceptual framework which underlie and provide unity for all programs in the Feinstein School of Education and Human Development. The Committee supports reflective, standards-based practice and suggests related professional development for faculty and staff. In the execution of its charge, the duties and responsibilities of the Reflective Practice Committee shall include, but not be limited to, the following:

1. Maintain the contents of the Conceptual Framework document to assure the coherence of all programs and the inclusion of current research-based findings and professional best practice. Maintain documentation for revisions to the Conceptual Framework document.
2. Support and assist faculty members in the development of syllabi and the implementation of courses that reflect the FSEHD mission, the Conceptual Framework, and appropriate standards.
3. Develop procedures for contact with full and part-time faculty in the Feinstein School of Education and Human Development and the Faculty of Arts and Sciences to facilitate awareness and integration of the FSEHD mission, the Conceptual Framework document, and appropriate standards into courses and experiences of students at the College.
4. Advise the FSEHD Dean on professional development for faculty to promote reflective, standards-based practice.

The members of the Reflective Practice Committee shall consist of:

1. One representative from each department in the School.

2. One representative from the Henry Barnard School.
3. One representative who is a member of the Faculty of Arts and Sciences or a joint appointment in FAS and FSEHD.
4. One representative from the Office of the Dean (ex officio, non-voting).

The Chair of the committee shall be a faculty member elected from the membership.

### **5.3.2 Assessment and Program Improvement Committee**

The Assessment and Program Improvement Committee is responsible for oversight and development of systematic plans and processes for the continuing assessment of candidates and for resulting program improvement. In the execution of its charge, the duties and responsibilities of the Committee shall include, but not be limited to, the following:

1. Develop and disseminate a plan for systematic candidate assessment.
2. Develop and disseminate a plan for systematic unit assessment.
3. Monitor the integrity of the unit's implementation of the candidate assessment plan.
4. Monitor the integrity of the unit's implementation of the unit assessment plan.
5. Provide advice and/or assistance, as needed, to faculty as they implement the components of the plan at the program level.
6. Oversee the use of data for program improvement.
7. Assist faculty within each academic program to make data-based decisions.
8. Advise the Dean about resources needed to implement and maintain the candidate and unit assessment systems.

The members of the Assessment and Program Improvement Committee shall consist of:

1. One representative of each department, in the Feinstein School of Education and Human Development.
2. One representative from the Henry Barnard School.

3. One representative who is a member of the Faculty of Arts and Sciences or a joint appointment in FAS and FSEHD.
4. The FSEHD's Data Management Coordinator.
5. One representative from the Office of the Dean (ex officio, non-voting).

The Director of Assessment shall serve as the committee chair.

### **5.3.3 Diversity Committee**

Recognizing that excellence is achieved through diversity, the purpose of the Diversity Committee is to promote all forms of diversity- cultural, language, ethnic, learning styles and abilities, and to increase diversity in the student and faculty populations in the Feinstein School of Education and Human Development. In the execution of its charge, the duties and responsibilities of this committee shall include, but not be limited to, the following:

1. Collaborate with personnel in Admissions, OASIS, and the Unity Center to increase diversity among those who seek admission to Rhode Island College, and individuals who indicate an interest in FSEHD programs.
2. Develop and implement plans for increasing candidate diversity in all programs in the Feinstein School of Education and Human Development.
3. Monitor the outcomes of developing and implementing plans.
4. Develop a plan for retention of diverse populations by mentoring diverse candidates from admission to graduation and beyond.
5. Serve as a resource to the faculty and administration of the School on strategies to increase retention of diverse candidates. Collaborate, as appropriate, on College initiatives.
6. Serve as a resource to faculty and staff search committees by suggesting strategies to increase diversity in the faculty and administration of the School.
7. Promote awareness and sensitivity of faculty, candidates, and staff to diversity in all of its forms.

The members of the Diversity Committee shall consist of:

1. One representative from each department in the School.
2. One representative from the Henry Barnard School.
3. One representative from the Office of the Dean (ex officio, non-voting).

The chair of the committee shall be a faculty member elected by the membership.

The committee may consult with and/or invite representatives from relevant college organizations to meetings.

#### **5.3.4 School Partnership Committee**

The members of the School Partnership Committee advise the Director of School Partnerships and Field Placements and the Dean on matters related to developing and strengthening Feinstein School of Education and Human Development partnerships with personnel, schools, and school districts serving as mentors and fields sites for FSEHD programs, with the mutually beneficial goals of improving schools and improving teacher education. In execution of its charge, the duties and responsibilities of the School Partnership Committee shall include, but not be limited to, the following:

1. Identify and design approaches to assist partnership schools and school districts in meeting their goals and objectives.
2. Identify core proficiencies and skills pre-service candidates need to demonstrate successfully to enter the teaching profession.
3. Review and make recommendations concerning criteria for the selection and evaluation of clinical instructors, cooperating teachers, and field placement sites, including, but not limited to, how well field placement sites and teachers meet FSEHD standards.
4. Participate in designing professional development activities for PK-12 practitioners.

The members of the School Partnership Committee shall consist of:

1. One representative from each department in the School.

2. One representative from the Henry Barnard School.
3. Six clinical instructors and/or cooperating teachers from partnership districts representing elementary/early childhood education, secondary education, special education, K-12 programs and middle level education programs.
4. Five administrators from partnership school districts.
5. The Director the Office of School Partnerships and Field Placements and the Field Site Liaison.
6. The Dean of the Feinstein School of Education and Human Development (ex-officio).

The Director of the Office of School Partnerships and Field Placements shall serve as chair of the Committee.

### **5.3.5 Teacher Education Committee**

The Teacher Education Committee is responsible for coordinating content area preparation of teachers across the Faculty of Arts and Sciences and the faculty of the Feinstein School of Education and Human Development. In the execution of its charge, the duties and responsibilities of the Teacher Education Committee shall include, but not be limited to, the following:

1. Foster communication and collaboration among faculty who teach content courses in the Arts and Sciences disciplines and faculty who teach pedagogy courses in the Feinstein School of Education and Human Development regarding curricula, programs, policy, and procedures.
2. Provide advice and/or recommendations to the DLC related to the General Education, Arts and Sciences, and pedagogy courses to improve the preparation of pre-service teachers.
3. Provide information, assistance and advice for unit accreditation and program approval.
4. Provide a structured forum for College faculty to focus on improving cohesion, consistency, quality, and currency in preparation of pre-service

teachers.

The members of the Teacher Education Committee shall consist of:

1. One Faculty of Arts and Sciences representative from each of the following departments or programs: Art; English; Mathematics and Computer Science; Modern Languages; the Social Sciences; Music; the Sciences.
2. One FSEHD representative from Elementary or Secondary Education in each of the following content areas: English Language Arts, Mathematics, the Social Sciences, the Sciences.
3. One representative of the Office of the Dean of the Faculty of Arts and Science (ex officio).
4. One representative of the Office of The Dean of the Feinstein School of Education and Human Development (ex officio).

The Committee shall be co-chaired by the two deans or their representatives.

#### **5.4 Ad Hoc Committees**

Ad hoc committees may be established by the Dean of the Feinstein School of Education and Human Development, with the advice and counsel of the Dean's Leadership Committee. The purpose of ad hoc committees is to address a specific issue, problem, or topic of a short-term nature. Ad hoc committees must be given a specific charge. The nature of the task and the expertise of potential members determine membership of an ad hoc Committee. The chair of the committee is generally designated at the time of formation. Terms of service are continuing until a final report is written, submitted, and accepted by the Dean. An ad hoc committee's final report must be delivered to the establishing body and must identify the charge, the members, the chair, all meeting dates, description of activity and recommendations for action or policy on the issue which brought the ad hoc Committee into existence. Copies of the final report are maintained in the Office of the Dean.

#### **6.0 Policies and Procedures**

Many policies and procedures that affect the Feinstein School of Education and Human Development may be found in various College documents. This section contains those policies and procedures that have specific application to the Feinstein School of Education and Human Development.

## **6.1 Adoption of Policies**

Adoption of policies and revisions of existing policies within the Feinstein School of Education and Human Development shall proceed as follows:

1. Proposals for new policies and/or revisions of existing policies are normally initiated by the faculty through the appropriate department but may be initiated by anyone in the School. Proposals are brought to the Dean for review and inclusion on the agenda of the Dean's Leadership Committee (DLC).
2. The DLC discusses and may modify the language of the proposed policy and decides whether or not to bring the proposal to their respective departments for discussion and recommendations.
3. At the next appropriate meeting of the DLC, feedback from the several departments is shared with the DLC members.
4. The DLC discusses the proposal in light of the issues raised in the various departments and makes recommendations to the Dean on the proposed policy.
5. If members of the DLC decide not to refer the proposal to the faculty of the several departments, they make a recommendation to the Dean forthwith.

## **6.2 Annual Reports from Departments**

Each department and the Henry Barnard School must submit an annual report to the Dean at the end of the academic year. The Dean receives these reports and prepares

an annual report for the School. This annual report is shared among the School and with the College administration.

### **6.3 Recruitment and Appointment of Full-Time Faculty**

The School recruits potential full-time faculty members from a wide variety of sources. Every effort is made to maximize the diversity of the faculty by recruiting and appointing potential faculty from as many sources as possible. In addition to the affirmative action policies and procedures of the College, the School also requires applicants to possess appropriate professional experience for full-time faculty positions. The chair of the appropriate department recommends full-time faculty to the Dean. Documentation regarding full-time faculty is maintained in the departmental office and the Office of the Dean.

### **6.4 Recruitment and Appointment of Part-Time Faculty**

Part-time faculty are recruited from the region by the department for a limited period of time. Departments utilize a variety of mechanisms to recruit qualified part-time persons including: external advertisements, nominations, learned society and professional organization recommendations, and other initiatives. The chair of the appropriate department recommends part-time faculty to the Dean. Part-time faculty must be eligible for appointment as full-time faculty members and/or have exceptional expertise that qualifies them to teach in a specific area. Documentation regarding part-time faculty is maintained in the departmental office and the Office of the Dean.

### **6.5 Faculty Promotion and Tenure**

Policies for tenure and promotion are described in the current *Agreement* between the RIC/AFT and the Rhode Island Board of Governors. In addition, the Feinstein

School of Education and Human Development considers the guidelines for professional service found in the Memorandum of Agreement in Appendix B.

## **6.6 Curriculum Development Process**

The Feinstein School of Education and Human Development follows College Curriculum Committee policies and procedures for curriculum proposals. In addition, the following procedure is in place for Feinstein School of Education and Human Development proposals prior to their leaving the Dean's Office for College approval.

1. Normally, all proposals for curriculum revision relating to programs within the School are originated in departments and approved by the appropriate department. Proposals brought to the Dean with appropriate signatures and on proper forms are included on the agenda of Dean's Leadership Committee.
2. After an initial discussion at the Dean's Leadership Committee, the chairs and the Henry Barnard School Principal may bring the proposals to their respective faculty for discussion and recommendations.
3. Proposals are returned to the Dean's Leadership Committee with responses from the faculty.
4. The Dean's Leadership Committee makes recommendations to the Dean with regard to the proposals.
5. If the Dean's Leadership Committee does not refer proposals to the faculty, a recommendation is made to the Dean.
6. Once approved by the Dean, the department forwards proposals to the appropriate College committee(s).

## **6.7 Course Evaluations**

Normally, students evaluate all sections of every course in the Feinstein School of Education and Human Development each semester. Chairpersons and the Departments use such evaluations for program review and faculty evaluation.

## **6.8 Program Evaluation**

Programs in the Feinstein School of Education and Human Development are reviewed on a regular cycle by the National Council for Accreditation of Teacher Education, each program's specialization professional association, the Office of Higher Education, and the Rhode Island Department of Education. Programs are also reviewed, internally and systematically, by students, faculty, departments, and appropriate College committees as well as the Administration of the College.

## **6.9 Admission and Retention**

The Feinstein School of Education and Human Development establishes and reviews policy and procedures for the admission and retention of students consistent with School and Rhode Island College policy.

## **6.10 Pre-K –12 Professional Development**

The School is committed to providing professional development opportunities for College personnel and faculty of pre-K-12 schools. The School encourages the participation of College faculty in developing and/or offering courses, workshops, conferences, seminars, projects, and other appropriate initiatives designed to meet this need.

## **7.0 Parliamentary Authority**

Governance of the Feinstein School of Education and Human Development is congruent with the established governance structure of Rhode Island College. The current edition of *Robert's Rules of Order* shall be followed in all cases to which they are applicable and in which they are not inconsistent with School policy.

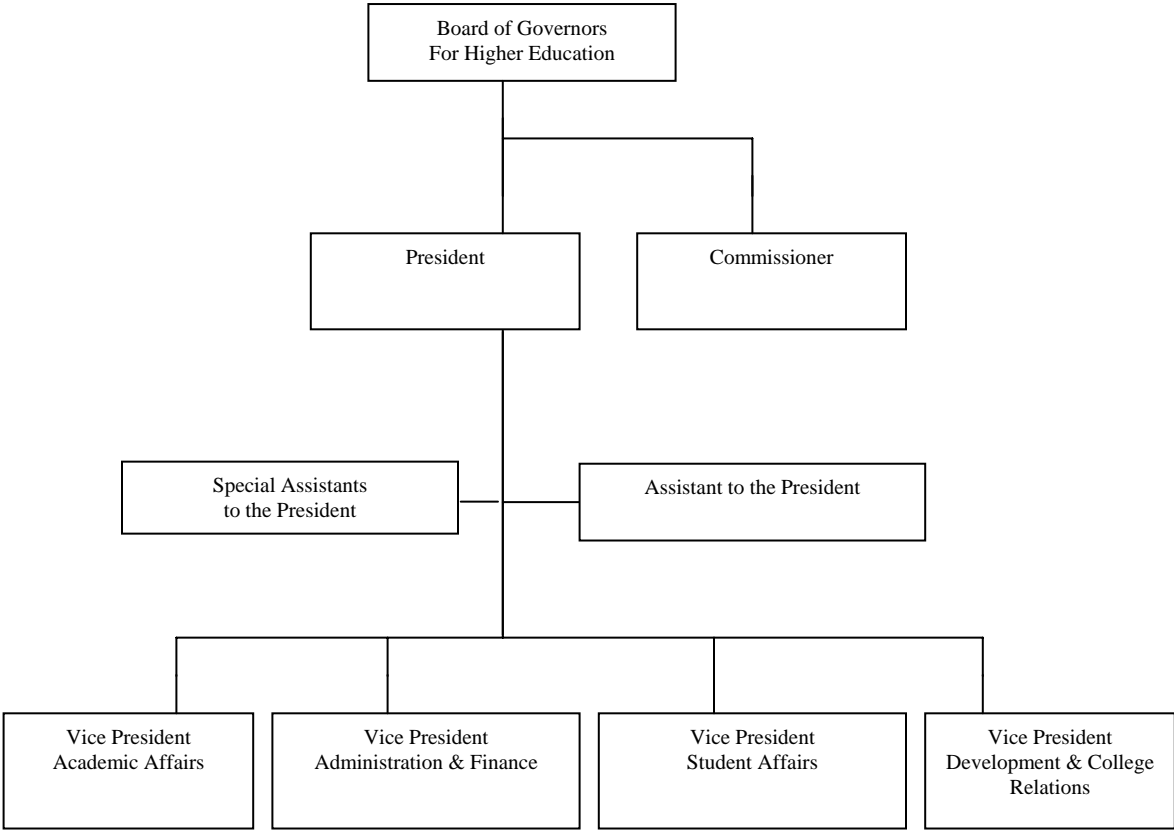
## **8.0 Ratification and Amendment Process**

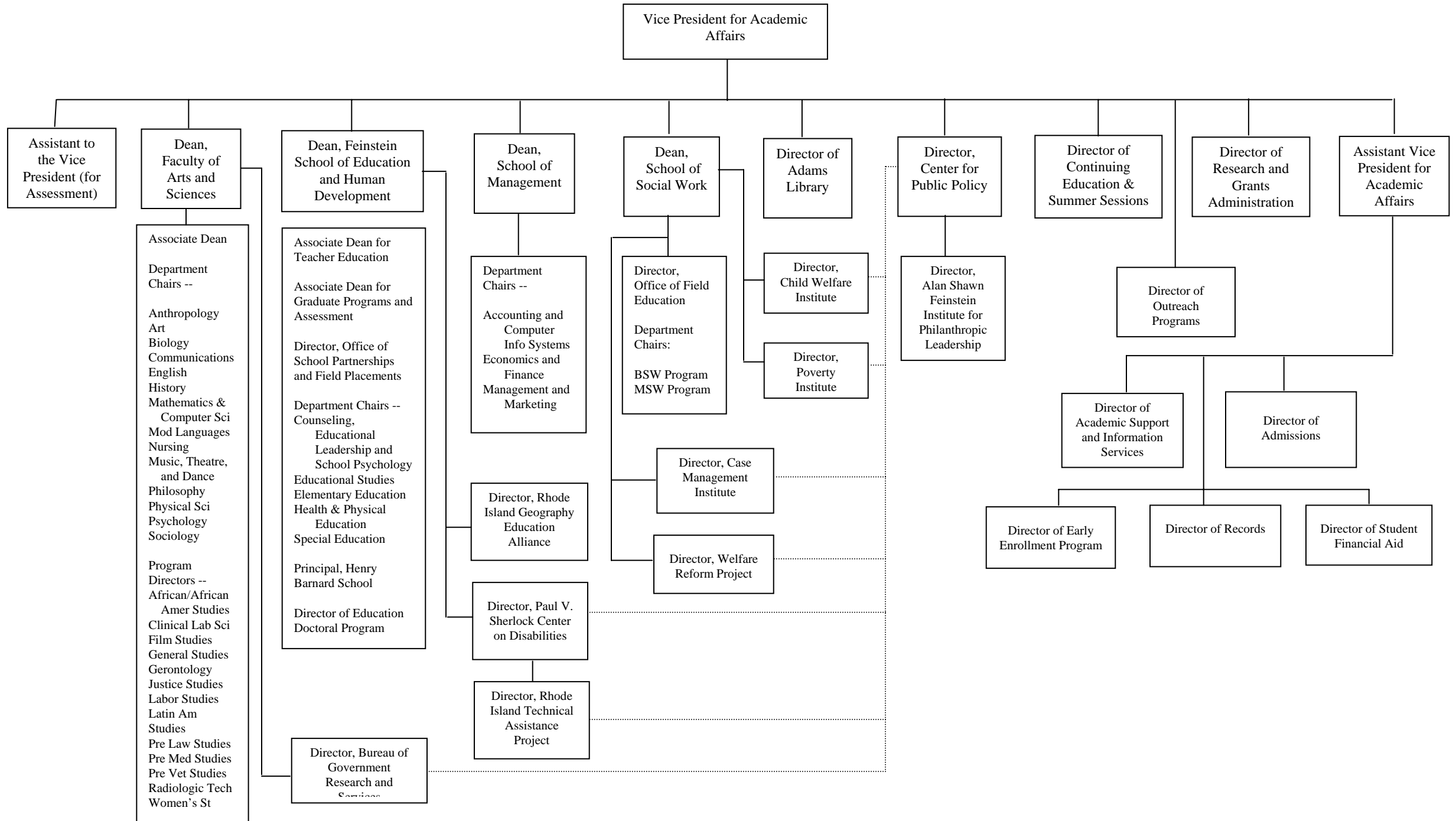
The faculty of the professional education unit who are eligible to vote (according to Article 1 Section A and the memorandum of agreement relating to limited term appointments of the *Agreement*) as well as the President of the College must approve the Governance Document of the Feinstein School of Education and Human Development. The Governance Document of the School is presented to the faculty of the professional education unit for review. The Governance Document is approved by a majority vote of the eligible, professional education faculty.

Amendments to the Governance Document must be consistent with existing Rhode Island College governance documents. The faculty of the professional education unit and the administration of Rhode Island College must approve amendments to the Governance Document. Amendments to the Governance Document of the School are presented to the professional education faculty for review. Amendments are approved by a majority vote of the eligible, professional education faculty.

## **TABLES OF ORGANIZATION**

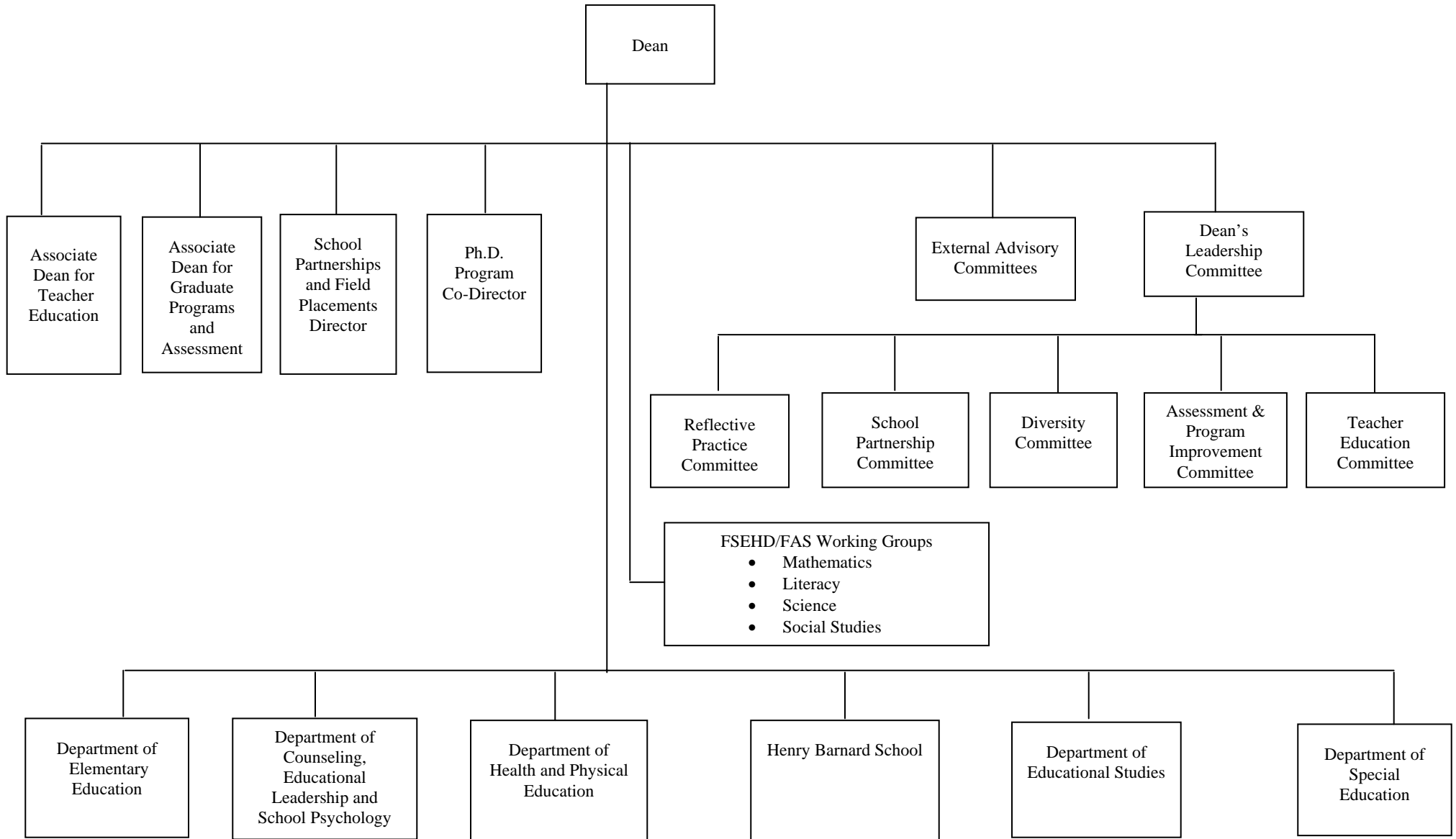
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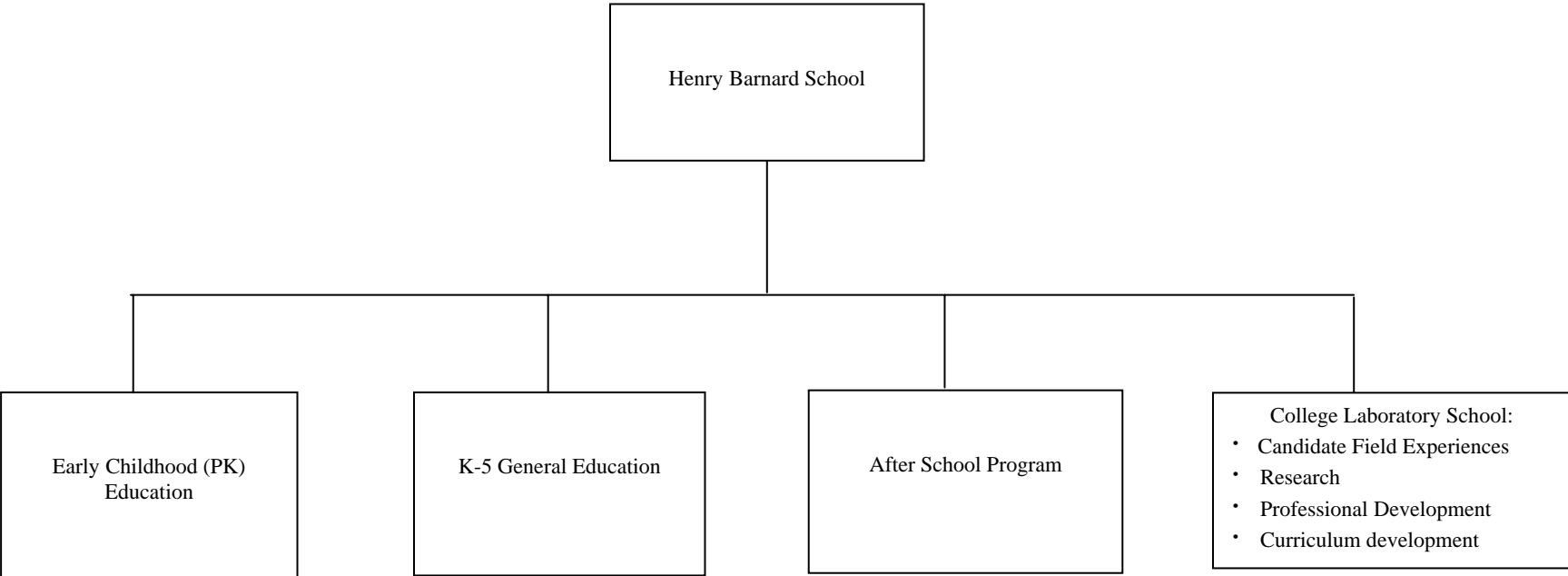
# Feinstein School of Education and Human Development

2.2.1



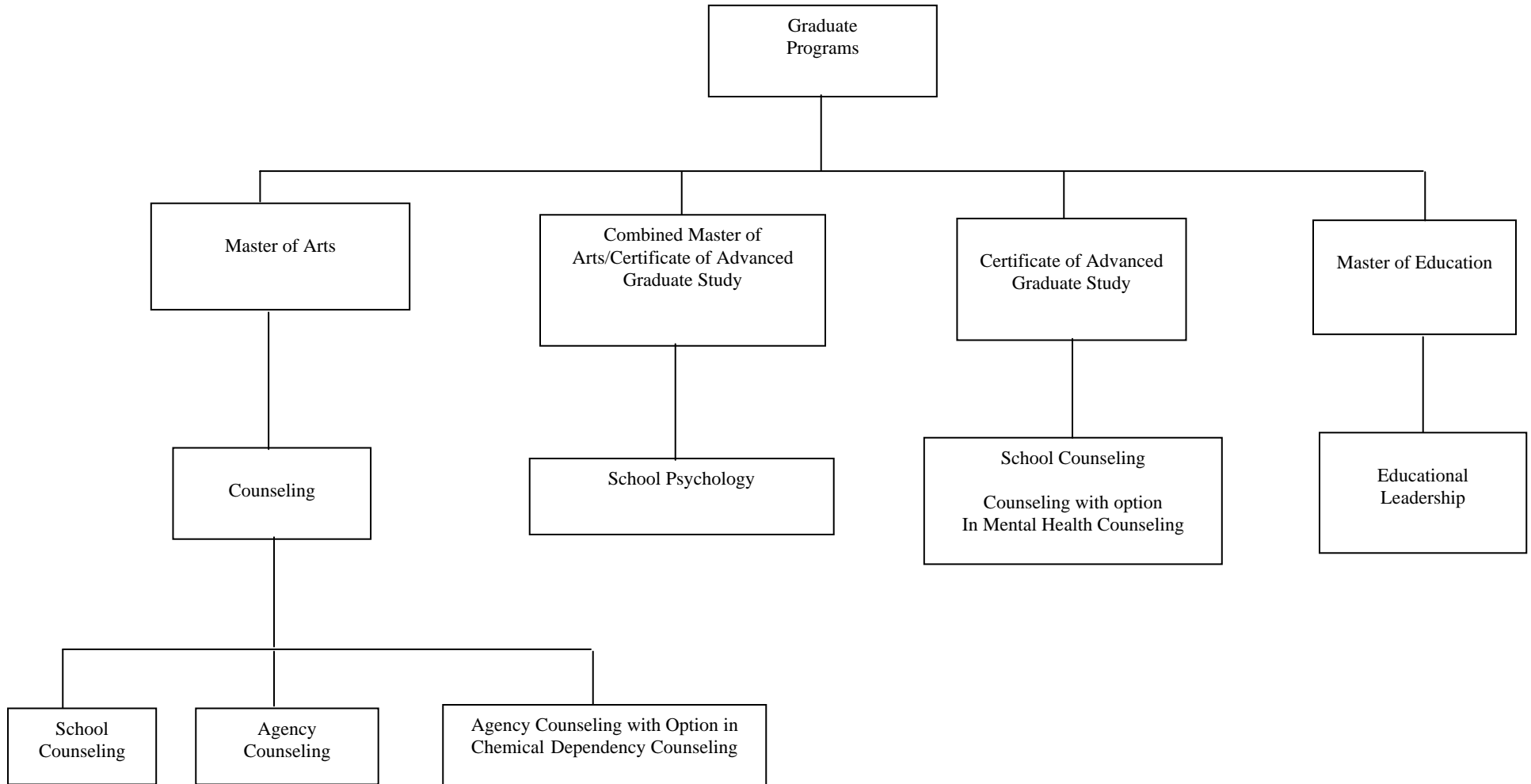
**HENRY BARNARD SCHOOL**

**2.2.1.1**



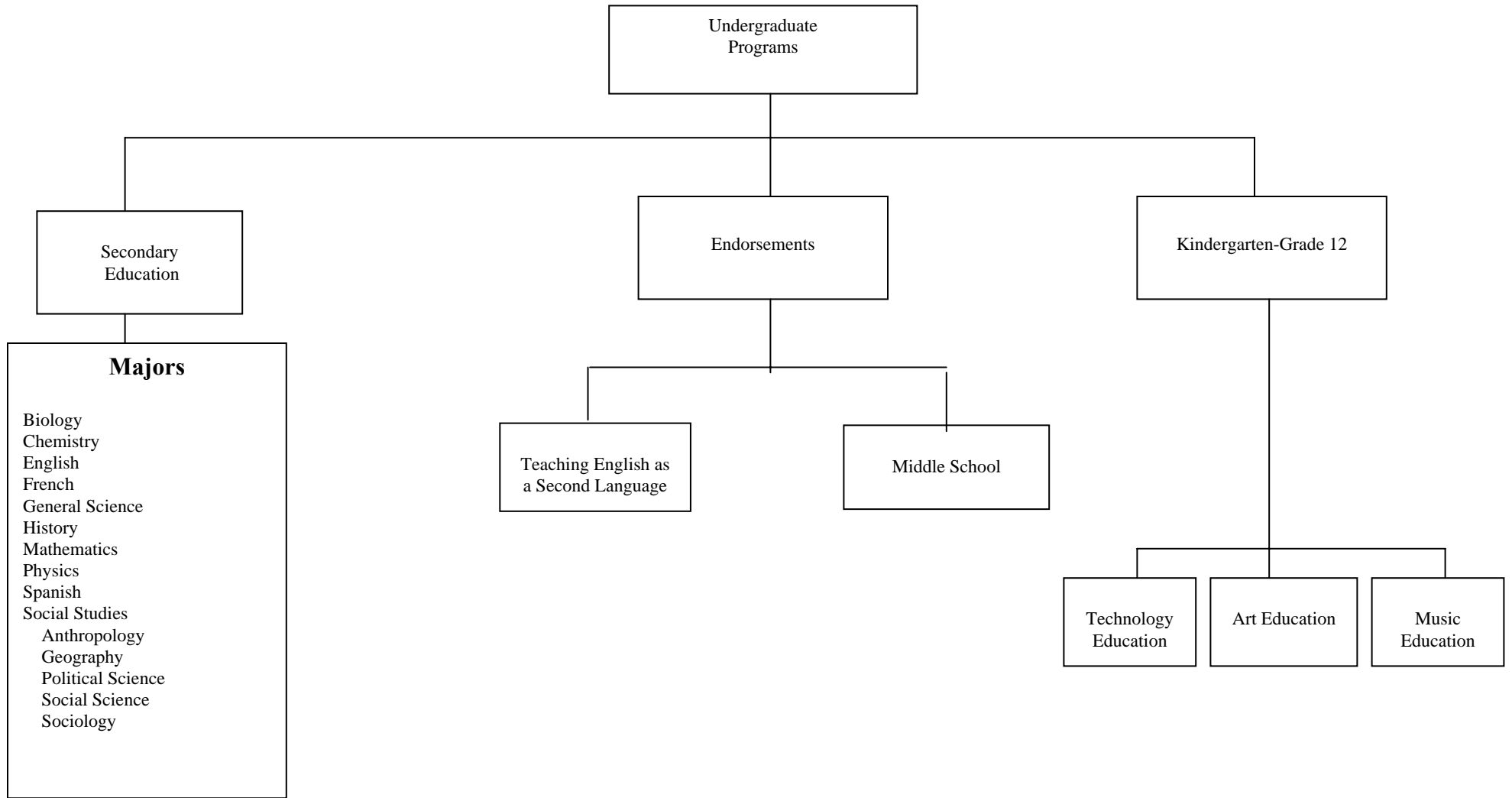
**Department of Counseling, Educational Leadership and School Psychology**

**2.2.2.1**



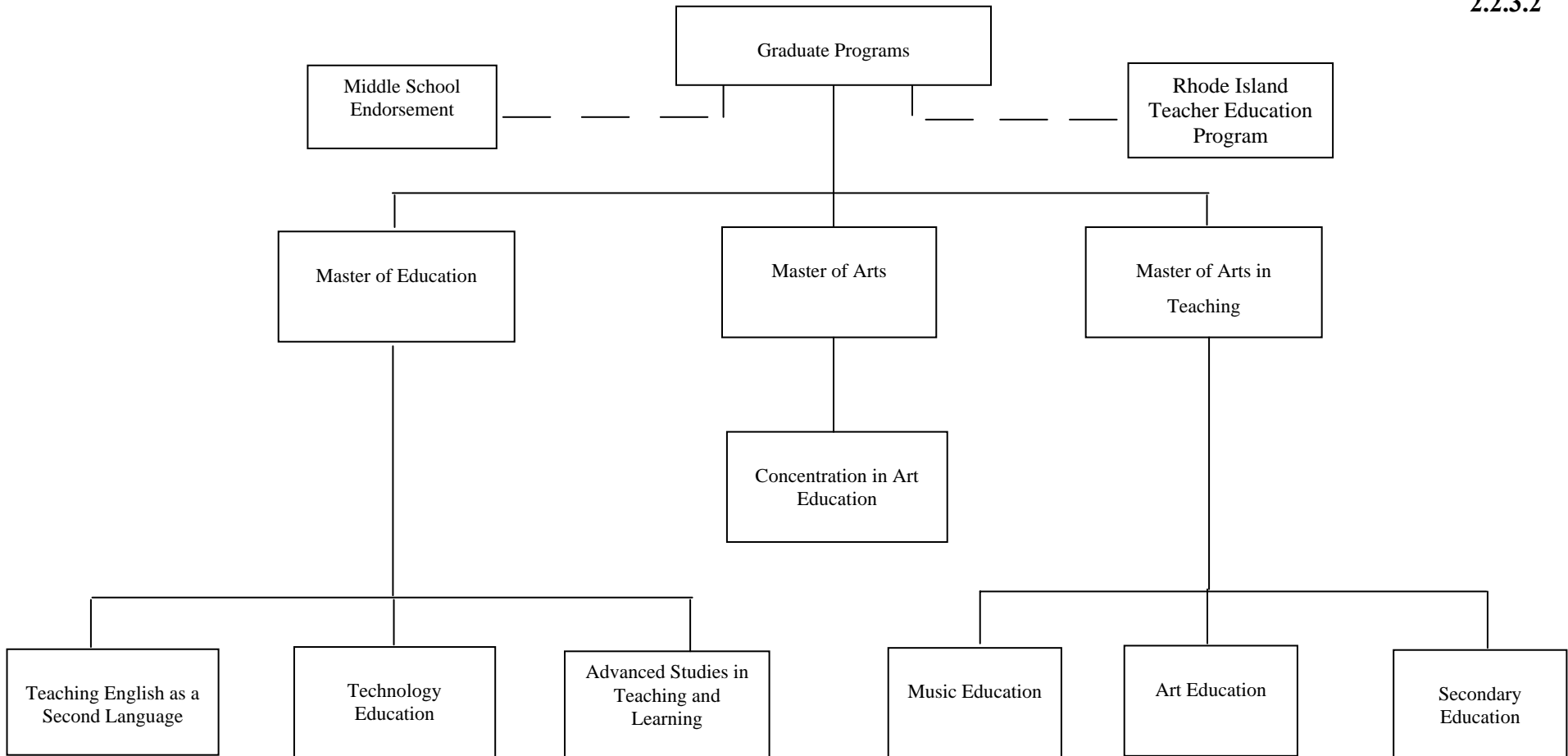
# Department of Educational Studies

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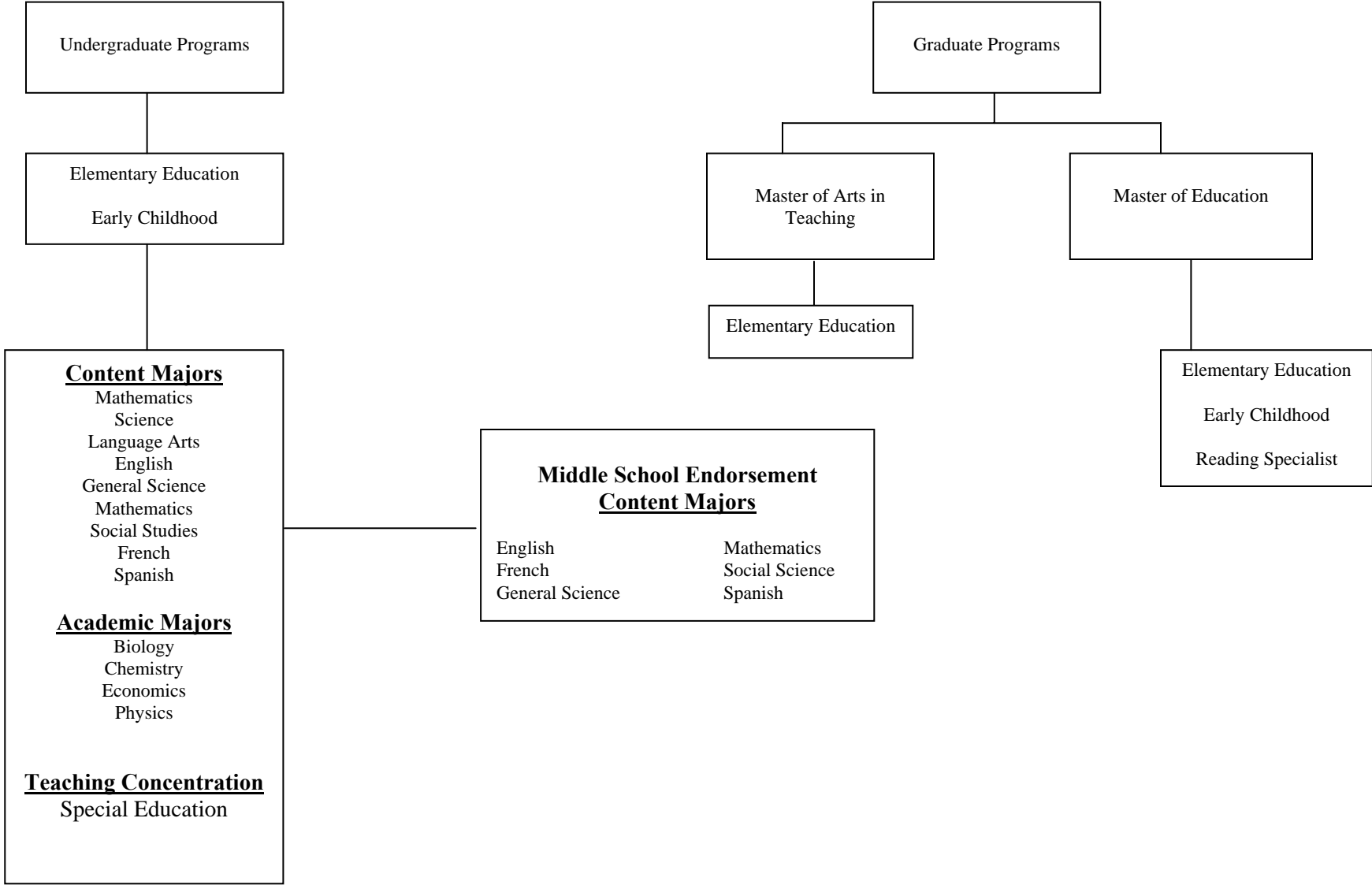
## Department of Educational Studies

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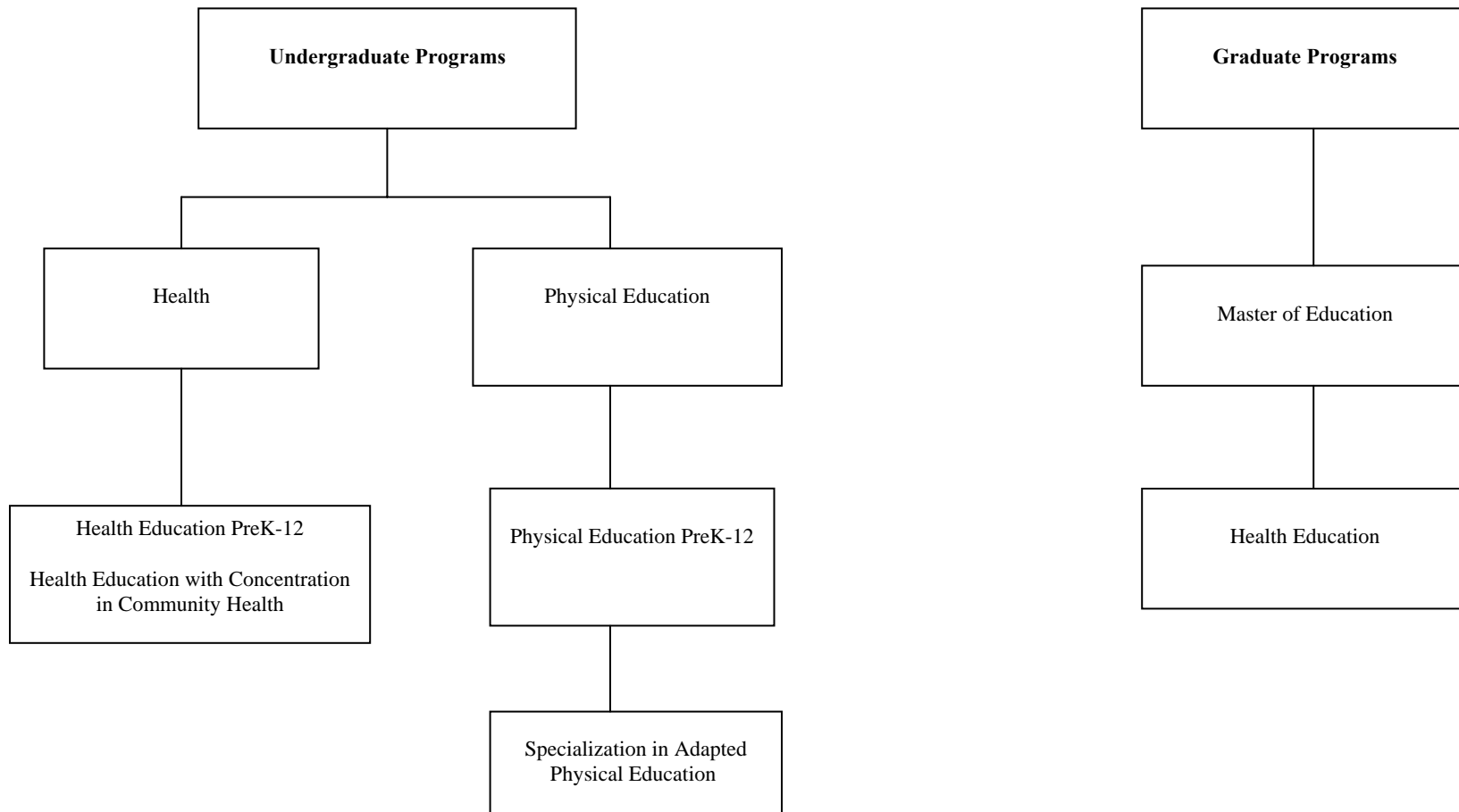
Department of Elementary Education

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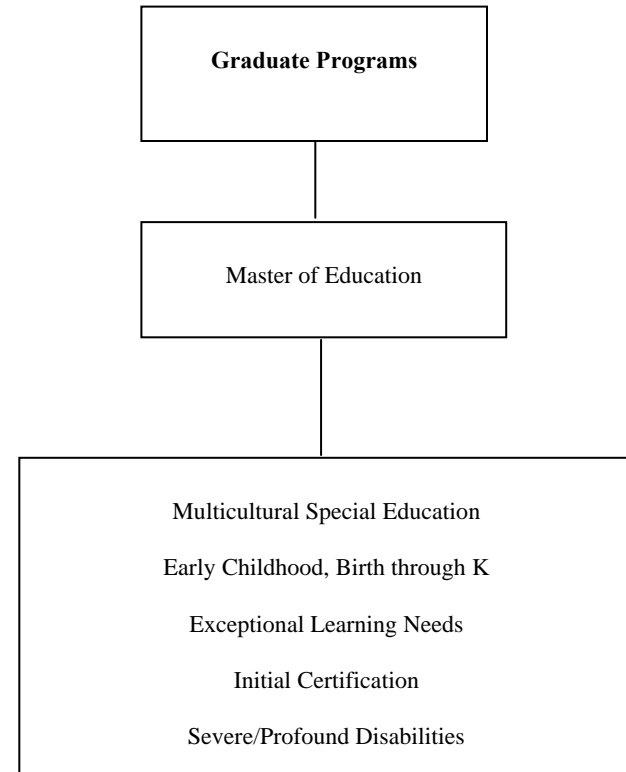
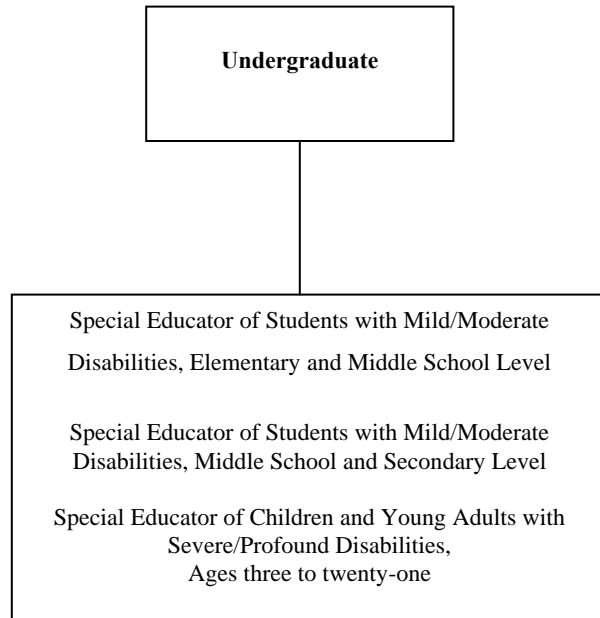
## Department of Health and Physical Education

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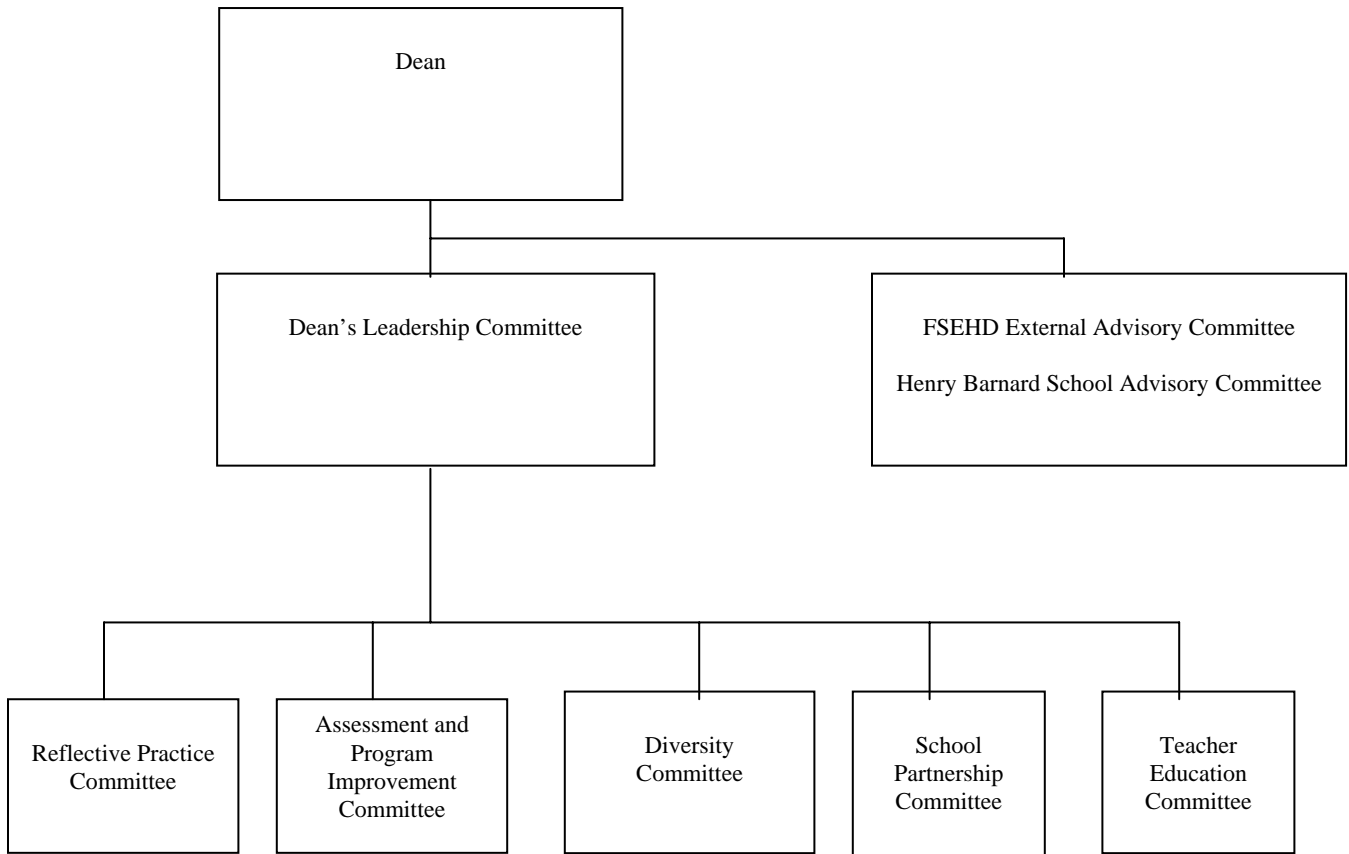
## Department of Special Education

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# Feinstein School of Education and Human Development Committees

5.0.1



## **APPENDIX A**

## **APPENDIX B**

## APPENDIX B

### Professional Service Criterion

Professional service involves application of expertise to problems or concerns of educators, schools, or agencies at a local, regional, national, or international level. An understanding of educators and knowledge of schools or agencies are used to promote policy development, organizational development, personnel development or personal development. The evaluation of professional service is based on the judgment of professional peers and on documentation provided by the faculty member.

Dimensions of Professional Service	Evidence of Professional Service
Promotes policy development	Policy changes with explanation of progress
Promotes organization development	Descriptions of organizational behavior(s) and procedures produced with an explanation of progress. Supporting documentation from affected professionals.  Descriptions of consultations with business and industry, human service organizations, or government units like task forces or legislative committees including the type and duration of service together with indices of progress produced.
Promotes personal development	Descriptions of in-service training, consultation or supervision provided with indicators of outcomes. Supporting documentation from participating professionals.
Promotes personal development	Descriptions of the counsel, assistance or resources provided to professionals and/or practitioners including indicators of development produced.