



Quality Assurance System

ORLEAN BEESON SCHOOL OF EDUCATION



A TRADITION OF QUALITY

Since 1954, the Samford University's Orlean Beeson School of Education has maintained continuous accreditation of its educator preparation programs, and its commitment to quality assurance has evolved in tandem with national standards and institutional expectations. The current Quality Assurance System represents the most comprehensive integration of prior efforts, designed to embed inquiry and evidence-based decision-making into the school's culture. It applies across all departments and programs initial and advanced ensuring that quality assurance is not a separate activity, but a defining feature of the school's identity and mission-driven work.

TABLE OF CONTENTS

Purpose of the QAS Handbook

A Context of Quality

Organizational Structure

Guiding Principles for Assessment

Maintaining a High-Quality System

Monitoring Candidate Progress

Data Review Processes

Appendices

- **Appendix A** OBSOE Organizational Chart
- **Appendix B** Licensure Programs
- **Appendix C** Initial Programs Assessment Matrix
- **Appendix D** Advanced Programs Assessment Matrix
- **Appendix E** OBSOE Survey Tracker
- **Appendix F** Program Assessments Initial & Advanced
- **Appendix G** OBSOE Operations Manual



What Drives Our School?

Mission

Orlean Beeson School of Education enriches the community and empowers its students to educate, lead and serve.

Core Values

Orlean Beeson School of Education bases its mission on the following core values:

- **Humility**
- **Integrity**
- **Respect**
- **Responsibility**

PURPOSE OF THE QUALITY ASSURANCE HANDBOOK

Samford University's main campus is located in Homewood, Alabama, near Birmingham. In addition to coursework held on campus, Orlean Beeson School of Education (OBSOE) extends learning opportunities through cohort-based mentoring models and immersive partnerships with P–12 schools and districts. These approaches are designed to reduce barriers for candidates, provide authentic professional contexts for learning, and strengthen collaboration with partner schools.

Samford University's mission is to nurture persons in their development of intellect, creativity, faith, and personhood. Within this framework, Orlean Beeson School of Education advances its mission to “empower its students to educate, lead, and serve.” Furthermore, the school upholds four core values: integrity, respect, responsibility, and humility.

The QAS provides a structured and systematic process for gathering, analyzing, and utilizing evidence about candidate learning, program outcomes, and operational effectiveness. Through this system, the school monitors the extent to which candidates demonstrate the knowledge, skills, and professional commitments necessary to fulfill its mission. At the same time, the QAS provides mechanisms for identifying strengths and areas for growth at the candidate, program, and unit levels, ensuring that the school has an opportunity to obtain data from multiple measures and remains responsive to the needs of the University, the profession, and the communities it serves.

Orlean Beeson School of Education has established processes to ensure excellence in what we offer students (i.e., the curriculum), how we measure individual and program success and potential areas of growth (i.e., assessment), the instruction provided (i.e., quality of teaching), and the systematic use of data for continuous improvement. This system also allows the school to track its alumni to view their impact on their designated careers. Taken together, these processes are OBSOE's way to maintain a quality assurance system. Holistically, the system offers the opportunity to gather data from multiple measures and multiple perspectives. The system is sustainable and evidence based. The system further incorporates a risk-free environment where inquiry and innovations are encouraged, and program elements are enhanced.

A CONTEXT OF QUALITY

Samford University's main campus is located in Homewood, Alabama, near Birmingham. In addition to coursework held on campus, Orlean Beeson School of Education extends learning opportunities through cohort-based mentoring models and immersive partnerships with P-12 schools and districts. These approaches are designed to reduce barriers for candidates, provide authentic professional contexts for learning, and strengthen collaboration with partner schools.

Orlean Beeson School of Education enriches the community and empowers its students to educate, lead and serve.

Cohorts are created in partnership with P-12 school personnel, allowing candidates to learn together in small, structured groups. Faculty often travel to meet candidates in convenient locations or facilitate interactions through synchronous and asynchronous online formats. This model minimizes travel demands on candidates while maintaining direct engagement with faculty mentors and peers.

Immersive partnerships complement this work by situating learning within actual school settings, where candidates, faculty, and P-12 partners collaborate closely to align coursework, field experiences, and school-based initiatives. Together, the cohort model and immersive settings ensure that candidates remain connected to both the university and to the schools where they will ultimately serve, reinforcing the school's mission to empower students to educate, lead, and serve.



ORGANIZATIONAL STRUCTURE

Orlean Beeson School of Education consists of three academic departments, each under the leadership of a chair:

- **Department of Teacher Education (TE)** – offering initial and advanced programs leading to educator licensure for classroom teachers.
- **Department of Human Development and Family Science (HDFS)** – offering programs that do not lead to licensure and therefore maintain an internal quality assurance system aligned with the mission of the school and university and expectations of our regional accrediting body.
- **Department of Educational Leadership (EdL)** – offering advanced programs that lead to licensure for school- and district-level leaders. The Doctor of Educational Leadership is not a licensure program; however, it maintains an internal quality assurance system aligned with the School's and the University's mission.

Across each department, individual programs are led by chairs and program coordinators who are responsible for program-level quality assurance in alignment with the School's Quality Assurance System (QAS). Appendix A includes an Organizational Chart for the School of Education. Appendix B contains a table listing all programs associated with each department, along with the degrees offered.

LEADERSHIP

The Dean provides overarching leadership for the school and is supported by a Leadership Committee composed of three department chairs, one associate dean, and two assistant deans. This committee meets monthly to ensure alignment of departmental and program operations with the school's mission and QAS.

All faculty and staff members meet formally at least once per semester for school-wide faculty meetings and business sessions. In addition, the school convenes Data Day events twice annually, which serve as dedicated spaces for systematic review of candidate, program, and unit-level data. Faculty also engage in ongoing data review within committees, departmental meetings, and program councils, ensuring that continuous improvement is embedded across all levels of the school.

OBSOE OPERATIONS MANUAL

The OBSOE Operations Manual exists to communicate the structure, responsibilities, policies, and procedures to faculty and administrators. The Manual is a supplement to the handbooks provided by the university and is specific to the School of Education. The Handbook includes information relevant to the operation and assessment of the school (see Appendix G for the Operations Manual).

CURRICULUM

The Orlean Beeson School of Education has a standing Curriculum Committee with representatives from each department. The committee considers revisions or modifications being considered by any program within the school. Based upon their decisions, recommendations are forwarded to the dean and to the University Curriculum Committee (UCC) for approval. The OBSOE Curriculum Committee meets approximately three times per fall and spring semesters as needed.

University Curriculum Committee (UCC)

The UCC has oversight and approves curricula in three areas:

1. School Curricula - The committee advises the Provost and Deans on curriculum matters within the schools that have university-level implications. Curriculum decisions of all schools are submitted to the UCC for advisory review of their consistency with university policy. In this process, the unique responsibility of the faculties of each school and college for their individual curriculum policies and programs is recognized. (<https://www.samford.edu/departments/files/Human-Resources/faculty-handbook.pdf>)
2. Academic Programs - The committee advises the provost on the curricula of programs offering academic credit.
3. General Curriculum - The committee studies revisions and changes to the general curriculum of the University and brings recommendations to the Provost, Deans, and Faculty Senate. Periodically, the committee reviews course offerings to identify duplications and proliferation.

GUIDING PRINCIPLES FOR ASSESSMENT

Assessment in the Orlean Beeson School of Education is defined as an inquiry-driven process that uses evidence to guide reflection, decision-making, and continuous improvement. Rather than treating assessment as a technical exercise or compliance requirement, the school views it as a collaborative practice that advances learning, strengthens programs and partnerships, and fulfills its mission to empower students to educate, lead, and serve.

This philosophy rests on several commitments. First, assessment begins with alignment to professional, state, and institutional standards of practice, ensuring that the preparation of educators is rooted in a clear vision of excellence. Second, the process is intentional; faculty, staff, candidates, and partners act with purpose in designing assessments, interpreting results, and implementing change. Third, evidence is analyzed systematically and critically, not only to measure outcomes but to pose meaningful questions about effectiveness, equity, and impact. Fourth, responses to evidence are creative and generative, producing frameworks and innovations that address problems of practice in ways that benefit both candidates and the schools they serve.

Stakeholder voices are essential at every stage of this work. Faculty, candidates, alumni, and P–12 partners all participate in gathering, analyzing, and interpreting evidence. Their perspectives enrich the understanding of data, ground findings in lived professional contexts, and ensure that responses are relevant and actionable. In this way, assessment is not owned by a single office or committee but shared across the school as part of its collective identity.

The result is a culture of assessment that is guided by the Core Values of the School, specifically “humility,” which includes “demonstrating a commitment to continuous learning and a teachable spirit, both intellectually and personally.” The learning environment is dynamic, collaborative, and forward-looking. Through the integration of inquiry and evidence-based action, assessment operates as a catalyst for excellence and continuous improvement rather than a periodic compliance task.

THE SIX-PHASE CYCLE OF ASSESSMENT

Orlean Beeson School of Education maintains a Quality Assurance System (QAS) that ensures decisions are driven by meaningful evidence and that continuous improvement is embedded into every program. The system is guided by an intentional six-phase cycle: Ground → Design → Implement → Examine → Reflect → Respond.

- **Ground – Align with Standards of Practice** (See Appendices C and D)

The cycle begins by intentionally rooting curriculum, assessments, and experiences in shared professional practices. This grounding phase establishes a clear foundation for quality by ensuring that expectations reflect the skills, knowledge, and dispositions candidates will need in practice.

- **Design – Develop Purposeful Frameworks**

Faculty and partners collaboratively design frameworks that connect theory to practice and highlight opportunities for inquiry. In this stage, assessments, surveys, and learning experiences are structured so they are authentic, coherent across programs, and capable of generating evidence that can illuminate problems of practice and guide improvement.

- **Implement – Act with Intent**

During implementation, designed frameworks are put into action. Faculty and candidates engage in authentic instruction and meaningful practice that fosters inquiry and problem-solving. Data is collected consistently across programs, ensuring the evidence is both relevant and representative.

- **Examine – Analyze Evidence Across Phases**

Data from multiple sources — candidate performance, surveys, partner feedback, and program outcomes — is systematically cleaned, aggregated, and analyzed. This phase emphasizes inquiry into patterns and trends to surface both successes and persistent problems of practice, creating a clear picture of program effectiveness over time.

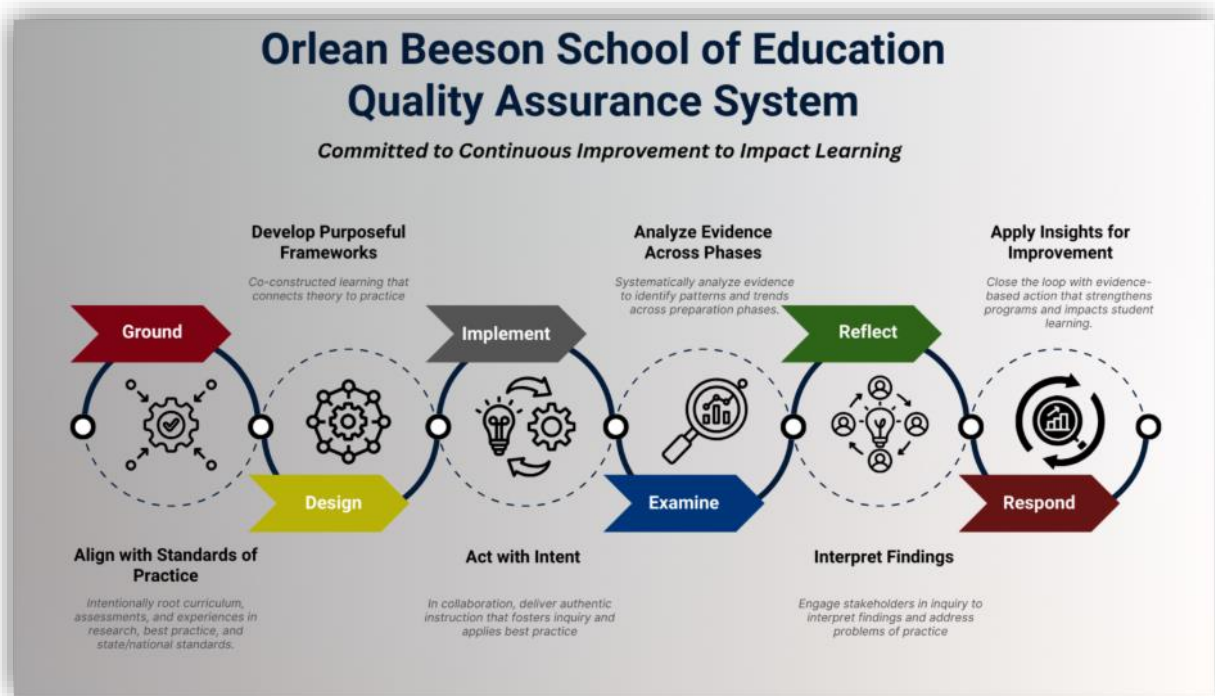
- **Reflect – Interpret Findings**

Faculty and stakeholders engage in collaborative reflection through Data Days, program meetings, and structured conversations. Reflection emphasizes inquiry into the “why” behind the data, encouraging faculty to interpret findings in context and address problems of practice with creativity and shared responsibility.

- **Respond – Apply Insights for Improvement**

The cycle concludes with evidence-based action. Faculty and leaders apply insights gained through inquiry and reflection to strengthen curriculum, refine instructional approaches, and enhance program structures. This phase closes the loop by ensuring that problems of practice identified earlier are directly addressed, demonstrating accountability and impact.

The QAS is not simply a mechanism for compliance; it is a framework for ensuring that evidence is consistently grounded, thoughtfully designed, carefully implemented, rigorously examined, deeply reflected upon, and deliberately acted upon. Through this process, the School of Education remains committed to identifying and addressing problems of practice in ways that strengthen programs and positively impact candidate success and student learning.



Orlean Beeson School of Education’s Quality Assurance System follows a six-phase cycle — Ground → Design → Implement → Examine → Reflect → Respond — to ensure continuous improvement. Evidence is grounded in shared practices, frameworks are purposefully designed, actions are implemented with intention, data are systematically examined, findings are collaboratively reflected upon, and insights are applied to strengthen programs and enhance student learning.

MAINTAINING A HIGH-QUALITY SYSTEM

The school maintains a high-quality assessment system by being attentive to its component parts, including its platforms, data management, technical studies, calendar of actions, and ongoing review of the system itself.

Data Platforms

OBSOE utilizes a variety of platforms designed to aid in collecting, reporting, and utilizing data. The primary platform for data collection and dissemination is Student Learning & Licensure by Watermark. Other platforms such as Qualtrics, Canvas, Google, and Microsoft TEAMS provide supplementary support and structure for the system.

Watermark Student Learning and Licensure is used:

- To track candidate progress through program and licensure requirements
- To track field experiences and clinical placements for candidates
- To track program assessment, continuous improvement, and accreditation readiness

Qualtrics is used:

- To survey stakeholders (e.g., candidate surveys, employer surveys, alumni surveys, mentor/supervisor surveys)
- To document training of supervisors and cooperating teachers (e.g., edTPA, internship forms and processes, etc.)

Canvas is used:

- To provide learning management system (LMS) “courses” to track candidate key assessment products
- To provide LMS courses to track candidate, faculty, and supervisor orientation and training
- To house our Canvas Tracking Courses for initial and advanced programs

Google Drive is used:

- To support multiple contributors working in different sections of the same document (e.g., CAEP tracking matrix, data charts, evidence summaries, etc.)
- Calibration and assessment validations (content validity, etc.)
- To manage our Data Dashboard (Google Site)
- To facilitate the use of our Advanced Leadership Portfolio “courses”

Microsoft TEAMS is used:

- To provide a central workspace for the preparation of accreditation materials

Data Management

All data platforms are coordinated by a Data Manager who also serves as the school's Certification Officer and official liaison to the Alabama State Department of Education. Supplemental support is provided by other OBSOE faculty and staff members.

Calendar of Assessment Activities

The school maintains a well-defined calendar of assessment activities that ensures data are presented for review, ensuring programs stay synchronized, and findings are translated into actions tracked over time.

- Faculty members gather key assessment data at the conclusion of each regular term, primarily in December and April, with additional data collection times as needed. A Data Dashboard is used to record key assessment results; thus, streamlining access, promoting transparency, and supporting timely, evidence-based analysis and decision making.
- Throughout the year, the Assistant Dean of Assessment and Accreditation, Department Chairs, Advisors, Enrollment Managers, and Administrative Assistants collaborate to prepare data for ongoing review. The Data Manager plays a critical role in readying reports in advance of the fall and spring Data Days, held each May and October.
- During these designated Data Days, and through other meetings across the academic year, faculty, staff, and school partners come together to review, analyze, and discuss assessment findings. While data discussions occur regularly within leadership, advisory boards, and program meetings, May and October serve as focal point days for identifying themes, examining patterns, and using results to inform continuous improvement efforts.

Ongoing Review of the Plan

The quality of the assessment system depends on continuous monitoring and refinement. The OBSOE Leadership Team functions as the CAEP Steering Committee and is responsible for maintaining the system by regularly reviewing its processes and procedures to ensure they remain clear, efficient, and useful. Adjustments are made as needed when tools, forms, or workflows no longer serve their purpose. This ongoing review reflects best practice by streamlining procedures, reducing redundancies, and keeping the system responsive to the needs of programs, faculty, and stakeholders.

Recent enhancements include:

- **[Assessment Calendar](#)**: Creating a more robust and intentional calendar specifying when assessment data and surveys are collected, when they are prepared, and when and where they are reviewed. This ensures data are used systematically in decision-making.
- **[Online Data Dashboard](#)**: Using a centralized platform for faculty and leadership to access aggregated and disaggregated results.

- **Program Matrices:** Creating at-a-glance program-level matrices listing all key assessments, their administration points, and links to data tables and evaluation forms. Faculty now have on-demand access to program-level evidence.
- **Field Placement Scope and Sequence:** Providing an updated framework that provides clearer expectations and alignment for field placements.
- **Course Sequences and Google Drive Repositories:** Each department now maintains a shared drive housing annually updated syllabi, course description documents, standards alignments, specialty assignments, field placements, key assessments, textbooks, and seminars. These serve as curriculum maps to mitigate overlap and gaps across programs.
- **Diversity and Technology Committees:** University-wide EPP committees now receive and review all diversity- and technology-related data, making recommendations for improvement and advocating for resources.
- **A-TEAM Improvements:** Since 2018, the A-TEAM (initial programs) has been the unit's data review group. Over the last three years, it has adopted predictable agendas to ensure that candidate progress data are collected, monitored, and reviewed systematically.
- **Becoming a Professional Educator (BAPE):** Expanded the platform to provide more organized resources, individualized reminders for tracking and monitoring certification documents, and streamlined communication with candidates.
- **Advanced Portfolio Courses:** Each advanced program now uses a Canvas portfolio course to house key assessments, rubrics, handbooks, surveys, and syllabi. This structure supports candidates entering at different semesters and provides consistent tracking of portfolio pieces. Adjuncts also have access to these resources.

Technical Studies

The school values the collection of high-quality data to inform decision-making and continuous improvement. Processes are in place to examine the validity and reliability of EPP created key assessments and surveys, with attention to ensuring that instruments accurately measure what they are intended to measure and reflect the knowledge, skills, and professional practices that candidates will encounter in the field. Ongoing technical studies of EPP created CAEP key assessments are led by the Assistant Dean of Assessment and Accreditation in partnership with the data manager, faculty, staff and relevant stakeholders. Surveys and supplementary assessments are aligned to standards and are examined thoroughly to ensure data collected is valid and reliable. Both Initial and Advanced programs employ a mix of EPP created and proprietary direct and indirect measures to allow faculty to identify trends from multiple data sources. Relevance is emphasized through the incorporation of partner feedback in the design and revision of assessments, ensuring alignment with professional expectations. All EPP created CAEP and ALSDE program assessments are reviewed by stakeholders for feedback through an online review process (Appendix D). To strengthen consistency and fairness, calibration training is provided for faculty and evaluators. These sessions clarify expectations, establish shared understanding of performance criteria, and promote inter-rater agreement. Together, these practices support the

development and use of assessments that provide meaningful and trustworthy evidence for evaluating candidates and enhancing program effectiveness.

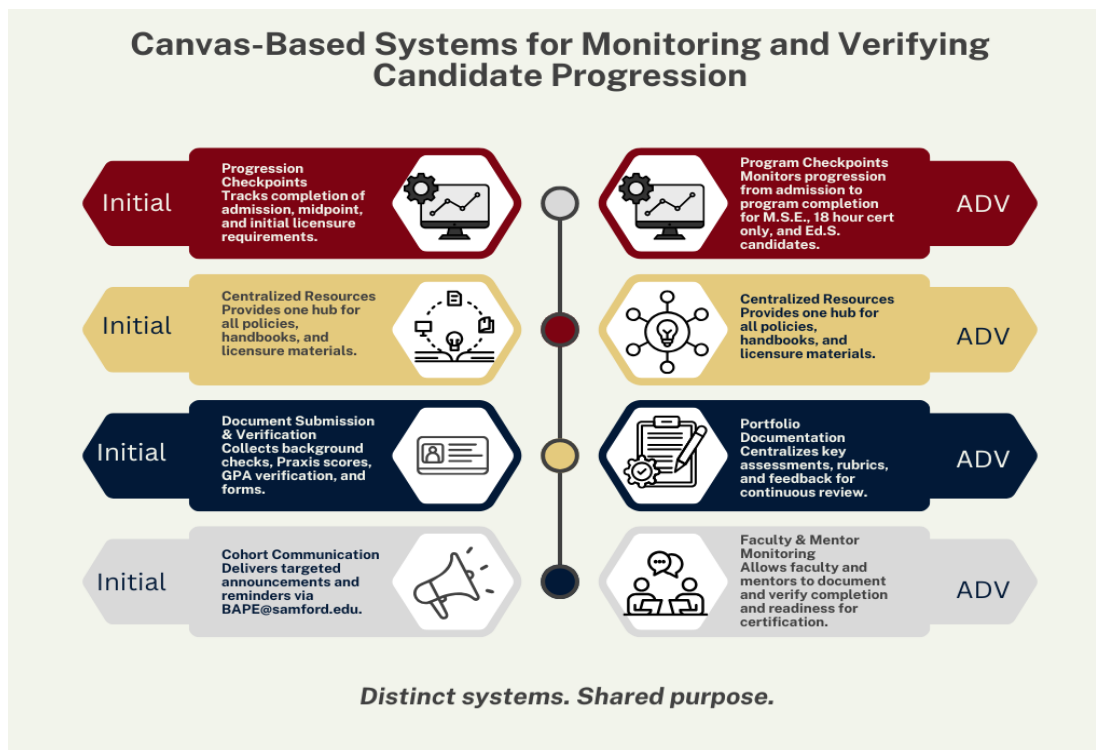
EPP CAEP Key Assessments	Description	Date Technical Studies	
Initial Programs			
Assessment of Candidate Dispositions (ACD) I, II, III	Dispositions assessment for all initial candidates aligned to the <i>8 Commitments of Teaching</i> administered at Progression I (beginning) Progression II (midpoint) and Progression III (internship).	2022	Pilot Study
		2023	Content Validity
		2025	Reliability
Planning for Effective Instruction I & II	Teacher work sample for all initial candidates aligned with INTASC and with a program standard addendum administered at Progression II (midpoint) and Progression III (final).	2018	Pilot Study
		2019	Content Validity
		2019	Reliability
		2023	Content validity
		2025	Reliability
Diversity & Technology Portfolio	Portfolio that requires candidates to collect relevant artifacts at Progression I, II and pre-internship with a final reflection evaluation during internship. (New key still in pilot phase 2025)	2025	Pilot Study
		2026	Content validity
		2026	Reliability
EPP CAEP Key Assessments	Description	Date Technical Studies	
Advanced Programs			
Assessment of Advanced Candidate Dispositions (ACD)	Dispositions assessment for all advanced candidates aligned to the <i>6 Commitments of Educational Leaders</i> administered at Progression I (beginning) Progression II (midpoint) and Progression III (internship).	2022	Pilot
		2023	Content Validity
		2025	Reliability
Action Research	Applied research project that is differentiated for MSE and EDS candidates administered at the end of the program.	2023	Updated
		2024	Content Validity
		2025	Reliability
Problem Based Learning	The Advanced Problem-Based Learning (PBL) Key Assessment evaluates candidates' ability to apply data-informed leadership and collaborative problem-solving to authentic school improvement challenges, with differentiated expectations for M.S.E. and Ed.S. candidates based on the depth and scope of analysis.	2023	Updated
		2024	Content Validity
		2025	Reliability
Leadership Portfolio	The Advanced Leadership Portfolio Key Assessment showcases candidates' mastery of leadership competencies through curated evidence of practice, reflection, and impact, with differentiated performance expectations for M.S.E. and Ed.S. candidates to reflect their respective levels of leadership responsibility and expertise.	2023	Pilot
		2025	Content validity
		2025	Reliability

MONITORING CANDIDATE PROGRESSION

Orlean Beeson School of Education monitors candidate progress across the full continuum of preparation — from recruitment and admission, through program progression and completion, and into the impact of graduates in professional practice. Multiple measures are used to track academic performance, dispositional growth, clinical evaluations, standardized assessments, and stakeholder feedback, ensuring that candidates receive timely support and are prepared to meet the expectations of the profession. Appendices C and D depict key assessments and alignment with standards for initial and advanced programs.

Specific information about candidate progression and requirements is clearly communicated through various resources, including the Teacher Education Handbook, the Graduate Student Handbook, Becoming a Professional Educator (BAPE) in Canvas, the A-TEAM Handbook, and the Educational Leadership Canvas Portfolio repositories. These tools provide candidates, faculty, and stakeholders with accessible and consistent guidance at every stage of the preparation journey.

Through this ongoing monitoring and dissemination of information, the school ensures accountability, supports candidate success, and generates evidence that informs continuous improvement across all programs

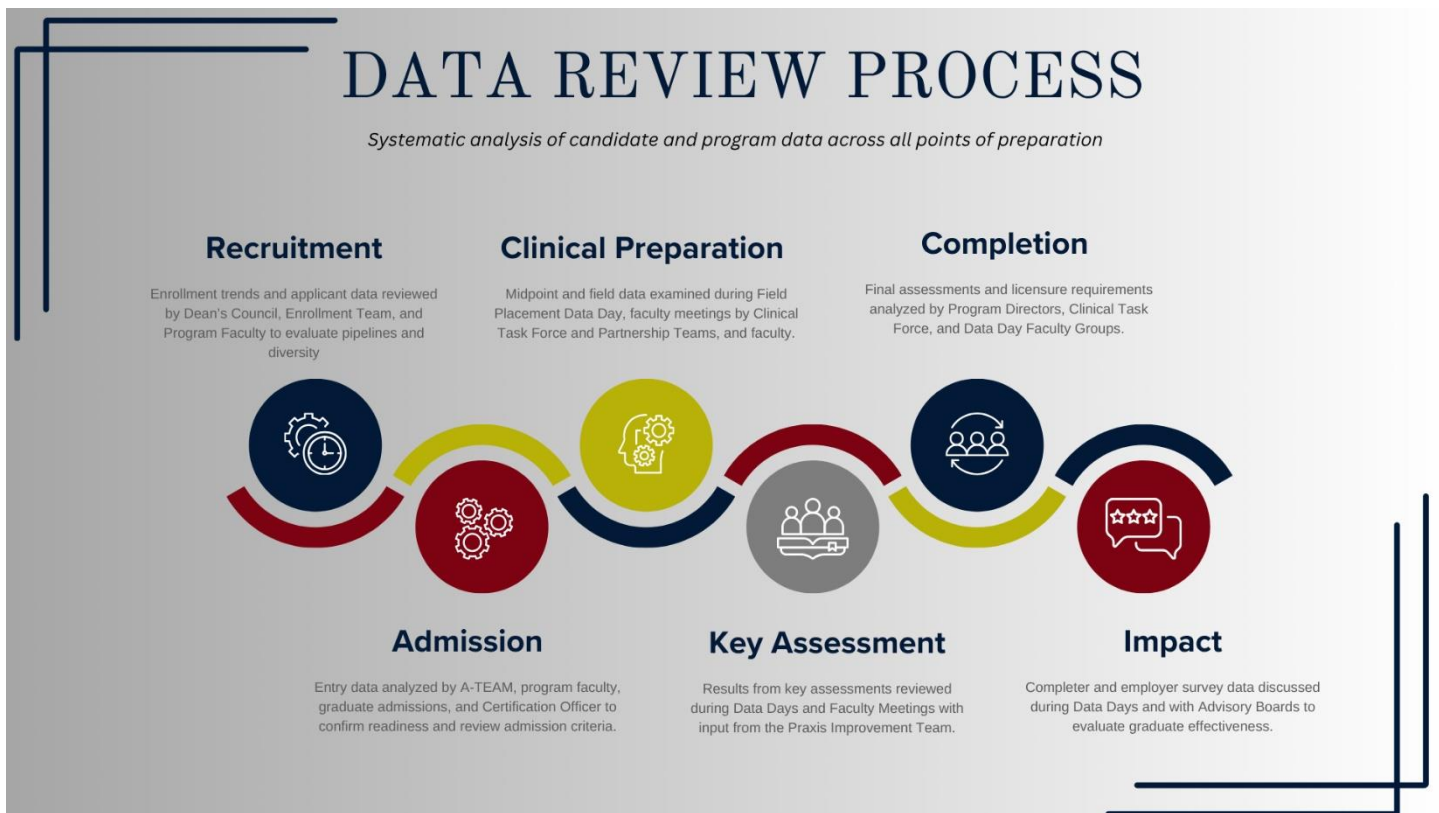


DATA REVIEW PROCESSES

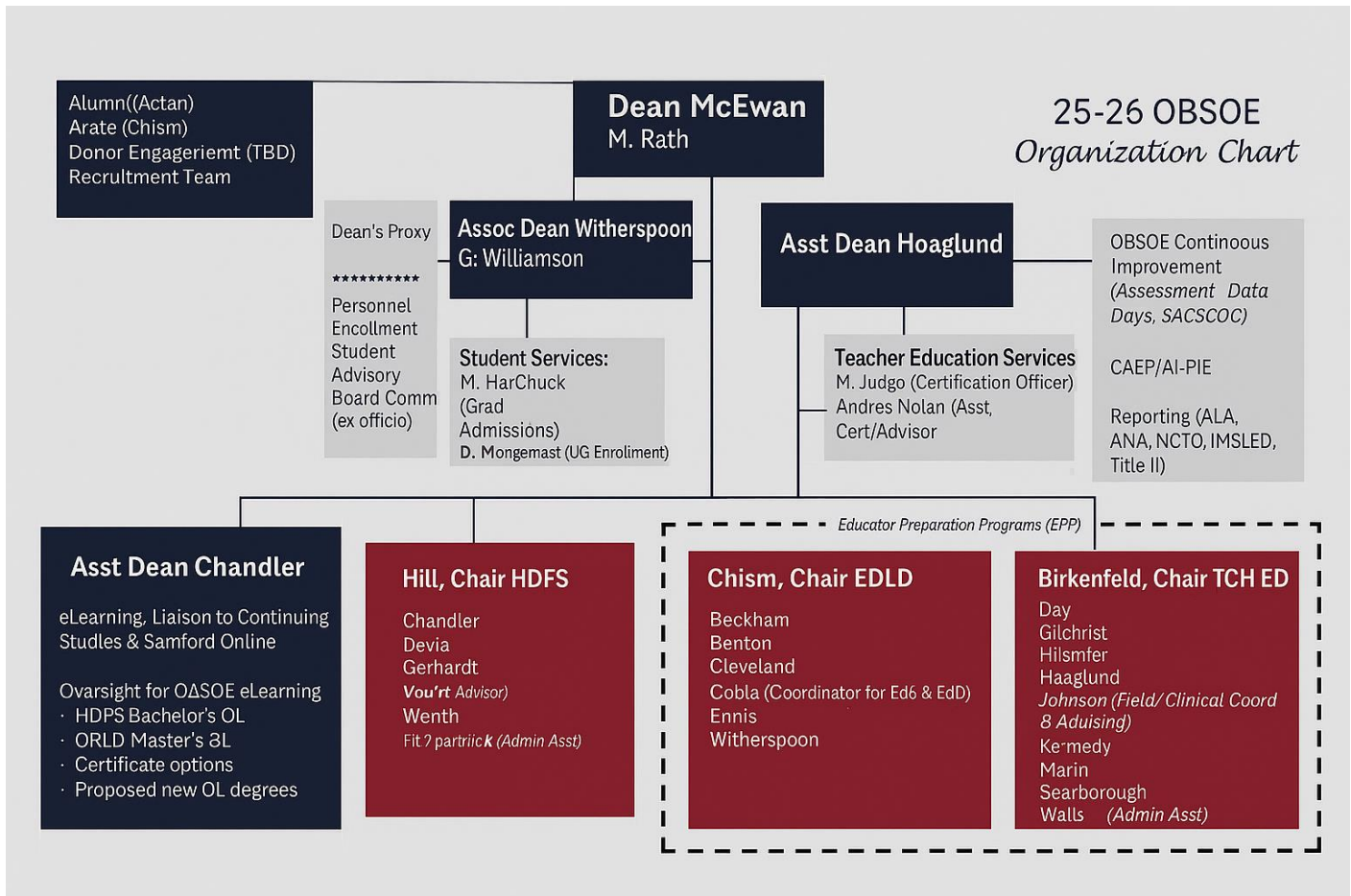
Orlean Beeson School of Education values a culture of continuous improvement supported by the systematic use of data. Each academic year, the school hosts two Data Days: one each fall and spring, as well as a dedicated Field Placement Data Day. These events bring faculty and staff together across departments to examine evidence from the previous term and to ensure that improvement plans are grounded in data, informed by collective analysis, and shaped through collaboration.

During these sessions, faculty and staff work in cross-departmental teams to review student outcome data from key program assessments and field experiences. Teams engage in dialogue around their findings, document interpretations, and identify recommendations for continuous improvement.

The outcomes of Data Day activities provide a foundation for programmatic, departmental, and school-level decision-making, reinforcing the commitment to evidence-based practices and continuous improvement.



APPENDIX A: ORGANIZATIONAL CHART FOR OBSOE



APPENDIX B: PROGRAMS LEADING TO LICENSURE

Department	Program	Degree*	Type (Initial or Advanced)	ALSDE Program Expiration
Teacher Education	ESEC (P-6): Elementary Early Childhood Early Childhood Special Education Elementary Collaborative	BSE	Initial	2031
	Elementary with Christian Education and Missions Concentration (K-6)	BSE	Initial	2031
	Mathematics (6-12)	BSE	Initial	2031
	French (6-12)	BSE	Initial	2031
	German (6-12)	BSE	Initial	2031
	Spanish (6-12)	BSE	Initial	2031
	French (P-12)	BSE	Initial	2031
	German (P-12)	BSE	Initial	2031
	Spanish (P-12)	BSE	Initial	2031
	Music (P-12)	BSE	Initial	2031
	English / Language Arts (6-12)	BSE	Initial	2031
	General Social Science (6-12)	BSE	Initial	2031
	Secondary ALTA English/Language Arts (6-12)	MSE	Initial	2031
	Secondary ALTA General Social Studies (6-12)	MSE	Initial	2031
	Secondary ALTA Collaborative Special Education (6-12)	MSE	Initial	2031
	ALTA Collaborative Special Education (K-6)	BSE	Initial	2031
	ALTA Physical Education (P-12)	MSE	Initial	2031
	ALTA Elementary	MSE	Initial	2031
	Secondary ALTA Spanish (6-12)	MSE	Initial	2031
	Secondary ALTA Mathematics (6-12)	BSE	Initial	2031
	Secondary ALTA Mathematics (6-12)	MSE	Initial	2031
	Secondary ALTA General Science	MSE	Initial	2031
	Secondary ALTA Biology	MSE	Initial	2031
EdL	Instructional Leadership	EdS	Advanced	2031
	Instructional Leadership	MSE	Advanced	2031
	Instructional Leadership	MSE	Advanced	2031
	Instructional Leadership	Cert only	Advanced	2031

APPENDIX C: INITIAL PROGRAMS KEY ASSESSMENT INTASC ALIGNMENT MATRIX

Key Assessment INTASC Standards Matrix						
ACD: EPP-Created Assessment of Candidate Dispositions (administered beginning, midpoint, & internship) CPAST: Proprietary Candidate Preservice Assessment of Student Teaching (administered internship) PEI: EPP-Created Assessment Planning for Effective Instruction (administered midpoint & internship) edTPA: Proprietary Educative Teacher Performance Assessment (licensure) Praxis: Proprietary ETS Assessment (licensure)						
INTASC Standard			ACD	CPAST	PEI	edTPA
Learner & Learning (CAEP 1.1)	Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences	Rubric Rows Commitment(s) 1, 8	Rubric Rows M, D	Rubric Rows 2	Rubric Rows 2, 3, 4, 5, 14
	Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Rubric Rows Commitment(s) 1,8	Rubric Rows D	Rubric Rows 3	Rubric Rows 1, 2, 3, 4, 6, 7, 14
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	Rubric Rows Commitment(s) 1, 2, 4, 8	Rubric Rows R, I	Rubric Rows 1, 4	Rubric Rows 1, 6, 7, 8, 9
Content (CAEP 1.2)	Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Rubric Rows Commitment(s) 3	Rubric Rows ****	Rubric Rows 5	Rubric Rows 1, 2, 3, 4, 7, 8, 9, 14
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Rubric Rows Commitment(s) 3	Rubric Rows F, H	Rubric Rows 6	Rubric Rows 4, 7, 8, 9, 14
Instructional Practice (CAEP 1.3)	Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Rubric Rows Commitment(s) 2, 8	Rubric Rows C, H, J, K	Rubric Rows 7, 8, 9	Rubric Rows 5, 11, 12, 13, 15
	Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Rubric Rows Commitment(s) 2	Rubric Rows A, B, E, L	Rubric Rows 10, 11	Rubric Rows 1, 2, 3, 15
	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Rubric Rows Commitment(s) 2	Rubric Rows G	Rubric Rows 12, 13, 14, 15	Rubric Rows 1, 2, 4, 5, 6, 7, 8, 9, 15
Leadership & Collaboration (CAEP 1.4)	Professional Learning & Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Rubric Rows Commitment(s) 3, 5, 6, 7	Rubric Rows N, P, Q, U	Rubric Rows 16	Rubric Rows 10, 15
	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Rubric Rows Commitment(s) 4, 6, 10	Rubric Rows O, S, T	Rubric Rows 17	Rubric Rows ****

APPENDIX D: ADVANCED PROGRAMS KEY ASSESSMENT CAEP ALIGNMENT MATRIX

Advanced Competencies-CAEP Key Assessment Alignment Matrix				
ACD: EPP-Created Assessment of Candidate Dispositions (administered at end of the program)				
PBL: EPP Created Problem-Based Learning Project (administered at end of the program)				
AR: Action Research (administered at end of the program)				
CAEP Advanced Competencies		ACD	PBL	AR
(1) Applications of data literacy (CAEP RA 1.1)	MSE-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) *****	2	10, 9, 8, 7,
	Ed.S-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) *****	2	7, 8, 9, 10, 12, 13, 14, 15, 18,
(2) Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies (CAEP RA 1.1)	MSE-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) *****	9	6, 3, 2
	Ed.S-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s)	4	4, 5, 6, 7, 11, 20, 28
(3) Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments (CAEP RA 1.1)	MSE-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) 3, 4, 6	1, 4, 5, 8, 10,	18, 16, 15, 5, 4, 1, 9
	Ed.S-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) 3, 4, 6	1, 5, 6, 7, 10	29, 1, 4, 5, 15, 16, 18, 1, 2, 3, 9, 10, 19, 22, 25, 29
(4) Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents (CAEP RA 1.1)	MSE-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) 1, 3, 4, 5, 6	3, 6	14, 12, 11
	Ed.S-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) 1, 3, 4, 5, 6	3, 8	11, 12, 14, 16, 17, 23, 24, 27
(5) Supporting appropriate applications of technology for their field of specialization (CAEP RA 1.1)	MSE-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) *****	7	17
	Ed.S-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) *****	9	17, 26
(6) Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization (CAEP RA 1.1)	MSE-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) 1, 2, 3, 4, 5, 6	11	13
	Ed.S-IL	Rubric Rows	Rubric Rows	Rubric Rows
		Commitment(s) 1, 2, 3, 4, 5, 6	11	13, 8, 20, 15, 5

APPENDIX E OBSOE SURVEY TRACKER

Orlean Beeson School of Education Surveys and Forms Tracker							
Standard 1 Content and Pedagogical Knowledge							
Name of survey	Purpose of the survey or form	Who completes the survey or form?	Course/semester when administered	Program	Standards alignment	History of the Instrument	Person responsible for distributing
Urban Placement – Pre-Survey	The purpose of this survey is to determine candidates' level of comfort in working in urban and low-income schools prior to attending the urban seminar and attending the urban placement. Data from this survey is used in programming for the urban seminar.	Initial candidates (undergraduate)	Every Spring semester PRIOR to Urban Seminar ESEC/ELEM EDUC 421 SEED EDUC	All initial Programs	Standards Alignment: CAEP 1.1; 2.3; 3.3; 5.4	Created and implemented in spring 2022	Link placed in CANVAS. Faculty will ensure that candidates will complete at least 2 weeks prior to the seminar. Data manager to check in with faculty at beginning of spring semester
Urban Placement - Post Survey	The purpose of this survey is to determine candidates' level of comfort in working in urban and low-income schools after attending the urban seminar and attending the urban placement. Data from this survey is used in future programming for the urban seminar and future placements.	Initial candidates (undergraduate)	Every Spring semester AFTER URBAN SEMINAR AND URBAN PLACEMENT ESEC/ELEM EDUC 421 SEED EDUC	All initial Programs	Standards Alignment: CAEP 1.1; 2.3; 3.3; 5.4	Created and implemented in spring 2022	Link placed in CANVAS. Faculty will ensure that all candidates complete at least 2 weeks after the urban placement. Data manager to check in with faculty at beginning of spring semester
POST – English Language Learner (ELL) Seminar	The purpose of this survey is to determine candidates' proficiency in working with ELL students after attending the ELL seminar.	Initial candidates undergraduate	Every Fall semester AFTER ELL seminar (Before candidates leave for Thanksgiving administer in the class) ESEC/ELEM EDUC 321 SEED	All undergraduate initial programs	Standards Alignment: CAEP 1.1; 2.3; 3.3; 5.4	Created and implemented in fall 2021	Link placed in CANVAS. Faculty will ensure that all candidates complete before leaving for Thanksgiving.
PRE – English Language Learner (ELL) Seminar	The purpose of this survey is to determine candidates' proficiency in working with ELL students before attending the ELL seminar.	Initial candidate undergraduate	Every Fall semester 2 weeks BEFORE ELL seminar ESEC/ELEM EDUC 321 SEED EDUC	All initial Programs	Standards Alignment: CAEP 1.1; 2.3; 3.3; 5.4	Created and implemented in fall 2021	Link placed in CANVAS. Faculty will ensure that all candidates complete survey two weeks before the seminar.
Advanced Programs Assessment of Candidate Dispositions (Advanced ACD) – Mentor Assessment	The purpose of this survey is to assess advanced candidates' dispositions. (MENTOR assessment)	Advanced program mentors	Completed by mentors prior to the end of the semester MSE Course number 520	All advanced Programs	Standards alignment CAEP RA 1.1; 1.2; 2.1; 2.2; 3.3; 3.4; 5.4	Created and implemented in	Ed Lead department chair- Advanced mentors

Mock Parent Conference Rating Scale	The purpose of this survey is to collect information regarding candidates' preparation for family engagement during parent teacher conferences.	P-12 partners serving as "mock parents"	Every Spring	All initial Programs	Standards alignment: CAEP 1.1; 1.4; 3.3	Created and piloted spring 2023	Course faculty
Standard 2 Clinical Practice and Clinical Educators							
Name of survey	Purpose of the survey or form	Who completes the survey or form?/	Couse/semester when administered	Program	Standards alignment	History of the Instrument Date of implementation, tech studies and/or revisions were completed	Person responsible for distributing
Samford Partnership Involvement Form (Google Platform)	The purpose of this form is collecting needs from partners and to solicit teacher volunteers for class presentations, teaching lab demonstrations, etc.	Partnership teachers, administrators and staff	Every Fall and Spring	SEED & ESEC initial	Standards alignment: CAEP 2.1; 2.2; RA 2.1; 2.2	Created and implemented in fall 2022	Link will be placed in the Clinical Educator (Partnership) External Canvas Resources
Leadership Team Application and Clinical Application	The purpose of this form is for initial candidates to apply to be part of the leadership team. The second form is for all initial candidates prior to internship	Initial candidates	Fall & Spring	Initial	Standards alignment: CAEP 2.3; 3.3	Created in 2019	Clinical Coordinator and Block Faculty
Field Placement Evaluation Level I Level II (Google Platform)	The purpose of these forms is to record candidate field placement evaluation	Initial candidates	Fall & spring across all programs	All initial programs	Standards alignment: CAEP:2.1; 2.2; 2.3; 3.2; 3.3	Created and implemented via online form fall 2024- prior to fall 2024 form was on paper-migrated to online platform.	Link is on the matrix
Partnership Collaboration Form Google	The purpose of this form is to record evidence of collaboration with P-12 partners. This form should be completed after each partner planning meeting.	Faculty	After each partnership planning meeting	All programs	Standards alignment: CAEP Standards alignment: 2.1; 2.2; RA 2.1; 2.2	Created and implemented Spring, 2023	Faculty will each have access to the link. Faculty will attach agendas to the form. New in 2025- questions were added to the form as an annual review of the partnership and to set goals for the upcoming year.
Partnership Effectiveness survey Standards alignment:	The purpose of this survey is to determine areas of strengths and growth along with alignment with purpose and goals.	IHE Faculty and Staff Partner School Faculty and staff Administration Candidates	At the end of fall semester	SEED & ESEC/ELEM Initial programs	CAEP 2.1; 2.2; 3.3	Created and piloted fall 2022	Administered through department
Diversity & Technology Audit	The purpose of this survey is to determine the ways candidates are engaging with technology and diverse learners as well as their level of confidence. Candidates will complete this audit to also determine student needs and diversity to ensure that placements provide a broad range of experiences.	Initial candidates	After each field placement ESEC/ELEM EDUC 200 EDUC 202 EDUC 300 EDUC 321 EDUC 421 EDUC 322 SEED	All initial programs	Standards alignment: CAEP 2.1; 2.2; 2.3; 3.3	Created and implemented in fall 2021 migrated to Qualtrics in spring 2023 and changed names-questions	Course faculty will ensure ALL candidates complete each semester (Links placed in appropriate Canvas Course)

			EDUC 200 EDUC 202			updated in spring 2023	
			EDUC 520 EDUC EDUC				
<u>Mentor Teacher of the Year Nomination</u> (Google platform)	The purpose of this form is for candidates to nominate a mentor teacher of the year. The winner is announced during the Lamp of Learning ceremony each fall.	Candidates	Every Fall and Spring during internship	All initial programs	Standards alignment: CAEP 2.1; 2.2	Created and implemented in spring 2022	Call for nominations is in the internship course for all initial candidates. Internship faculty will ensure that the candidates receive the nomination form.
<u>CT Qualification form (Old)</u> Archived (Google platform)	The purpose of this form was to collect CT qualifications. This old form has been updated to include CT perceptions and feedback.	CTs	Every Fall and Spring			Created and implemented in spring 2021	
<u>Cooperating Teachers Qualification</u> s and perception of serving as CT Updates in Qualtrics	The purpose of this survey is to determine CTs' (who are serving during internship) qualifications and collect their feedback on the placement process, forms, assignments, CANVAS clinical educator training materials, etc. The data collected from these survey responses is used to inform future placements, changes and updates to resources, etc.	Internship CTS	Every Fall and Spring during the internship semester	All initial programs	Standards alignment: CAEP 2.2; 2.3; 3.3	Created and implemented in spring 2021 migrated to Qualtrics and updated in spring 2023	Clinical Coordinator and Data Manager will distribute the form (at end of internship placement 1 and at the end of internship placement 2)
<u>Supervisor – Survey of CT Placement I & II</u>	The purpose of this survey is to determine internship supervisors' perception of CT and placements and collect their feedback on the placement process, forms, assignments, CANVAS clinical educator training materials, etc. The data collected from these survey responses is used to inform future placements, changes in resources, etc.	Internship Supervisors	Every Fall and spring during the internship semester	All initial programs	Standards alignment: CAEP 2.1; 2.2; 2.3	Created and implemented in spring 2019 updated spring 2022 moved from Taskstream to Qualtrics	Clinical Coordinator and Data manager will distribute the form at the end of internship to supervisors.
<u>Interns – Survey of Supervisor and CT</u>	The purpose of this survey is to determine Interns' perception of their supervisor and CT during internship. The data collected from these survey responses is used to inform future placements.	Interns	Every Fall and Spring during the internship semester	All initial programs	Standards alignment: CAEP 2.2	Created and implemented in spring 2019 updated spring 2022 moved from Taskstream to Qualtrics-then moved to Canvas	Link will be placed in the Canvas course by professor of record for the internship

Standard 3 Tracking & Monitoring

Name of survey	Purpose of the survey or form	Who completes the survey or form?/	Couse/semester when administered	Program	Standards alignment	History of the Instrument Date of implementation, tech studies and/or revisions were completed	Person responsible for distributing
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Change of Major Survey	The purpose of this survey is to determine why candidates change their majors out of EDUC. This information will help faculty make changes and provide support.	Candidates who change their major	Available as needed each semester Ongoing	All initial programs	Standards alignment: CAEP 3.2	Created and implemented in spring 2023	Academic advisor and data manager will distribute the survey to candidates in all initial programs who change their major.
Admissions Interview	The purpose of this form is to be used during initial candidate admission interviews. Candidates are rated across a variety of criterion. Interviewers are EPP faculty and staff. The online form is used to capture the interview ratings.	EPP faculty & Staff	Spring (undergraduates) Ongoing for ALTA admissions	All initial programs	CAEP 3.2	Created in Google initially and then migrated to Qualtrics in 2023-2024	Certification officer distributes the survey prior to the admissions interviews.
Growth Plan Referral Form INITIAL (Google Platform) For NEW Referrals	Faculty and staff may complete this form to refer a candidate for a growth plan. The purpose of the growth plan is to provide support for at-risk candidates to successfully progress in the program. "At-risk" is defined as any candidate who is not making adequate progress in meeting the gateways determined by the Department.	Faculty, CTs, staff	Available as needed Ongoing	All initial programs	Standards alignment: CAEP 3.2	Created and implemented in fall 2021	Teacher Education Department Chair and Administrative Assistant will distribute the form via email each semester to faculty prior to each A-TEAM meeting for new candidate referrals. This will occur prior to the A-Team meeting.
Growth Plan Update Form (Google) INITIAL (After initial referral to update faculty and determine if the plan needs to be continued) (Google Platform)	The Growth Plan support team will complete this form once a semester to provide updates on the candidate's progress towards goals. Please obtain information from the candidates' professors to determine areas that are no longer an issue as well as areas of growth that still persist.	Faculty, CTs, Staff	Beginning of each semester Ongoing	All initial programs	Standards alignment: CAEP 3.2	Created and implemented in fall 2021	Teacher Education Department Chair and Administrative Assistant will distribute the form via email at the beginning of each semester to faculty for existing candidate growth plans. This will occur prior to the A-Team meeting. The A-Team will determine based on this information if the candidate needs to continue on the Growth Plan.
ADVANCED Growth Plan Referral Form (Google Platform)	Faculty and staff may complete this form to refer a candidate for a growth plan. The purpose of the growth plan is to provide support for at-risk candidates to successfully progress in the program. "At-risk" is defined as any candidate who is not making adequate progress in meeting the gateways determined by the Department.	Faculty, mentors staff	Available as needed Ongoing	All advanced Programs	Standards alignment: CAEP RA 3.2; 3.3	Created and implemented in summer 2023	Educational Leadership Department Chair or Administrative Assistant will distribute the form via email twice each semester to faculty to collect information for "at risk" candidates.
Undergraduate Candidate Admission Interview Form/ Rating Undergraduate – OLD (Google Platform)	The purpose of this form is to rate undergraduate candidates' interviews at admission. Archived	Faculty and Staff	Spring Admission	Undergraduate initial programs	CAEP Standard 3	Created and implemented in spring 2020 updated 2023	Certification officer, data manager and advisor will distribute the form to faculty and staff prior to the interview days.
Initial Candidate Admission Interview Form	The purpose of this form is to rate initial candidates' interviews at admission.	Faculty and Staff	Spring Admission	Initial programs	Standards alignment: CAEP 3.2	Created and implemented in spring 2020	Certification officer/data manager and advisor will distribute the form to

						updated 2023	faculty and staff prior to the interview days.
<u>Key assessment Expectations Form</u> (Google Platform)	The purpose of this form is to inform candidates of the expectations for completing mid point assessments and outline steps for improvement. ESEC/ELEM use this form prior to the final lesson plan at mid-point and also with the unit.	Candidates	Fall/ Spring Mid point in the program ESEC/ ELEM EDUC 321-421 SEED EDUC ALTA EDUC	All initial Programs	Standards alignment: CAEP 3.2	Created and implemented in 2015 updated fall 2022	This form will be in the Canvas course for the corresponding courses. Candidates will complete the form to acknowledge they understand the revision and support plan should they not meet the proficiency mark on the midpoint assessments. Course faculty will ensure candidates complete the form.
Initial Candidate <u>Mid-Semester Proficiency Check in</u>	The purpose of this survey is to determine candidates' perception of their level of proficiency regarding planning and instruction at mid-point in the program. Results from this survey will be used to provide candidate support as needed. This is a formative check in so that faculty can respond timely to issues that candidates may be experiencing. This is real time formative feedback to determine what supports candidates need and how faculty can best support them.	Candidates	Fall semester Mid point in the program ELEM/ESECEDUC 321 ALTA EDUC SEED EDUC	All initial Programs	Standards alignment: CAEP 3.2	Created and implemented in fall 2022	This survey will be in the corresponding course and course faculty will distribute and use the feedback for their own courses. .
<u>Disposition Self Assessment Survey</u> Initial Programs	The purpose of this survey is for candidates to determine their strengths and areas for growth in terms of developing their dispositions.	Candidates	January each year Mid-point in the program ELEM/ESECEDUC 421 ALTA EDUC SEED EDUC	All initial Programs	Standards alignment: CAEP 3.3	Created and implemented in summer 2022 and fall 2023	Candidates will complete this survey to determine the areas for growth and their strengths. They will use the results to create their own Professional Growth Plan. Candidates will meet with faculty mentors to share their plan.
<u>Advanced Programs Assessment of Candidate Dispositions -Candidate Self-Assessment</u>	The purpose of this survey is for candidates in advanced programs to assess their own dispositions and identify areas for growth.	Advanced Candidates	MSE and Ed.S Course?	All advanced Programs	Standards alignment: CAEP RA 3.3	Created and implemented in fall 2022	Course faculty will distribute the self assessment. Links will be placed in Canvas.
<u>Post Grad Contact Information & Exit Survey</u> INITIAL and ADVANCED ALL PROGRAMS	The purpose of this survey is to determine graduate satisfaction of their preparation- all programs. (End of program and at licensure)	All graduates	Administered prior to graduation	All Programs	Standards alignment: CAEP 3.3; 5.1; 5.4 RA 3.3 5.1; 5.4	Created and implemented in spring 2020 updated spring 2023	Data manager will work with internship faculty and program admins to distribute the survey to all graduates in both initial and advanced programs.

Standard 4
Completer Effectiveness, Impact and Satisfaction
Employer Perception of Impact and Satisfaction

Name of survey	Purpose of the survey or form	Who completes the survey or form?/	Couse/semester when administered	Program	Standards alignment	History of the Instrument Date of implementation, tech	Person responsible for distributing
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						studies and/or revisions were completed	
Samford Teacher Education Employer Satisfaction Survey	The purpose of this survey is to determine employer satisfaction for initial completers.	Employers of initial candidates- all initial candidates 1-3 years post graduation	Spring semester	All initial Programs	Standards alignment: CAEP 4.1; 4.2; 5.1; 5.4	Created and implemented in spring 2023	Data manager will review the list of principals and assistant principals from schools where initial candidates from 1-3 years post-graduation are working. Link sent to all of those employers each spring.
Employment /Graduate School update Information	The purpose of this survey is to collect employment and graduate school information for soon to be completers in initial programs.	Candidates at graduation	Spring and Fall semester	All Programs	Standards alignment: CAEP 4.1; 4.2	Created and implemented in spring 2023	Data manager will work with department chairs, program faculty, department admins to distribute the survey to collect employment data.
Advanced Programs Employer Survey MSE Advanced Employer Survey (easy form)	The purpose of this survey is to determine employer satisfaction for advanced MSE programs.	Employers of advanced completers	Spring semester	All advanced Programs	Standards alignment: CAEP RA 4.1; 4.2; 5.1; 5.4	Created and implemented in 2021 Updated in 2022	Data manager will work with program faculty, department chairs to distribute the survey to employers of advanced candidates 1-3 post graduation.
Advance Programs Employer Survey EDS Advanced Employer Survey (easy form)	The purpose of this survey is to determine employer satisfaction for advanced Ed.S programs.	Employers of advanced completers	Spring semester	All advanced Programs	Standards alignment: CAEP RA 4.1; 4.2; 5.1; 5.4	Created and implemented in 2021 Updated in 2022	Program faculty, department chairs to distribute the survey to employers of advanced candidates 1-3 post graduation.
Advance Programs Completer Survey 1	The purpose of this survey is to determine completer satisfaction for advanced programs.	Advanced Completers	Spring Semester	All advanced Programs	Standards alignment: CAEP RA 4.1; 4.2; 5.	Created and implemented in 2021 Updated in 2022	Program faculty, department chairs to distribute the survey to advanced candidates 1-3 post graduation. Dean will distribute during CLAS conference Administrative assistant will send to completers
First Year Teacher Study – Survey I (Beginning of the first year)	The purpose of this survey is to determine completer impact, effectiveness and satisfaction during their first year teaching. Completers will receive 3 surveys during the first year: beginning, mid point and end of the year.	Initial completers	Fall Semester September 15	All initial Programs	Standards alignment: CAEP 4.1; 4.2; 5.1	Created and implemented in summer 2022	Data manager and assistant dean will distribute the survey to all initial completers during the first year of teaching.
First Year Teacher Study – Survey II (Mid-point of first year)	The purpose of this survey is to determine completer impact, effectiveness and satisfaction during their first year teaching. Completers will receive 3 surveys during the first year: beginning, mid point and end of the year.	Initial completers	Beginning of Spring Semester January 15	All initial Programs	Standards alignment: CAEP 4.1; 4.2; 5.1; 5.4	Created and implemented in summer 2022	Data manager and assistant dean will distribute the survey to all initial completers during the first year of teaching.

First Year Teacher Study – Survey III (End of first Year)	The purpose of this survey is to determine completer impact, effectiveness and satisfaction during their first year teaching. Completers will receive 3 surveys during the first year: beginning, mid point and end of the year.	Initial completers	End of Spring Semester May 15	All initial Programs	Standards alignment: CAEP 4.1; 4.2; 5.1; 5.4	Created and implemented in summer 2022	Data manager and assistant dean will distribute the survey to all initial completers during the first year of teaching.
Administrators – Second Year Teacher Case Study	The purpose of this survey is for case study participants to collect input from their administrator on their performance.	Employers of initial completers who are in the case study	Spring semester	All initial Programs	Standards alignment: CAEP 4.1; 4.2; 5.1; 5.4	Created and implemented in fall 2022	Data manager and assistant dean will distribute the form to employers of initial completers during the second year of teaching.
Advanced Case Study Professional Learning Advanced Case Study Colleague Supervisor Review	The purpose of these forms is to collect information from advanced completer case study participants. Case study participants submit a variety of artifacts and this form is a way to collect some of the required pieces.	Completers participating in the advanced case study All advanced completers 2 years out (MSE & Ed.S IL) will be asked to join the case study	Fall/Spring semester-	All advanced Programs	Standards alignment: CAEP RA 4.1; 4.2; 5.1; 5.4	Created and piloted summer 2024 Implemented for the first time fall 2025	Data manager and assistant dean will distribute the form to initial completers during the second year of teaching and are participating in the case study A stipend is provided to those completing the surveys.
Samford Second Year Case Study Collection Form Case study forms are in (Google Platform) Parent Survey Student Survey 6-12 Student Survey Primary Student Survey Elementary Teacher Effectiveness Survey Student Behavior Survey Literacy and Math survey Self Observation External Observation Impact on Learning	The purpose of these forms is to collect information from second year case study participants. Case study participants submit a variety of artifacts and this form is a way to collect some of the required pieces.	Completers participating in the second year case study All second year completers will be asked to join the case study	Fall semester-	All initial Programs	Standards alignment: CAEP 4.1; 4.2; 5.1; 5.4	Created and implemented in fall 2022	Data manager and assistant dean will distribute the form to initial completers during the second year of teaching and are participating in the case study A stipend is provided to those completing the surveys. The surveys were piloted in 2022 and implemented in 2023.
Teacher Perception in Teaching	This survey is to assess completers of initial programs who currently teach—or have taught—in Title I	Completers	As needed	Initial Programs	CAEP Standard 4.1	This survey was created as a follow-	Data manager

<u>in High Needs Schools</u>	schools to improve preparation of future teachers for working in high-need, low-income schools.					up from a previous focus group related to working in high needs schools.	
<u>Mentor/Administrator Perception of Samford Completers working in High Needs Schools</u>	This survey assesses perceptions of administrators and mentors from high needs schools working with EPP completers.	Mentors/administrators	<u>As needed</u>	Initial Programs	CAEP 4.1; 4.2	This survey was created as a follow-up from a previous focus group related to working in high needs schools.	Data manager
<u>Advance Programs TLA Superintendent Survey</u>	The purpose of this form is to assess employer's perception of ED.S and MSE candidate effectiveness.	Superintendents in the TLA program	<u>Annually June</u>	All advanced Programs	CAEP Standards alignment: CAEP RA 4.1; 4.2; 5.1; 5.4	This survey was created for TLA superintendent group. The survey was designed to be administered during the TLA workshop and is a quick impression survey of advanced completers.	Jane Cobia

**Standard 5
Quality Assurance**

Name of survey	Purpose of the survey or form	Who completes the survey or form?/	Couse/semester when administered	Program	Standards alignment	History of the Instrument Date of implementation, tech studies and/or revisions were completed	Person responsible for distributing
<u>QAS Feedback Form</u> (Google Platform)	This form is used to collect feedback from faculty and stakeholders on the QAS. Feedback is used to make updates to the QAS handbook.	Faculty and stakeholders	Every 7 years	All programs	Standards alignment: CAEP 5.1; RA 5.1	Created and implemented in summer 2022	Data manager and assistant dean will distribute form to collect feedback on the QAS handbook and make updates accordingly.
<u>Advanced Dispositions Calibration Training</u> (Google Platform)	The purpose of this survey is to orient scorers and candidates to the dispositions assessment and increase interrater reliability.	Mentors, faculty & Candidates	Annually	All advanced programs	CAEP Standard 5.2	Created spring 2025	Advanced faculty
<u>Data Analysis Form (All INITIAL & ADVANCED programs)</u>	This form is used each Data Day, Committee Teams (Like Diversity & Technology Committee) Faculty meetings, for Data teams to review data from key assessments and surveys and provide recommendations for improvement.	Faculty and Stakeholders	Data Days, stakeholder meetings, Data review team meetings	All programs	CAEP Standard 5.1; 5.4; RA 5.1; 5.4	Created and implemented in 2020 Updated in 2021 and 2022	Data manager and assistant dean will distribute form to collect data analysis and recommendations for improvement

(Google Platform)							
SACSCOC Data Analysis Form SACSCOC (ALL ADVANCED Programs (Google Platform)	This survey is used for advanced programs to determine strengths and areas of growth relative to their program outcomes.	Faculty and Stakeholders	Fall Data Days	All advanced programs	CAEP Standard CAEP RA 5.1; 5.4	Created and implemented in 2021- updated in fall 2022	Data manager and assistant dean will distribute form to collect data analysis and recommendations for program outcome improvement
<u>Content Validity Survey (PEI assessment)</u> (IN)	The purpose of this form is to determine the content alignment and relevance of the assessment to best practice in the field.	Faculty and Stakeholders	Every 4 years	Initial programs	CAEP Standard 5.2	Created and implemented in 2021	Data manager and assistant dean will distribute the content validity survey after gathering a group of content area experts.
<u>Content validity Survey (Dispositions assessment)</u> (IN)	The purpose of this form is to determine the content alignment and relevance of the assessment to best practice in the field.	Faculty and Stakeholders	Every 4 years	Initial programs	CAEP Standard 5.2	Created and implemented in 2021	Data manager and assistant dean will distribute the content validity survey after gathering a group of content area experts.
<u>New Assessment Instrument Feedback form</u> (Google Platform)	This form was used to solicit feedback from faculty and stakeholder when designing the new Samford Initial Program ACD Instrument.	Faculty and Stakeholders	As needed	All programs	CAEP 5.3 5.4; RA 5.3; 5.4	Created and implemented in 2021	Data manager and assistant dean will distribute form to solicit input on creation of new key assessments.
<u>Internship Evaluation Task Force feedback form</u> (Google Platform)	This form was used to collect feedback from faculty and stakeholder on changes in internship- specifically transitioning to CPAST.	Faculty and Stakeholders	As needed	All initial	CAEP 5.3; 5.4	Created and implemented in 2021	Data manager and assistant dean will distribute form to collect input on new assessment instruments during internship
<u>Key assessment & Assignment, Survey Review form</u> (Google Platform)	The purpose of this form is to collect responses/ feedback from stakeholders on key assessments and assignments.	Faculty and Stakeholders	Summer, Fall , and Spring	All initial programs	CAEP 5.3;5.4 RA 5.3; 5.4	Created and implemented in 2020 updated spring 2023	Data manager and assistant dean will work with faculty members in key partnerships to distribute form to solicit feedback and provide recommendations for improvement of key assessments and assignments from partners
SACSCOC <u>INITIAL Program Review Form</u> All INITIAL Programs (Google Platform)	The purpose of this form is for faculty to review program outcomes annually and determine areas for growth.	Faculty and Stakeholders	Fall Data Days	All initial Programs	CAEP 5.1;5.4 RA 5.1; 5.4	Created and implemented in fall 2019 updated 3 times and most recent version was fall 2022	Data manager and assistant dean will distribute form to collect data analysis and recommendations for program outcome improvement
<u>Field Placement Data Day Attendance form</u> (Google Platform)	The purpose of this form is to track attendance at the Field placement Data Day- Since the Field Placement Data Day includes clinical partners, and not just faculty, it is important to track the participants to ensure there is a wide range of stakeholders with varied experiences.	Faculty and Stakeholders	Spring Field Placement Data Day	All initial Programs	CAEP standard alignment: 5.1; 5.3; 5.4; 2.2; 2.1	Created and implemented in spring 2022	Data manager and assistant dean will distribute form to solicit feedback and provide recommendations for improvement for field experiences
<u>Continuous Improvement</u>	The purpose of this form is to solicit stakeholder volunteers from	Stakeholders	Ongoing but specifically at	All programs	CAEP standard	Created and implemented	Data manager will and assistant dean will

t Volunteer Form (Google Platform)	a wide range of backgrounds who are willing to serve in the EPP's continuous improvement efforts.		Homecoming and other alumni events		alignment: 5.3	d in fall 2022	distribute at alumni and other large events to recruit volunteers to help with continuous improvement.
Praxis Improvement team Participation Form (Google Platform)	The purpose of this form is to solicit volunteers from the School of Education and Arts and Sciences to join the Praxis Improvement Team. .	Faculty Arts and Sciences Faculty and Staff in Education	Annually each Spring	All initial Programs	CAEP standard alignment: 5.1; 5.3; 5.4	Created in 2019- was dormant 2019-2023 Started again 2023	Data Manager will work with teacher Ed department chair and admin to ensure the Praxis Improvement Team meets before the end of Spring Semester. The Teacher Ed Admin will send the email invitation and the link to join. Data Manager and Assistant dean will supply relevant data. Department Chair will host the meetings.
Praxis Improvement Team Recommendation Form (Google Platform)	The purpose of this form is to collect recommendations from the PIT for Praxis pass rates and recruitment from A&S. The team will complete this form after the annual PIT meetings.	Faculty Arts and Sciences Faculty and Staff in Education	Annually Spring	All initial Programs	CAEP standard alignment: 5.1; 5.3; 5.4	Created in 2023	Data manager will distribute the form upon conclusion of the annual PIT meeting
PEI Calibration Training	The purpose of this training is to increase the reliability of the PEI assessment.	Initial candidates Supervisors Faculty who score PEI & candidates prior to submission	Annually fall	All initial programs	CAEP standard alignment: 5.2	Created in spring 2025	Assistant dean and data manager will administer
Content Validity Advanced Dispositions	The purpose of this form is to determine the content alignment and relevance of the assessment to best practice in the field.	Expert panel	Every 7 years	All initial programs	CAEP standard alignment: 5.2	Created in summer 2024	Assistant dean and data manager will administer
Content Validity Advanced PBL	The purpose of this form is to determine the content validity and relevance of the assessment to best practice in the field. (ED & MSE)	Expert panel	Every 7 years	All advanced programs	CAEP standard alignment: 5.2	Created in summer 2024	Assistant dean and data manager will administer
Content Validity Advanced Action Research	The purpose of this form is to determine the content validity and relevance of the assessment to best practice in the field. (ED & MSE)	Expert panel	Every 7 years	All advanced programs	CAEP standard alignment: RA 5.2	Created in summer 2024	Assistant dean and data manager will administer
Content Validity ADV Portfolio	The purpose of this form is to establish content validity for both the EDS and MSE Leadership Portfolio Assessment.	Expert panel	Every 7 years	All advanced programs	CAEP standard alignment: RA 5.2	Created in fall 2025	Assistant dean and data manager will administer
Program Exit Survey – Advance & Initial	The purpose of this survey is to assess candidates' perception of the effectiveness of their program at completion	Initial and Advance completers	Fall/Spring Semester	All programs	CAEP standard alignment: 3.3; 5.1; 5.4 RA 3.3; 5.1; 5.4	Created Revised Jan 11. 2022	Program assistants will administer this survey at the completion of the program prior to graduation

<u>Assessment of Candidate Dispositions Training</u>	The purpose of this training is for candidates and assessors to become familiar with the Assessment of Candidate Dispositions (ACD) instrument prior to administering the assessment thus increasing reliability.	Initial candidates Supervisors Faculty who score Dispositions & candidates	Fall Spring semester EDUC 200 EDUC 520 Supervisor Training	All initial programs	CAEP standard alignment: 3.3; 5.2	Created and implemented in summer/fall 2022	Course faculty will distribute the link to the training. Clinical Coordinator and Data Manager will distribute to supervisors and faculty members to complete every two years.
<u>Content Validity Survey Standard 4 Case Study Impact on Student Learning</u>	The purpose is to establish content validity for the EPP created case study: Impact on student learning.	Expert Panel	Every 7 years	Initial programs	CAEP Standards alignment 4.1, 4.2	Created and piloted 2019 Content validity 2025	Data manager and assistant dean distribute survey every 7 years and conduct technical studies.
<u>Content Validity Standard 4 Case Study Professional Learning Plan</u>	The purpose is to establish content validity for the EPP created case study: Professional Learning Plan.	Expert panel	Every 7 years	Initial Programs		Created and piloted 2019 Content validity 2025	Data manager and assistant dean distribute survey every 7 years and conduct technical studies.
CAEP Evidence Data Team Annual Evidence Summary Form Initial and Adv <u>Instructional Practice Content Knowledge Professional Responsibility ADV Summary of Evidence Clinical Partnership and Practice Summary of Evidence</u>	The purpose of these forms is to provide faculty the opportunity to reflect on data reviewed every other year relative to the INTASC/CAEP standards and identify gaps and areas for improvement.	EPP faculty	Every two years	Initial and Advanced	Standards: 1.1; 1.2; 1.3; 1.4; RA 1.1; RA 1.2; 5.1; 5.4; RA 5.1; RA 5.4	Created spring 2025	Data manager distributes to data teams at spring data day.

APPENDIX F INITIAL & ADVANCED PROGRAM ASSESSMENTS

Assessment Name	Initial / Advanced	Licensure Area / Program(s)	Purpose	Background	Technical Studies Schedule
Licensure Requirements (Praxis II, FoR 190, edTPA, PLT, SPED Praxis Core as applicable)	Initial	ESEC–ELEM, EALTA, CALTA, SEED, SALTA	Proprietary certification exams used to document candidates’ content knowledge and readiness for licensure.	ALSDE Licensure Requirements	N/A
edTPA	Initial	ESEC–ELEM, EALTA, CALTA, SEED, SALTA	Proprietary teacher portfolio assessment across 3 domains: Planning, Instruction, Assessment externally scored by reviewers	Licensure requirement in 2018	Technical Studies
Concept-Based Social Studies Content Unit	Initial	ESEC–ELEM, EALTA	Assess ability to design a 5–7 day concept-driven, literacy-integrated, standards-aligned elementary social studies unit.	Created 2014 prior to SPA review, revised in 2020 and revised again in 2023-2024 prior to ALSDE onsite visit	Technical studies conducted 2019 updated 2027
Integrated Arts Unit (ECE)	Initial	ESEC–ELEM	Assess ability to design and teach arts-integrated, literature-based early childhood instruction.	Created/ piloted in 2015 for SPA review, revised in 2019, revised again in 2023-2024 prior to ALSDE onsite visit	Technical Studies 2027
PEI with SPED Addendum (Planning Instruction for SPED)	Initial	ESEC, CALTA	Evaluate planning and instructional effectiveness in special education settings.	PEI created in 2018 and piloted, revised in 2020, revised again and SPED addendum added in 2022	PEI technical studies 2019 and 2023-2025
Internship – CPAST with Teaching Field Addendum	Initial	ESEC–ELEM, EALTA, CALTA	Summative evaluation of internship performance in pedagogy and dispositions.	CPAST adopted in 2022 after an internship Task Force review and content area internship addendums created and piloted 2023-2024	CPAST Technical Studies
Literacy Action Research (Effect on Student Learning)	Initial	ESEC–ELEM, EALTA, CALTA	Candidates implement a literacy intervention and analyze pre/post data to document impact.	Created in 2014 for SPA review, updated in 2018, revised in 2023-2024 to align with ALSDE literacy standards.	Technical studies conducted 2019 updated 2026
PEI with Math Addendum	Initial	ESEC–ELEM, EALTA	Evaluate planning and teaching of elementary mathematics lessons.	PEI created in 2018 and piloted, revised in 2020, revised again and math addendum added in 2023	PEI technical studies 2019 and 2023-2025, Addendum 2026
Early Childhood Math Intervention Project	Initial	ESEC	Assess readiness to teach early childhood mathematics using interventions and data.	Created/ piloted in fall 2023 revised for fall 2025	Technical Studies planned 2026
IEP Project	Initial	ESEC, CALTA	Assess skill in assessment, IEP development, and family communication.	Created/ piloted in 2012, revised in 2015, revised again in 2022	Technical Studies planned 2026
Family Engagement Project (ECE)	Initial	ESEC–ECE	Assess ability to plan and implement scaffolded family engagement experiences.	Created in 2014 for SPA review, revised 2023-2024	Technical Studies planned 2027
Special Education Lesson Portfolio (Additional Assessment #7)	Initial	ESEC, CALTA	Additional SPED portfolio demonstrating methods competence.	Created in fall 2023 and piloted in fall 2024 revised 2025	Technical Studies planned 2028
Integrated Science Plan – STEAM Explorers	Initial	ESEC–ELEM, EALTA	Assess inquiry-based, STEAM-integrated science instruction planning.	Created in 2023-2024 and piloted in 2024 fall; updated 2025	Technical Studies planned 2028
Child Profile & Intervention Plan (ICDIP)	Initial	ESEC, CALTA	Midpoint assessment integrating child development data and interventions.	Created in 2023-2024 prior to state review piloted in 2024 fall, updated 2025	Technical Studies planned 2026
Literacy Portfolio	Initial	EALTA; ESEC–ELEM, CALTA	Assess mastery and application of structured literacy competencies.	Created in 2022 and piloted in 2023 in response to Barksdale review, updated 2024 to reflect new literacy standards	Technical Studies planned 2026

Concept-Based Content Unit (Secondary)	Initial	SEED/SALTA – ELA, Math, WL, GSS, Science	Assess ability to design a concept-based 6–12 unit with technology and literacy integration.	Created in 2017 and updated in 2023-2024 to include content area addendums prior to ALSDE onsite review	Technical studies conducted 2019 updated 2026
Internship – CPAST with Content Addendum (Secondary)	Initial	SEED/SALTA – all areas	Summative evaluation of internship in secondary settings.	CPAST adopted in 2022 after and internship task Force review and content area internship addendums created and piloted 2023-2024	CPAST Technical Studies
Planning for Effective Instruction with Content area Addendum	Initial	SEED/SALTA – all areas	Comprehensive work sample documenting planning, instruction, and student learning impact.	PEI created in 2018 and piloted, revised in 2020, revised again and content area addendums added in 2022-2024	PEI technical studies 2019 and 2023-2025 Addendum 2027
Professional Learning Plan (PLP)	Initial	SEED/SALTA – all areas	Evaluate design and defense of a professional learning plan based on data and reflection.	Created as internship assessment in 2021, updated for content areas in 2023-2024	Technical Studies planned 2026
Lab Safety & Professionalism Assessment	Initial	SEED – General Science/Biology	Evaluate laboratory safety, protocols, and professionalism.	Created in 2020 updated in 2022	Technical Studies planned 2028
Praxis (Leadership Licensure Exam)	Advanced	MSE and 18 hour	Proprietary state leadership licensure exam used as evidence of content knowledge.	ALSDE Licensure Requirements	
Comprehensive Exam (MSE)	Advanced	MSE Instructional Leadership	Assess leadership content mastery.	Created/ piloted in 2015 and updated in 2017 prior to SPA review, updated in 2023-2024 prior to ALSDE onsite review	Technical Studies planned 2027
Comprehensive Exam (Ed.S)	Advanced	Ed.S Instructional Leadership	Assess advanced/district-level leadership knowledge.	Created/ piloted in 2015 and updated in 2017 prior to SPA review, updated in 2023-2024 prior to ALSDE onsite review	Technical Studies planned 2027
Samford Instructional Leadership Internship Evaluation (SILIE)	Advanced	MSE Instructional Leadership	Summative evaluation of leadership performance.	Created/ piloted in 2023-2024 revised fall 2024	Technical Studies planned 2026
Practicum in Staff Development	Advanced	Ed.S Instructional Leadership	Evaluate design and implementation of professional development.	Created/ piloted in 2015 and updated in 2017 prior to SPA review, updated in 2023-2024 prior to ALSDE onsite review	Technical Studies planned 2026
Advanced Candidate Family Engagement Project	Advanced	MSE; 18-Hour Certificate	Assess ability to lead collaborative, equitable family engagement initiatives.	Created/ piloted in 2022 updated 2023-2024	Technical Studies planned 2028
Ethics Case Study (Ed.S)	Advanced	Ed.S Instructional Leadership	Evaluate ethical reasoning and leadership decision-making.	Created/ piloted in 2015 and updated in 2017 prior to SPA review, updated in 2023-2024 prior to ALSDE onsite review	Technical Studies planned 2028

APPENDIX G: OBSOE OPERATIONS MANUAL



2025-2026 Operations Manual

Maintained by the Dean's Office

In cases of conflicting information, the current Faculty Handbook and university policies and procedures eclipse this manual.

ABSENCES & OFFICE HOURS (Faculty)

Professional Absences

Our number one priority is ensuring the continuity of instruction for our students and the smooth functioning of our school. Thus, faculty members who are absent for professional reasons (e.g., attending or presenting at a conference, attending a State Department of Education Meeting, serving on an accreditation team, official university functions/responsibilities, jury duty, etc.) should:

- Apprise your Department Chair and Department Assistant well ahead of time.
- Remain reasonably accessible to the Chair and Department Assistant via phone.
- Notify your students via Canvas and/or email.

The following are among many options available to you for course coverage.

- Work with another faculty member to cover classes
- Provide students with alternative assignments (e.g., viewing a video, working on a project)
- Arrange for a highly qualified guest speaker to cover a class
- Capture lectures digitally and post them on Canvas

Sickness/Medical Absences

Similarly, faculty members who are absent due to sickness or for medical reasons (e.g., flu, migraine headache, stomach bug, sick child, broken arm, surgery, dental appointment, your child's annual checkup, allergic reaction, mother's follow-up appointment with a medical specialist in Atlanta, etc.) should:

- Apprise your Department Chair and Department Assistant.
- Remain reasonably accessible to the Chair and Department Assistant via phone.
- Notify your students via Canvas and/or email.

Again, course coverage options are listed above. In the unfortunate circumstance that a sickness or medical need results in extended absence, your Department Chair will consult with you, the Dean, the Provost, and HR about managing the situation.

Personal Absences

During a regular fall or spring academic term, personal absences should be **kept to a minimum** and should not interfere with the continuity of instruction for students or the smooth functioning of the department or school. Faculty are mature professionals who understand that the flexibility afforded to professors is a privilege not to be misused. Deans and Department Chairs will not "police" personal absences. **However**, if it becomes apparent that students are being negatively impacted or the department's or school's work is being disrupted, absenteeism will be addressed.

On-Campus Expectations & Office Hours

According to the *Faculty Handbook*, full-time faculty are expected to be on campus a minimum of 30 hours each week. The remaining ten hours/week are flexible and may be used for tasks such as committee work, class preparation, writing, and research. Deans and Department Chairs will not "police" faculty hours, but a persistent lack of faculty presence in the building will affect the collective sense of community and the faculty member's feeling of connectedness. Should this become a problem, it will be addressed by your Department Chair or Dean.

Faculty members should establish and publicize the office hours during which they are available to students for conferences and individual instruction. Additionally, faculty members should provide a copy of their weekly schedule to their Department Chair and Department Assistant. **During emergencies, the Dean's Office MUST be able to account for every person who works in the Orlean Bullard Beeson building.** Collecting schedules at the department/office level is not "policing." It's risk management.

ACADEMIC ADVISING

Students are assigned an adviser in their academic department. If an academic major is declared, this assignment is made at the time of admission. Students who are "undeclared" are advised by the Assistant Dean of Arts and Sciences until a major is determined. An academic major must be declared by the time an undergraduate has earned 64 credits. For students in OBSOE, advisors are: HDFS—Dr. Kristie Chandler, Dr. Celeste Hill; Dr. Emma Vo; TCHED—Mrs. Andrea Nolan; and EDLD—Mrs. Marcie Harchuck.

ALABAMA PROGRAM IMPROVEMENT FOR EDUCATORS (AL-PIE)

Previously named the CIEP process, AL-PIE is an Alabama-specific review for all programs that prepare teachers and leaders. The review includes such items as 1) a curriculum plan aligned with professional standards, 2) a thorough analysis of field and clinical experiences, and 3) a presentation of key assessments and related data analysis. Based on the framework for national accreditation through CAEP, completing AL-PIE documents is a key step in the reaccreditation process.

Faculty members will receive supplemental compensation for significant contributions in writing/preparing AL-PIE materials for submission to the ALSDE. Compensation will not be provided for faculty and staff members who submit requested data or program information.

ALTERATIONS to TIME OF CLASSES or DELIVERY MODES

Per the *Faculty Handbook*: “Changes in the regular schedule time of classes should be minimal as to assist faculty in the preparation and presentation of a balanced course of study. Unanticipated disruptions should be allowed only for compelling reasons since they may hinder the ability to complete needed coverage of the subject matter.”

Faculty members are not allowed to change a Face-to-Face course to Hybrid or Online delivery (or vice versa) at their discretion. **Changes in delivery mode must be approved by the Department Chair, Dean, and Provost.** Exceptions include temporary delivery changes to accommodate short-term faculty absences or health/safety guidelines issued by the university.

ANNUAL PERFORMANCE EVALUATIONS

Faculty

The *Faculty Handbook* states, “The purposes of the annual faculty evaluation process include the following:

- (a) to stimulate personal and professional growth on the part of the individual faculty member by designing strategies to maximize strengths and to overcome weaknesses,
- (b) to strengthen the academic effectiveness of the University by relating the work of the faculty member more closely to its institutional mission, and
- (c) to create and nourish a context in which sound, objective decisions may be made in such areas as the granting of sabbatical leaves, advancement in rank, award of tenure, and planning of retirement.

All of these purposes seek to ensure that students will receive quality instruction by competent professionals in every academic program offered by the University.” For further details, see section A7.4.

OBSOE faculty should update their curriculum vitae annually, complete a self-evaluation, and determine goals for the academic year. Materials should be forwarded electronically to the Dean's office after conferencing with their Department Chair regarding strengths and growth areas. **Annual evaluations should ALWAYS include opportunities for professional growth and plans for continuous improvement.**

Staff

The foundation of an effective performance review and management process is frequent and timely communication. The success of the evaluation process depends on the willingness of supervisors to complete **an objective, accurate, and constructive** performance review and on the willingness of employees to respond favorably to constructive feedback and, when needed, to improve their performance. Generally, the performance of employees is evaluated at the end of the introductory period and in each year thereafter.

OBSOE staff members are provided a job description that articulates what is expected of them in terms of task performance and behavior. As job descriptions may shift over time, this document should be reviewed annually and updated as necessary to reflect current responsibilities.

Pay for Performance: A method of rewarding employees based on their accomplishments and annual performance review. The theory is that there should be a correlation between the employee's performance review and the value of their salary increase.

Employee Self-Appraisal Form: This form may be used when desired and is self-explanatory. Under no circumstances should employees be asked to complete the **Performance Review Form** listed below.

Performance Review Form: A written performance review is based on the employee’s overall performance in relation to his/her job expectations. It considers the employee's work behaviors and other established performance expectations. The written performance review is a **legal document**. It is also an official record of the employee's work performance and may be considered in future employment decisions. In addition to the regular performance review described above, supervisors may initiate at any time written counsel or warning to document and advise an employee of performance deficiencies. Please refer to the section on Corrective Action and Documentation.

Employee Comments: During the performance review process, employees are provided an opportunity to review, discuss and comment on the actual performance review document. The performance review form is signed by the supervisor and the employee. A copy is given to the employee, and the original is sent to the official employee file maintained by human resources.

The Office of Human Resources is responsible for monitoring and assuring the uniform and consistent application of this process. Supervisors and managers are responsible for coaching, counseling, and providing timely and factual feedback to their employees, and codifying the same in a written performance review.

Section 5.1 of the *Staff Handbook* states, “Performance Reviews are to be completed by a staff member’s supervisor on a periodic basis. The supervisor will formally review the staff member’s work performance individually with the staff member. Performance reviews, whether informal or formal, may be a factor during pay determination. However, receiving a favorable performance review does not mean that a pay increase will follow. Performance reviews may occur more frequently or less frequently, at management’s discretion.”

ASSESSMENT (Continuous Improvement)

School of Education faculty and staff members value continuous growth and improvement in our students, our programs, and ourselves. Therefore, assessment of student learning outcomes (SLOs) and program objectives is second nature for us. We routinely examine data from a variety of sources to make informed decisions that result in positive changes. Faculty and staff meet informally throughout an academic year to reflect on test scores, grades, survey data, course feedback, key assignments, and edTPA scores.

DATA DAYS

“Data days” are designated times for consideration of student performance data and other programmatic sources of data. They occur once in fall and once in spring. The dates are scheduled in advance to ensure optimal faculty participation. **Data entry for KEY ASSESSMENTS should be entered into Watermark Student Learning & Licensure (SLL) by the deadlines listed below.**

December 15	Faculty MUST submit fall Key Assessment data in SLL
May 15	Faculty MUST submit spring Key Assessments data in SLL
August 15	Faculty MUST submit summer Key Assessment data in SLL

SACSCOC (regional accreditation)

In September, annual reports for each degree program are submitted to the Office of Institutional Research and Accreditation. The reports must demonstrate that faculty collect and use student performance data for program improvement. Thus, the data must be finely nuanced and carefully disaggregated to pinpoint strengths and growth areas.

CAEP (national accreditation)

Similarly, an annual report is submitted to the Council for Accreditation of Educator Preparation for programs in the Departments of Educational Leadership and Teacher Education. Again, the expectation is that OBSOE data is being collected, carefully analyzed, and acted upon to result in program improvements. Every seven years, we submit materials for an external review that leads to reaccreditation. By maintaining a healthy, continuous improvement process, OBSOE should not experience the “mad rush” that sometimes characterizes the months leading up to the submission of a self-study or site visit.

NCFR (national recognition)

Although the National Council for Family Relations is not an accrediting body, the organization established and administers the nationally recognized Certified Family Life Educator (CFLE) credential. The Department of Human Development and

Family Science offers a CFLE-approved program that aligns with the 10 Family Life Education content areas. HDFS faculty identify student learning outcomes and program goals based on CFLE criteria. Just as data is used in SACSCOC and CAEP reporting, assessment information guides HDFS faculty to identify areas for program improvement.

ARTIFICIAL INTELLIGENCE

In the fall of 2023, the Provost’s Task Force on Artificial Intelligence crafted the following statement to be included in all course syllabi: “The use of artificial intelligence tools (AI) in this course is subject to approval of the course instructor.”

In April 2025, the Academic Technology & Learning Committee reversed a previous recommendation regarding AI detection tools, based on current best practices, and added resources for engaging students suspected of unauthorized AI use in coursework. <https://www.samford.edu/departments/files/academic-affairs/2025-Draft-Update-AI-taskforce-faculty-guideline.pdf>

AWARDS & RECOGNITION EVENTS

Awards Night (Spring)

After each spring semester, OBSOE holds a formal awards ceremony for students (undergraduate and graduate) from all departments. This event recognizes outstanding academic performance, scholarship awards, service efforts, and other accomplishments. All faculty and staff members are invited to attend the schoolwide ceremony. Samford administrators, Dean’s Advisory Board members, and donors are also invited to participate.

Additionally, a department may choose to organize a more informal recognition event for its majors or seniors.

BUILDING ADMINISTRATOR & EMERGENCY PLANS

Each building on campus has a designated Building Administrator (or Coordinator). For OBB, the Building Administrator is the dean’s administrative assistant. This individual is responsible for reporting any issues related to facilities and for maintaining the emergency preparedness plan. A copy of the OBB Emergency Response plan is shared with each employee at the beginning of each academic year. It is available through the “OBSOE Operations & Policies” section in Microsoft Teams.

The ‘safe’ zone for tornadoes is in the hallway between OBB 114 and the kitchen on the lowest level of the building. During a fire drill, everyone should exit the building through the quickest route. There are no longer floor marshals or rally points.

BULLDOG DAYS

Bulldog Days is the name given to Samford’s summer orientation program for new undergraduate students and their parents. Participation is required for all entering students, and parents are welcome and encouraged to attend. A significant component of Bulldog Days is the distribution of the students’ class schedules. In the OBSOE, Bulldog Days are managed primarily by Dr. Celeste Hill (HDFS), with assistance from Rachel Fitzpatrick, Andrea Nolan (TCHEd), and others from the Department of Teacher Education. A greeting is typically provided by an OBSOE administrator (Dean, Associate Dean, or Assistant Dean).

CAEP

The Council for the Accreditation of Educator Preparation (CAEP) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. CAEP accredits Samford’s Orlean Beeson School of Education on a seven-year cycle (currently, through 2027). Dr. Amy Hoaglund, Assistant Dean for Accreditation, Assessment, and Reporting, collaborates with faculty in the Departments of Educational Leadership and Teacher Education to support the annual documentation of compliance with CAEP standards and expectations.

CANVAS (LEARNING MANAGEMENT SYSTEM)

Samford University uses Canvas as its learning management system (LMS). The web-based learning management system enhances class communication, organization, and presentation by providing customizable course templates. Canvas provides tools for building online resources to support face-to-face, hybrid, or fully online classes. The degree to which the system is used will vary from course

to course, but *all faculty* should maintain a Canvas presence for each of their courses. Increasingly, students expect faculty to do so. Indeed, the university's *Student Handbook* states that faculty will use Canvas to upload and share materials such as a course syllabus, lecture notes, reading assignments, and articles for students to access at their convenience; to create forums and chats to encourage discussion and exploration of course topics, projects, and more; to administer quizzes and exams; to collect and review assignments, and to record grades, which allows students to stay up to date about their performance.

Faculty can access Canvas through the portal at [MySamford](#) or the [Canvas Dashboard](#). For additional information regarding Canvas, contact the Technology Services Service Desk at 205-726-2662 or support@samford.edu

CFLE (CERTIFIED FAMILY LIFE EDUCATOR)

The National Council on Family Relations (NCFR) provides the Certified Family Life Educator (CFLE) credential, which is recognized in the U.S. and Canada for Family Life Education professions. The program encourages applications from professionals who have preparation and experience in family life education settings. CFLEs have a minimum of a bachelor's degree, and many have advanced degrees. **OBSOE's Department of Human Development and Family Science is recognized by NCFR as a CFLE-approved program that includes coursework that covers the 10 Family Life Education content areas.** This approval allows HDFS graduates the opportunity to apply for a provisional-level CFLE credential using an abbreviated application process. It is noteworthy that Dr. Kristie Chandler, Dr. Jonathan Davis, Dr. Clara Gerhardt, and Dr. Celeste Hill are Certified Family Life Educators.

CLASS ATTENDANCE POLICY

Students should be reminded that the most statistically significant factor affecting the academic success of first-year students is class attendance. Most, but not all, upperclassmen attend class because they perceive the value of attendance in gaining the professional knowledge and skills necessary for their future careers or graduate school. *Each school or department establishes its own attendance policies, and specific requirements should be clearly indicated in the syllabus for each class.*

Some students participate in institutional activities that require them to represent the university in scheduled events on and off campus. For activities of sufficient importance in the overall life of the university, excused absences are granted by the Provost's Office. Excused absences do not relieve students of responsibility for the academic work missed in class. However, students may not be penalized for such absences and must be allowed to make up the missed work. These students are responsible for informing their professors in advance of the class dates that will be missed because of university-sanctioned activities. Practice and/or preparation for such activities would not be a valid reason to miss class. Ultimately, each student bears the responsibility to be aware of and to comply with attendance and punctuality requirements.

COMMITTEES & ROLES

Faculty should report all levels/types of committee service and leadership during their annual performance evaluation.

Documentation of participation, particularly significant tasks performed as a function of committee service or leadership, should be retained for the T&P portfolio. Refer to the Appendix of this document for a current listing of committees and membership.

University-level Committees & Roles

Academic Technology & Learning, Athletics, Campus Life, Elections, Enrollment, General Education, Diversity Liaison IRB, Parking Appeals, Promotion & Tenure, Technology Liaison, Title IX & Honor Code, University Scholar Selection

School-level Committees & Roles

Curriculum, Diversity, Technology, Tenure & Promotion; Chairs of school-level committees serve on corresponding committees at the university-level or within the Faculty Senate

Faculty Senate & Senate Committees

Departmental Senators (elected); Academic Affairs rep, Business Affairs rep, Curriculum rep, Diversity rep, International/Global Studies rep

Other OBSOE Working Groups

Arete, Dean's Council, OBSOE Leadership Team (also, CAEP Steering Committee), Recruitment Team (a subset of the Dean's Council), Awards Night Planning

COMPUTER REFRESH PROCESS

Faculty and staff computers are replaced on a three-year cycle. Technology Services is responsible for managing a centralized purchasing process. Employees will receive an email notification that it is time for their computers to be replaced. **Questions regarding index codes or the type of computer should be directed to the Dean's administrative assistant or the ELC administrative assistant who maintains the OBSOE inventory of computers, printers, and monitors and serves as OBSOE liaison to Technology Services.**

CONSENSUAL RELATIONSHIPS

Undergraduate Students

Because of the potential for abuse or the appearance of abuse and the inherent differential in authority, Samford University prohibits any faculty or other employee from engaging in a consensual relationship with any person enrolled as an undergraduate student at Samford University.

Graduate Students

Because of the potential for abuse or the appearance of abuse and the inherent differential in authority, Samford University prohibits any faculty or other employee from engaging in a consensual relationship with any graduate student with whom such faculty or employee has an academic or supervisory relationship.

University Employees

Because of the potential for abuse or the appearance of abuse and the inherent differential in authority, Samford University prohibits any faculty or other employee from engaging in a consensual relationship with another faculty or employee with whom such faculty or employee has an academic or supervisory relationship. Even if the consensual relationship is terminated, the faculty or employee may need to avoid any role in future decisions affecting the other person to avoid a perceived or actual conflict of interest or sexual harassment.

CONSULTING/OUTSIDE EMPLOYMENT

Refer to the *Faculty Handbook*, section A6.2.3 on page 44, "*Outside Responsibilities.*" Link to

[Faculty Handbook](#)

Any consulting opportunities or outside employment requires advance notice and written approval of the Dean and Provost. Teaching for other colleges and universities while employed as a full-time faculty member at Samford is not a supported form of outside employment.

CONVOCATION REQUIREMENTS

Convocation programs enable undergraduate students to fulfill graduation requirements that are not directly tied to coursework. Incoming freshmen must complete 60 "convo" credits to graduate, with 30 credits needed by the time a student achieves 64 academic hours to avoid a registration delay. Transfer students will have a prorated convocation requirement based upon the credits transferred.

Convocation credit may be earned only through participation in university-approved Convocation events. Students who do not complete their Convocation requirements will not be eligible to receive a degree from Samford. For more information about Convocation requirements, visit [Samford's Spiritual Life website](#).

Rather than meeting every Tuesday and Thursday at 10 a.m. in Reid Chapel, beginning in fall 2021, Campus Ministries will host weekly worship services on Tuesdays only at 10 a.m. in the Wright Center, with a once-monthly schedule for larger convocation events on Thursdays at 10 a.m.

COPIES

OBSOE faculty and staff members are assigned a "copier code," which allows access to the copier in OBB 315 workroom. The Dean's

administrative assistant assigns the codes.

- Limit: 2000 copies per faculty member per semester
- Large runs should be approved by the Department Chair or Dean
- Making multiple color copies should be rare
- Most documents should be posted/distributed electronically to reduce copier costs

COURSE EVALUATIONS (completed by students)

Every semester for every course, students are invited to complete course evaluations via Qualtrics surveys. Every effort should be made to increase the return rate for course evaluations. To that end, some faculty set aside time during class for students to sign-in to Qualtrics and provide feedback. Other faculty make completing the evaluations an “assignment” for students. Often, when faculty take time to explain how they use student feedback to make course improvements, students are more motivated to complete the evaluations.

Interpreting Evaluations

Student perceptions about their courses are not always accurate; nonetheless, they deserve consideration. Faculty should look for patterns over time in ratings and comments. Are similar comments or ratings received semester after semester? If so, this could be a potential area for professional growth and action.

Return Rates

The return rate/participation rate for online course evaluations remains low for specific degree programs. Faculty should use formative assessment measures to solicit student feedback for course improvement. For example, invite students to offer comments regarding what they enjoyed in the class, what key things they learned, and what suggestions they have for improving the class. Such feedback is sometimes more valuable (and actionable) than information gleaned from formal course evaluations.

CREATIVE JOB REQUESTS

Samford Marketing and Communications oversees the creation of all official brochures, posters, advertisements, newsletters, postcards, and other materials. All requests must be made through Dean McEwan and Kameron Brown (OBOSE Marketing and Communications Manager).

If you wish to have something printed personally, you can place an order at the Print Shop located on campus with your specifications. Payment will be made through Bulldog Bucks using your ID. The Print shop is located on the first floor of Brooks Hall. The following link will take you to the [home page of the Samford Print Shop](#).

DEAN'S ADVISORY BOARD (DAB)

The Dean's Advisory Board is comprised of alumni and friends of Samford University and Orlean Beeson School of Education. Members pledge an investment of time, energy, and financial resources to advance the institution and school. Typical DAB activities include note-writing campaigns for students, prayer commitments for faculty and staff, and participation in OBSOE events such as Learning for Life, Homecoming, the Tom and Marla Corts Distinguished Author Series, and Awards Night. The DAB meets once per fall and spring semester.

DELIVERY MODES & CONTACT HOURS

At Samford University, a **face-to-face** course meets 100% in person. Although Canvas is used to support instruction, classes are still held in person. An **online course** (OLN) is defined as one that never meets in person. All content is delivered online through Canvas and other web conferencing solutions, and class sessions can be synchronous, asynchronous, or a combination of the two. A **hybrid course** (H) meets less than 50% of the time in person but has at least one in-person meeting. **For 3-hour OBSOE hybrid courses, faculty are expected to convene with students a minimum of 6 times in a face-to-face format.**

Faculty members are not allowed to change a Face-to-Face course to Hybrid or Online delivery (or vice versa) at their discretion. Changes in delivery mode must be approved by the Department Chair, Dean, and Provost. Exceptions include temporary delivery changes to accommodate short-term faculty absences or health/safety directives from the university.

Contact Hours for all Courses (regardless of delivery mode)

Samford University follows the Carnegie unit of measure for assigning credits to its undergraduate and graduate academic courses. One semester credit is equivalent to a minimum of one hour in-class (defined as 50 minutes of instruction) and a minimum of two hours of out-of-class student work per week. Example:

Credits	Direct Faculty Instruction*	Student Preparation (out of class)	Total Minutes per Semester
1	12.5 hours	25 hours	37.5 hours
2	25 hours	50 hours	75 hours
3	37.5 hours	75 hours	112.5 hours
4	50 hours	100 hours	150 hours

***An equivalent amount of work is required in courses and academic activities where class time is not the primary mode of learning, such as online and hybrid courses, labs, independent studies, internships, practica, etc.** Credits will be awarded based on documented learning objectives, expected learning outcomes, and student workload expectations within a specified period of academically engaged time. Academic units are responsible for ensuring and documenting that credit hours are awarded only for work that meets the requirements outlined in this policy. Instructors of record for a course are also encouraged to state the expected out-of-class student work in their course syllabus.

For the standard 15-week term (plus an additional week for final exams), the following weekly determinations are used:

Lecture/Seminar Classes: A unit of credit equates to three hours of student work per week (1 hour in-class or direct instruction plus a minimum of 2 hours of out-of-class).

Laboratory/Experiential Classes: A unit of credit equates to 3 hours per week of direct instruction in a laboratory/experiential setting and 1-3 hours of out-of-class student work per unit of credit. The latter range allows for discipline and student-level differentiation.

For courses meeting fewer than 15 weeks, the credit hours awarded for a given course or academic experience must be reasonably equivalent to the standard of 3 hours combined direct instruction and student work per credit hour for a 15-week term.

For independent study and experiential learning courses, the credit hours applicable for a given course or academic experience must be reasonably equivalent to the standard of 3 hours combined direct instruction and student work per week, per credit hour, for a 15-week term. Specific independent study and experiential guidelines and forms are provided at the school/college from which the course is being taken. Guidelines at the college/school may include the number of independent studies (or credits) and experiential learning opportunities permitted per student for a single degree, required student grade point average (GPA), and which course numbers are assigned as independent study.

DROP/ADD & CANVAS COURSE ENROLLMENT

The Canvas learning management system is linked directly to Banner; thus, class rolls will reflect the students who are currently enrolled in each course or section. **When students drop or add a course, they are automatically dropped or added to Canvas.** Canvas and Banner synchronize every hour on the hour.

DRUG AND ALCOHOL USE

Policy C3.1 of the *Faculty Handbook* states, “*Samford University seeks to foster the development of Christian character, scholastic attainment and a sense of personal responsibility. To fulfill this purpose and to protect and promote the health and welfare of its faculty, staff, and students, Samford University is committed to maintaining a drug- and alcohol-free campus. Any individual who conducts business for Samford University is applying for a position or is conducting business on Samford University’s property is covered by our drug and alcohol policy. Our policy is intended to apply whenever anyone is representing or conducting business for Samford University.*” For further details, consult page 96 of the handbook or use the following link: [Faculty Handbook](#)

DUO ACCESS RESET

DUO is the security system for Samford’s web portal access. If you become disconnected, you can reconnect by going to [the Samford](#)

[University DUO Device Management page](#) on a device other than your phone. Sign in with your Samford username and password and click the “Call Me” button. Once you receive the call, tap any number on your phone to access the site. From there, click on the “Reactivate DUO Mobile” button. Next, confirm the type of phone you have. After that, you will be asked to scan a QR code from the app on your phone. Once this is done, you will be able to use DUO as before.

If you have questions about the reconnection process or your Samford phone or computer, please feel free to call Technology Services at (205) 726-2662 or email them at support@samford.edu.

EDUCATION LEARNING COMMONS (ELC)

The Education Learning Commons is a flexible teaching and learning space located on the third floor in Orlean Beeson School of Education. Faculty, staff, and students may use the space individually or meet/work in small groups. Permission to convene a class or hold a meeting in the central area should be coordinated through the ELC administrative assistant and the Dean’s administrative assistant. ELC resources available to faculty and students include children’s and adolescent literature, textbooks, and other curriculum sets, digital media, and technology equipment. Materials may be checked out at the ELC circulation desk. A Samford University print kiosk (WEPA) is also located in the ELC.

Classroom 316

Adjacent to the ELC is OBB 316. Using gift funds, OBB 316 and the ELC’s central space were upgraded with new furniture, paint, flooring, and technology equipment. Faculty can teach EDLD, HDFFS, or TCH ED classes in this room, which will retain an innovative, contemporary look and feel.

Classroom 313

Adjacent to the ELC on the opposite side is OBB 313. While not off-limits to others, this classroom is used primarily for delivering TCH ED courses. Thus, the intent is to transform the space to the look and feel of a K-6 classroom. We will use the closet and cabinetry in this space to house resources that support the teaching of reading, language arts, creative arts, and social studies methods courses.

Storage (Teaching/Instructional Materials)

Reading and language arts materials are stored in the room adjacent to Office 311. Math, science, technology, and social studies materials are stored in Classroom 313 and the adjacent office in the back of the room.

ELECTRONIC DEVICES & STUDENTS

According to the **Student Handbook**, the use of cell phones or other electronic devices is prohibited in classes unless permitted by the instructor. Additionally, their use is permitted at campus events (e.g., concerts, convocations, theatre productions, lectures) unless specifically prohibited by the event sponsor.

EMAIL LISTSERVs (for OBSOE)

The Dean’s administrative assistant maintains separate listservs for faculty and staff in OBSOE. Any school of education employee can send an email to these groups. ‘*Education-facstaff-1*’ is the distribution list for all faculty and staff. ‘*Education-faculty-1*’ is the list for faculty only. **Please avoid REPLY TO ALL unless this response is requested.**

EMPLOYEE TUITION BENEFIT (ETB)

The Employee Tuition Benefit [ETB] is available to employees, their spouses, and dependent children when they meet the university’s admission requirements. Qualified recipients of the ETB are 1) full-time employees, 2) spouses of full-time employees, and 3) sons and daughters of full-time employees who will be claimed as legal dependents for the current calendar year for federal income tax purposes. To receive ETB, you must be a student at Samford University. Once admitted, you must obtain the appropriate ETB form from the Student Financial Services website. Students enrolled in an undergraduate degree program must also submit an Alabama Student Grant form to the Office of Financial Aid.

The ETB is available beginning with the following academic term following the date of your full-time employment. If upon employment, you are currently enrolled at Samford University, the ETB will become effective at the beginning of the next academic term. This benefit applies to full-time and part-time undergraduate studies through the attainment of one bachelor’s degree, utilizing the ETB, and part-time graduate studies deemed beneficial to the employee’s job at Samford, through the attainment of one master’s degree, utilizing the ETB (using the ETB for graduate classes may be taxable). It does not apply to charges for room, meals, books, special course fees, or any charges other than tuition as established from time to time by the Board of Trustees.

Full-time employees are permitted to audit or take for credit up to two undergraduate courses or two graduate courses at a time as long

as there are sufficient non-employee students in the class who meet the criteria for the minimum number of students necessary to teach the class and as long as no paying student will be denied access to the class. An employee may not take more than one course at a time during regular working hours. If you are permitted by your vice president/provost to take a course during regular work hours, you must make up the lost work time during the same workweek and on the university premises.

The ETB is also available to Samford University retirees with 15 years or more of service. The full text of this policy is available in the Human Resources Department or on the Samford University website for the Human Resources Department.

EMPLOYEE ORIENTATION

Human Resources requires all new hires to provide information and sign various documents for employment before being added to the payroll. See the following link for more details: [Employee Resources](#). In addition to a meeting with HR, new hires will contact their hiring department to set up an initial meeting with their direct supervisor to discuss expectations, office procedures, training options, etc.

Before the fall term, new full-time faculty will participate in an orientation offered through the Office of the Provost. Typically, part-time faculty are oriented within their assigned departments.

FACULTY MEETINGS

Refer to University Policy A1.5.4-University Faculty Meetings. “...*all members of the faculty are expected to attend University Faculty Meetings and to participate in their proceedings.*” **Similarly, all members of the faculty (and staff) are expected to attend OBSOE Faculty-Staff meetings.**

FACULTY SENATE

Faculty Senate is the official representative body of the faculty. Each department or program area has Senate representation. The Senate meets monthly during the academic year. Special meetings of the Senate may be called by the University President, the Faculty Senate Chair, or by a majority of the members of the Senate. For more information regarding the Faculty Senate, see the *Faculty Handbook*, A1.5.3 Article III—Faculty Senate.

FINAL AND OTHER EXAMINATIONS

The exam schedule for each semester is found in the Academic Catalog for the corresponding year. **Final examinations must be administered in all courses at the time and place scheduled by the Registrar's Office (Office of Student Records). The Dean MUST approve any exceptions.** Faculty should retain a copy of exams for one year in case of a question or challenge to grades. For additional information regarding examinations, see Section A2, “Academic Procedures” in the *Faculty Handbook*.

FORMS

Commonly used forms are available electronically. See the bottom of the ‘landing page’ for the main Samford website, where you will find the link “[Form Central](#).” Your Department Assistant can help you copy the electronic forms into a folder that can be housed on your computer’s desktop.

GRADING, INCOMPLETES, & WITHDRAWALS

GRADE SUBMISSION

Submitting grades in a timely manner and by the official deadline is a professional obligation of all full-time and part-time faculty members. Chairs and administrative assistants should monitor and assist part-time faculty and new faculty as needed to ensure timely submission of grades. **A pattern of missing the deadline for submission of grades will be noted in a faculty member’s annual performance evaluation.** Grading policies are found in A2.2.1, ‘*Grading System*’ in the *Faculty Handbook*.

INCOMPLETES

Incomplete grades are valid if the student has done work that would earn a passing grade in the course but has failed to complete some portion of the required work because of an emergency, and such work reasonably can be completed without further class attendance.

All incomplete work must be finished by a date DETERMINED BY THE INSTRUCTOR and NOT LATER than the conclusion of the next long semester (i.e., for fall semester “I’s,” no later than the last day of the following spring semester; for spring term, May term, and summer term “I’s,” no later than the last day of the following fall semester). Otherwise, an “I” grade automatically becomes an “F.”

WITHDRAWALS

From the *Student Handbook*: “A student desiring to withdraw completely from the university at any time must obtain an official withdrawal form from the Office of the Registrar. The date of withdrawal is the date this form is returned to the Office of the Registrar. If a student drops out of the university without permission, the official transcript will show a grade of “FA” in all courses for that semester or term.”

- The permanent record of a student who withdraws from all courses for a semester or term before the deadline, as stated in the academic calendar, will show courses attempted and will show a grade of “W” (withdrew). A “W” is not calculated in the student’s GPA.
- A student who withdraws after the deadline as stated in the academic calendar automatically receives a “WF,” indicating an unofficial withdrawal. “WF” carries the same penalty as “F” and is calculated in the student’s GPA.

Please note: Failure to attend class does not constitute withdrawal. Students are responsible for completing the appropriate paperwork and submitting it to the Office of the Registrar. A student desiring to withdraw completely from the university at any time must obtain an official withdrawal form from the Office of the Registrar. The date of withdrawal is the date this form is returned to the Office of the Registrar. If a student drops out of the university without permission, the official transcript will show a grade of “FA” in all courses for that semester or term.

GRADUATION (Commencement)

All faculty members are required to attend commencement exercises unless excused by the Dean. Requesting excused absences should be kept to a minimum, and approving absences should be the exception rather than the rule.

GRANTS (External and Internal)

Faculty and staff members who are interested in seeking external grants should wait to do so until they have answered the questions listed below.

1. Is the purpose of the grant consistent with the mission of the university, the school, and the department/program?
2. Will the grant enhance or detract from the ability of faculty and staff to complete their primary job responsibilities?
3. Are there in-kind or other monetary considerations associated with the grant?
4. Does the grant have the support of your Department Chair/Supervisor, Dean, and the Provost?
5. Has the grant been discussed with Samford’s Grants Officer, Linnea Minnema?

The internal grants program is a source of financial support for the research and scholarly activities of Samford University full-time faculty on continuing appointments. It is intended to foster new research and scholarly activities rather than to sustain existing research programs. Refer to the Internal Funding page on Samford’s website.

HOLIDAYS

Holidays observed include:

New Year’s Day	Independence Day
Martin Luther King, Jr. Day	Labor Day
Spring Break [for faculty] or Friday of Spring Break [for staff]	Thanksgiving Day
Easter Monday	Friday after Thanksgiving
Memorial Day	Christmas Day

Additional days off for staff during “holiday seasons” are determined by the administration on a year-to-year basis. These days and the conditions under which they are observed are announced as the season approaches. It is understood that the declaration of additional holidays on these occasions does not establish a binding policy or practice for future holidays.

Part-time and temporary employees are not paid for the holidays. A terminated employee shall not be paid for any holidays occurring after the last day of formal employment.

HOMECOMING

In November, Homecoming is celebrated in the Orlean Beeson School of Education with **school-specific Alumni events** (i.e., in recent years, a BBQ tent and a self-guided tour of OBB). Events are planned in coordination with Samford Athletic and Alumni events that center around a Homecoming theme. Mrs. Kathy Acton and a team of OBSOE volunteers are instrumental in hosting the events. Many faculty and staff members also assist with serving food and drinks. More information can be found on Samford’s [Homecoming](#) website.

HARASSMENT

Samford University is committed to Christian purposes and the demonstration of Christian values. The university desires a strong spirit of community among its faculty, staff, administration, and students, a spirit characterized by truth, grace, mercy, encouragement, righteousness, and brotherly love. Each member of the Samford community should work and act in ways that model these values and promote the full development of each individual’s God-given potential. No one should act in ways inconsistent with or harmful to this spirit of community.

Samford University does not and will not tolerate harassment. The term “harassment” includes, but is not limited to, slurs, jokes, pranks, signs, and other verbal, graphic, or physical conduct relating to an individual’s race, color, sex, national origin, citizenship, age, disability, or any other factor. Although statutory and constitutional laws exempt Samford University from the legal prohibition against discrimination in employment based on religion, this policy prohibits harassing conduct based on religion as well. “Harassment” also includes sexual advances, requests for sexual favors, unwelcome or offensive touching, or any other unwelcome or offensive verbal, graphic, or physical conduct of a sexual nature. Violation of this policy will subject individuals to disciplinary action up to and including immediate discharge or dismissal.

The University’s risk management (and Title IX committee) is responsible for investigating and taking action against all complaints of harassment. If you believe that you have been harassed in any way by an employee, supervisor or manager, student, or vendor, you must promptly report such conduct to your immediate supervisor or your supervisor’s immediate supervisor, or the Director of Human Resources.

HUMAN SUBJECTS RESEARCH

Consult the [Institutional Review Board](#) web page for more information about the review board.

IDENTIFICATION CARD (Samford Card)

All employees are required to have an employee identification card (also known as a Samford Card). It is considered official identification for Samford University students, faculty, and staff. Information contained on the card includes a photo, name, card number, and SU ID number. ID cards may be obtained from the Office of Public Safety. When no longer employed at Samford, employees must return their ID card to their Department Chair or supervisor. Additional information is found at the following link: [Samford Card](#)

IDENTITY THEFT PROTECTION

- Be sure that login and password information is securely stored and not left out in clear sight from the door or window of an office (i.e., not on a Post-it Note stuck to your computer monitor).
- When leaving an office with a computer that is on, ensure the screen is locked.
- Be sure to “sign out” when logged into computers in public or classroom spaces.
- Do not give any personally identifiable information or network login information to an unsecured source or contact.
- Send any suspicious emails to spam@samford.edu or call x2662 regarding questionable emails

INCLEMENT WEATHER

From time to time, the Birmingham area experiences severe weather events that make it difficult or hazardous for employees to travel to campus. Samford utilizes **the RAVE emergency alert system** as its primary communication channel to notify employees of crisis situations, including weather-related closings. RAVE includes both text messages and emails. Employees are responsible for updating their contact information in Banner to ensure timely receipt of notices. Emails are sent automatically to Samford email addresses. The university may use other communication channels, including the Alert Samford mobile app and local radio and television announcements, to communicate during an emergency.

Employees should use good judgment, exercise caution, and not take unnecessary risks when traveling to work during unfavorable weather conditions. If individuals are delayed or unable to reach campus due to inclement weather, they should contact their Department Chair or supervisor to report the situation.

INVENTORY CONTROL

Each item of equipment (furniture or otherwise) is cataloged by the university and assigned to a particular location on campus. Faculty and staff should not relocate furniture, décor, or equipment without notifying the Building Administrator/Dean's Administrative Assistant. University property is **not to be taken off-campus or used for personal advantage**.

KEYS

You will be assigned an office that has a door with a key lock. Employees who are issued University keys may not duplicate them. Keys should be surrendered to the Department Chair, supervisor, or Dean when transferring departments or when leaving employment at Samford. Lost keys should be reported as soon as possible to the Facilities Office (extension 2711). Depending on the circumstances, you may be required to pay the replacement costs for keys and locks.

MARRIAGE AND FAMILY THERAPY

In the state of Alabama, full licensure as a Marriage and Family Therapists (LMFT) requires graduate education, post-degree supervised experiences, and examination. Professionals licensed in other states are eligible for endorsement, provided the other state has requirements that are equivalent or higher. **In the Department of Human Development and Family Science**, Dr. Jonathan Davis and Dr. Clara Gerhardt are Licensed Marriage and Family Therapists, and Dr. Kayla Wenth is a Marriage and Family Therapy Associate (pre-status for the LMFT).

MICROSOFT TEAMS

OBSOE faculty and staff are becoming more familiar with the capacity of Microsoft Teams as an active workspace and workflow platform. The product can be used to facilitate collaboration, share resources, host chats, and even conduct virtual meetings. "Teams" are created and managed by an individual who invites members to participate as appropriate and relevant to the team's purpose. The teams to which employees are assigned will appear whenever they log in to Microsoft Teams on their work computer. See below a sample of OBSOE Teams that have been created since 2020.

Educational Leadership Department

Data Days

Certification

Teacher Education Administration

OBSOE Operations & Policies

Microsoft Teams vs. Samford's Shared W-Drive

The primary purpose of the shared W-Drive is to archive files and permanent records. It is available for use by Department Chairs, Deans and their Department Assistants. The primary purpose of Microsoft Teams is to facilitate the daily work of faculty and staff within departments, committees, and other working groups.

NAME BADGES

Certain duties may require an employee to wear a Samford University name badge. A standard name badge using the official Belltower logo is available for all university employees and representatives. Employees are encouraged to always wear name badges,

but especially for official university functions so guests can identify those connected with Samford. If employees have a name change and require a new name tag, they should contact their Department Assistant.

ON-THE-JOB INJURIES

If anyone on campus is injured and requires immediate medical attention, call 911. In **all** injury situations, regardless of the extent of the injury, campus police should be contacted to document the incident. The police department forwards a copy to Human Resources. This documentation is critical in bringing about a proper resolution for insurance claims.

OFF-SITE COURSE OFFERINGS

In 2020-2021, SACSCOC began requiring an “extensive review” of off-campus instructional sites for programs that offer **50% or more** of the courses required for a degree from that location. **Therefore, Orlean Beeson School of Education will not deliver 50% or more of any degree program from an off-site location.**

PARKING (Watch your email for parking notifications/modifications in 2025-2026)

University employees are expected to abide by the university’s parking and traffic regulations. Except as modified by university policy or road signage, standard rules of the road for the city, county, and state will be observed on campus. The speed limit of 25 MPH may be enforced by the use of radar. No passing of a moving vehicle is permitted on a campus roadway. Stop signs, turn signs, and yield signs must be obeyed. Motorists must yield to pedestrians in crosswalks.

All motor vehicles operated on campus must be registered with the Campus Safety Office, and the appropriate decal must be affixed to the vehicles as prescribed by the Campus Safety Office. Visitors may park in visitor parking. Temporary permits may be obtained from Transportation Services.

Changes in motor vehicles should be reported to the Campus Safety Office as soon as possible.

Parking decals are available from Transportation Services. To register or update your parking sticker go to the Samford Portal, click on ‘Banner’; find the ‘Transportation Services’ tab, click and follow directions. Usually, parking stickers are sent via Samford mail or are dropped off by one of the administrators in the school.

Parking lots and parking spaces are designated by color zones and/or marked by signs. Between the hours of 7:00 a.m. and 4:30 p.m., Monday through Friday, all parking lots are restricted for their primary designation unless otherwise designated by the Samford University Department of Public Safety. If all parking spaces in an employee lot are occupied, then faculty/staff may park in a commuter blue parking zone. Faculty/staff shall comply with all appropriate parking regulations. Citations shall be issued for failure to comply with applicable parking regulations. Fines attributable to those citations shall be timely paid. Parking on yellow curbs, fire lanes, loading zones, streets, grass, and sidewalks is prohibited. The full parking policy and procedures are located on the Transportation Services website under traffic regulations.

Lots closest to OBB are just north of the building (on the Dean’s Office side) and directly south (on the football field side). Another lot across the road (toward the UCC) is available on the south side as well. Faculty and Staff may park in any spot designated by a WHITE rectangle.

PERSONAL ELECTRONIC DEVICES

Samford University employees must use personal technology devices in an ethical, respectful, and responsible manner for legitimate purposes that are consistent with the Christian mission of the university. Cell phones, digital recording devices, laptop computers, tablets/iPads, and other electronic devices cannot be used in an abusive manner or in a way that causes disruption in the workplace, classroom, library, or any university-owned or operated facility, or in the promotion of any illegal activity or other prohibited activity.

Examples of prohibited use include photographing individuals in secured areas such as restrooms or locker rooms; photographing proprietary, confidential, or copyrighted material; recording private conversations of others without their knowledge or consent; and any use of an electronic device to harass, annoy, or bully another person.

Examples of permissible use include photographing campus buildings or landscape features, food, individuals who have explicitly granted permission; and, videotaping public events on campus for personal use.

PERSONAL PROPERTY

Samford University does not accept responsibility for the security of your personal property. All employees are urged to leave their valuables at home.

PREVIEW DAYS

Campus Preview Days are sponsored by the Office of Undergraduate Admissions. Faculty members and current undergraduate majors may be asked to represent their program during these and other recruitment events held throughout the year. Such participation should be recorded as “Service to the College and/or University.”

PROMOTION & TENURE

From Section A7.5.2 Criteria in the *Faculty Handbook*: The two central concerns are (a) the quality of **personal and professional growth** on the part of the individual, and (b) the extent to which this growth enables the University to fulfill its institutional mission and the school/department to achieve its goals and objectives. Primary factors to be considered in addressing these concerns for teaching faculty are

- (a) Teaching: e.g., discipline mastery, classroom effectiveness, quality of course materials, creative guidance of individual students,
- (b) Scholarship: e.g., professional society presentations, publication, research activities, performance activities, and
- (c) Service: e.g., to the University, to educational agencies, to the community, to religious bodies, and to professional groups.

The person undergoing review should also exhibit a commitment to the mission and goals of Samford University, the school, and the department. The procedures for advancing in faculty rank are outlined in the *Faculty Handbook*.

Orlean Beeson School of Education annually elects members to its Promotion and Tenure Committee. The committee is charged with reviewing each faculty member’s application and portfolio and making recommendations regarding promotion or tenure. Committee recommendations are advanced to the Dean, who sends her own recommendation along with the committee’s recommendation to the Office of the Provost for consideration by the university’s P&T Committee. **OBSOE scoring criteria are available via Operations & Policies in Microsoft TEAMS.**

RECOGNITION OF LIFE EVENTS

Departments may collect monetary contributions to recognize the life events of OBSOE faculty and staff members. To ensure consistency in our recognitions, the Leadership Team recommends the following guidelines.

Birth of a child:	Flowers or gift certificate in the \$40-50 range
Birthdays of faculty or staff member:	Cards or homemade/low-cost treats or shared meals
Death of a family member:	Flowers in the \$70-80 range.
Hospitalization (more than one day):	Flowers in the \$50-60 range
Marriage of faculty or staff member:	Gift or gift certificate in the \$40-50 range
Retirement:	10-20 years of service, a gift or gift certificate valued at \$50
	21-30 years of service, a gift or gift certificate valued at \$75
	30+ years of service, a gift or gift certificate valued at \$100

Samford sponsors a campus-wide retiree recognition event each year. In addition, the university allows a certain amount of money for individual retirement celebrations based on the number of years an employee worked at Samford. **If the employee does not wish to have an individual event, the money will be rolled into the employee’s last paycheck.** In this case, a modest recognition event could still be organized.

Departments should consider circulating cards for the life events listed below.

Births of grandchildren	Out-patient medical procedures/convalescening at home
Marriage of children or grandchildren	Hospitalization of a family member
Death of other family members	

The guidelines stated above do not preclude expressions of support extended by individuals.

RESPONSIBLE RESOURCE USE

Being part of the Samford community means faculty and staff members have access to a wide array of resources ranging from office supplies to sophisticated technology. As good stewards of the resources entrusted to us by others, we must use them responsibly. Responsible use of campus resources includes but is not limited to the following.

- Samford materials, supplies, and equipment are not to be used by employees for personal, non-university-related purposes. For an employee to use equipment or other resources for personal purposes, permission from a vice president or higher must be obtained.
- Do not use Samford's network to download or share copyrighted music, movies, television shows, or games without the permission of the copyright owner, as this may result in legal sanctions, network termination, and/or disciplinary action.
- Do not use Samford's materials, supplies, or equipment to scan, photocopy or otherwise reproduce print versions of copyrighted works without the permission of the copyright owner, as this may also result in legal sanctions and/or disciplinary action.
- Unless approved by a vice president or above, do not use Samford resources in any form for personal benefit or gain or for the benefit or gain of any other individuals or outside organizations.
- Employees may occasionally use university computers and telephones for limited personal communication only if it:
 - Is of little or no cost to the university
 - Is brief and occurs infrequently
 - Does not interfere with the employee's duties
 - Does not disrupt university business
 - Does not compromise the security or integrity of university property, information, and/or software
 - University resources, such as, but not exclusive to, the campus mail system, Samford email, or university public space, cannot be used for personal commercial ventures, such as sales of or solicitations for purchase of products. The exception is the use of "Classifieds" for one-time sales. Other exceptions may be made for the support of not-for-profit entities, such as sales related to church activities or cultural or sports events.

RETIREMENT

The following information is taken from the *Faculty Handbook*, section A5.5 Retirement.

Faculty members may voluntarily elect early retirement, beginning at age 55, and normal retirement, beginning at age 65. The Board of Trustees provides retirement benefits. Information regarding the pension plan and tax-deferred annuity plans is provided in a separate document. Assistance and counseling in planning retirement are available through the Office of Human Resources. In addition to formal benefits, various courtesies are extended to retired faculty, such as the opportunity to join the Rotunda Club. Retirement is defined for such purposes as the termination of full-time employment by a faculty member who qualifies for the retirement benefits of the University.

A letter of intent to retire should be sent to the Department Chair, Dean, and Provost **at least one semester in advance** of retiring.

mySamford APP

The campus portal for mySamford, accessible via the Web₂ was retired in May 2025. In its place, **mySamford** at <https://my.samford.edu> or via the mobile app serves as the entry point for accessing academic resources, administrative services, community information, email, Canvas, and other features. DUO sign-in is still needed to access mySamford.

SCHOLARSHIP AWARDING & RECOGNITION TIMELINE

Early January: Distribute scholarship applications.

Mid-March: Scholarship applications are due, and committees make decisions.

@April 1: Send a list of scholarship AND award recipients to the Dean's Office so that the OBSOE Awards Ceremony program can

be finalized and printed. Send paperwork requesting award checks/honoraria to Accounting. *Note: Physical checks can no longer be picked up and presented to students; instead, funds must be electronically deposited. Thus, students must also complete electronic payment paperwork with the Accounting Office.*

Mid-April: Orlean Beeson School of Education's Award Ceremony

June 1: Final deadline for all scholarship paperwork (*including the paperwork for ALT-A tuition discount "scholarships"*) to arrive in the Accounting Office.

SOCIAL MEDIA GUIDELINES

The same Samford University policies that apply to your work life also apply to all your online activities, regardless of whether those activities occur at work, during work hours, or on computers or other electronic devices provided by Samford University. The purpose of these guidelines is to help employees understand how Samford's policies apply to your use of social media so that you can participate with confidence.

- Follow all applicable Samford University policies. Samford University's Guidelines on Social Networking incorporate and complement the other policies found within the Staff and Faculty Handbooks. Thus, inappropriate postings that violate any of Samford's policies (for example, postings that include discriminatory remarks, harassment, threats of violence, or other unlawful conduct) will not be tolerated and may subject you to discipline or termination.
- Maintain the confidentiality of and do not post online Samford's trade secrets and/or confidential information. Trade secrets and confidential information may include information regarding the development of systems, processes, products, know-how and technology, and communications that are subject to attorney-client privileged communications. Do not post internal reports or other internal business-related communications subject to the attorney-client privilege.
- Maintain the confidentiality of and do not post online any education records (other than information that Samford University has designated as "directory information") or other private or confidential information regarding any of Samford's employees or students, such as grades, private medical information, or any disciplinary action.
- Respect all copyright, trademark, patent, and other intellectual property laws. For the interests of both Samford University and you individually, it is imperative that you observe and comply with the laws governing copyright, fair use of copyrighted material owned by others, trademarks, patents, and other intellectual property, including Samford's own copyrights, trademarks, and other intellectual property rights.
- Write in the first person. Where your connection to Samford is apparent, make it clear that you are speaking for yourself and not on behalf of Samford. In those instances, you may want to include this disclaimer, "The views expressed on this [blog, Twitter, etc.] are my own and do not reflect the views of my employer." Consider adding this language in an "About Me" section of your blog or social networking profile.
- If you communicate on the public Internet about Samford or Samford-related matters, disclose your connection with Samford and your role at Samford. Use good judgment and strive for accuracy in your communications; errors and omissions reflect poorly on Samford and may result in liability for you or Samford. Never post any information or rumors that you know to be false about your co-employees, Samford, its students, business partners, competitors, served communities, or anyone working on behalf of such entities. Also, do not communicate to the media on Samford's behalf without first contacting the Office of Marketing and Communication and obtaining Samford's permission to do so. All media inquiries to Samford should be directed to Samford's Office of Marketing and Communication.
- Your "samford.edu" e-mail address should only be used in connection with business-related social networking sites, e.g., LinkedIn. Use a personal email address as your primary means of identification when engaging in the personal use of social networking sites. Just as you would not use Samford University stationery for a letter to the editor with your personal views, do not use your Samford email address for personal views.
- Consider professionalism and respect when communicating with fellow employees, business partners, competitors, and students. Avoid using unprofessional online personas. Also, keep in mind that you are more likely to resolve work-related complaints by communicating directly and professionally with your co-employees or by utilizing Samford's Conflict Resolution Policy than by posting information to a social networking site.
- Do not post complaints or criticism; avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, discriminatory, slanderous, threatening, intimidating, harassing, bullying, or otherwise unlawful towards any of Samford's employees, students, business partners, or the communities we serve. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, color, religion, sex, age, marital status, national origin, citizenship status, disability, veteran status, or any other status protected by law or Samford policy.
- Do not engage in behaviors such as harassment, bullying, discrimination, or retaliation. If the action is not permissible in the

workplace, then it is not permissible between co-workers online, even if it is done after hours, from home, and on home computers.

- Ensure that your blogging and social networking activity does not interfere with your work commitments. The use of external websites for work-related purposes (e.g., photo sharing) must be first approved by the Office of Marketing and Communication and must also be approved by your manager.
- Ask the Office of Marketing and Communication if you have questions about what is appropriate to include in your blog or social networking. Samford trusts – and expects employees to exercise personal responsibility when participating in social networking sites or other online activities. Remember that there can be consequences to your social networking actions, both internally, if your comments violate Samford’s policies and externally with outside individuals and/or entities. If you are about to publish, respond or engage in something that makes you even the slightest bit uncomfortable, reconsider whether it is a good idea.

SPACE RESERVATION & OFFICE ASSIGNMENTS

SPACES is an acronym for Samford’s Planning and Calendaring Event System. Any event or meeting held on campus should be entered into SPACES. Any event that is open to the public, on or off campus, should be entered into SPACES so that it can be promoted on Samford’s public events calendar. Feel free to contact an OBSOE Department Assistant for help in reserving the time and location for your events via SPACES. For further details and more information regarding SPACES, see the Samford website at the link: [Spaces - Event Planning](#).

Office assignments (and relocations) are approved by the Dean and coordinated by the Dean’s Administrative Assistant. Faculty rank and longevity with the institution are considerations when making office assignments. Additional factors that may affect the assignment of offices and other spaces include, but are not limited to, university needs, building renovations, OBSOE programmatic needs, and temporary relocations to accommodate events.

STUDENT EMAIL & OFFICIAL COMMUNICATION

The University uses Samford e-mail addresses (userid@Samford.edu) as an official medium for communicating with students. Students are responsible for regularly monitoring, reading, and managing their Samford email accounts. For legal and other necessary documentation purposes, faculty and staff are urged to use Samford email as the primary mode of communication with students. This does not, however, prohibit the use of other email addresses or modes of contact.

STUDENT HANDBOOK (Undergraduate)

Samford University’s *Student Handbook* is available to all via this link: [Student Handbook](#). Currently, there is no centralized Graduate Student Handbook. The OBSOE Graduate Student Handbook can be accessed via OBSOE Operations & Policies in Microsoft TEAMS.

SUMMER SCHOOL & COMPENSATION

May and summer term courses are offered to benefit students. A typical enrollment goal is at least **ten undergraduate or seven graduate students** per course. With the approval of the Department Chair and Dean, a course may run with fewer students.

- A salary matrix calculated on [faculty base salary](#) is used to calculate faculty compensation who teach fully enrolled courses.
- A [flat-rate salary model](#) is used to calculate faculty compensation who teach independent studies or supervise doctoral dissertation work during the summer.
- Salaries will be [prorated for under-enrolled courses](#) to ensure that faculty compensation does not exceed revenue generation. Faculty members may not be interested in teaching an under-enrolled course for a pro-rated salary amount. In such cases, the course may be canceled, OR if it needs to be taught, it can be offered to another full- or part-time faculty member.

If enrollment warrants, faculty interested in summer teaching assignments will be allowed to teach at least one course. No one should teach [two courses](#) until all faculty within a department have an opportunity to teach [one](#). No one should teach [three courses](#) until everyone has an opportunity to teach [two](#), and so forth.

SYLLABI

Syllabus statements are updated with each new academic year. Syllabus statements required (or recommended) by the university are distributed by the Provost’s Office each summer (usually, in early August). In addition to these inserts, departments within OBSOE

have adopted standard policies and procedures that may also need to be included in syllabi. Faculty should contact their Department Chair or Department Assistant for department-specific syllabus information.

TECHNOLOGY PURCHASES

The university employs a centralized purchasing procedure for technology, software, and hardware. **Faculty and staff members should not make purchases without prior approval from the Department Chair, Dean, Provost, and Technology Services, as reimbursement of expenditures is not guaranteed without prior clearance.**

TELEPHONES

Faculty and staff members may use the phones for business/professional calls.

PERSONAL CALLS. Personal calls are discouraged; however, when they are necessary, they should be restricted to under four or five minutes. Press 9 to dial an outside line.

PROFESSIONAL CALLS. Long-distance calls may be made by pressing 9 to get an outside line and 1 before the area code.

PHONE/VOICEMAIL SET UP

To set up a new voice mailbox:

1. Press “messages.”
2. Enter 11 22 33 # for password
3. You should be prompted to create a new password and should get step-by-step instructions.
4. If you need an “I.D.,” use the phone’s extension number.

TEXTBOOK ORDERS

Textbooks may be ordered through the Samford bookstore at (205) 726-2834. Deadlines for faculty orders are March 15 for the fall semester. October 15 for the spring semester. As a courtesy, the bookstore manager will send an email reminder to all faculty. If you do not plan to order a book, please let the manager know at that time.

TITLE II

Each year, the University is required to file a report on its teacher preparation programs, emphasizing enrollment and completion rates, as well as the performance of graduates on state-mandated measures of success and competence. In conjunction with ALSDE personnel, the Samford Office of Institutional Research and Analytics, and selected OBSOE personnel, the Dean is responsible for submitting the report. A copy of the Title II report is available online and in the Dean’s office.

TITLE IX

Samford University is committed to preventing and ending all forms of abuse and violence on campus, supporting victims of abuse, and holding perpetrators accountable for their actions. Information on sexual assault, relationship violence, stalking, sexual harassment, as well as how to get help if you have experienced these issues and how to give support to a friend or colleague is located online through the following link: [Title IX at Samford](#)

TRAVEL

Authorization

Travel requests/authorizations are initiated by faculty members and require the Department Chair or supervisor’s approval. Department Assistants can help with travel-related tasks and authorization paperwork.

Funding

Travel allotments are determined from the base budget established at the outset of each fiscal year. For the School of Education, the

amounts are calculated within each department and typically range from **\$750-850 per faculty member**. If individuals do not use their annual allotments and monies will be reallocated to support other faculty members. **Additional support may be requested from the Dean's Office; however, the Dean rarely provides complete coverage for travel expenses.** Faculty are urged to plan accordingly. Unreimbursed travel expenses related to work are tax-deductible.

Each fiscal year, **the Provost's Office offers supplemental funds** to faculty who may incur particularly high expenses due to professional travel or research endeavors. Funding is typically applied during the summer months. To secure an endorsement for a request from the Provost's Office, faculty should first discuss their need with their Department Chair and the Dean.

Reimbursement

Requests for travel reimbursement must be filed in a timely manner as soon as possible after completing the travel. Travel reimbursements submitted more than 60 days after the completion of the trip will be treated as income and are thus subject to withholding for federal taxes (*Samford University Policy number 4.09.1*). See additional information under the "Expense Reporting" section of this document.

Purchasing Card

The Business Services Department administers Samford's purchasing card for travel program in partnership with Regions Bank. Faculty members with a Travel PCARD may use PCARDS for work-related travel expenses. Your Department Chair and/or Department Assistant can assist by requesting a Travel PCARD if you do not have one. Misuse of the PCARD can result in the rescission of PCARD privileges. More information about the Travel PCARDS can be found at the [Samford Purchasing](#) website. Additional information can also be found in the Operations and Policies folder on Microsoft Teams.

TUITION EXCHANGE PROGRAM

Samford University is a member institution of Tuition Exchange, Inc., a reciprocal scholarship program for dependent children of full-time faculty and staff at approximately 650 U.S. colleges and universities. Institutions participating in this program have agreed to remit tuition for participants from other member institutions.

Eligible employees can apply for tuition exchange. However, the decision regarding who is awarded a tuition exchange scholarship is made by the importing institution, not Samford University. There is no guarantee that an applicant for tuition exchange will be awarded a scholarship.

The primary obligation of each member institution is to maintain a balanced exchange of students going to other schools (exports) and students coming to Samford from other schools (imports). For more information, contact the Office of Financial Aid. The full text of this policy may be viewed online at the Samford University website for the Human Resources Department.

UNIVERSITY SERVICES AVAILABLE TO EMPLOYEES

Athletics Events

Free admission to many home events. For schedules and availability, contact the athletics ticket office.

Bookstore

A 10% discount is offered on books and some other items with your current ID.

Cafeteria and Food Court and Other Food Service Options

A variety of food service facilities are located in the University Center, the university library, and the College of Health Sciences building, providing services for employees, students, and visitors. A smoothie bar and snack bar are in the Pete Hanna Center.

Chapel Facilities

Reid Chapel is available, for a fee, for weddings and other events for you and your immediate family. Call ext. 2355 for scheduling.

Credit Union

Payroll deductions for checking or savings accounts are available through First Educators Credit Union.

Libraries

You are welcome to use the university libraries. Employees are responsible for paying fines when returning overdue books and materials.

Mail Services

An office providing mail and shipping services is located on the ground floor of the University Center.

Recreation Facilities

Weight room, swimming pool, racquetball court, and indoor track facilities are available to faculty and staff on a limited basis. For dates and times of availability, please contact Campus Recreation.

Samford Academy of the Arts

Employees receive a 10% discount on tuition for Samford Academy of the Arts (noncredit) classes.

Samford University Theatre

Free tickets are available for most productions. Call the Samford Box Office, ext. 2853

WEBSITE

Samford University's external web presence is focused on marketing to prospective students, parents, visitors, and alumni. Changes to OBSOE webpages should be directed to Kameron Brown, Marketing and Communications Manager for the School of Education.

WEEK OF BEGINNINGS

"Week of Beginnings" is the title assigned to the return of faculty to campus prior to the start of fall classes. The Week of Beginnings typically includes New Faculty Orientation (university and school/college-level), Faculty Convocation and Workshop(s), School/College Meetings, Department Meetings, etc. **The events during the Week of Beginnings are mandatory for full-time faculty unless excused by the Dean. Requesting excused absences should be kept to a minimum, and approving absences should be the exception rather than the rule. Part-time faculty may be invited to participate as their schedules allow.**

