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MESSAGE FROM THE DEAN

The authority vested in the faculty of the Spadoni College of Education by this document lies in the collective action of the faculty of the College. Actions taken by the faculty should be in accordance with the Policies and Procedures that follow, University Policies, and the Coastal Carolina University Faculty Manual. Should there be a discrepancy between College and University policy, University policy supersedes College policy.

The Policies and Procedures Handbook provides an overview of the policies and procedures of the Spadoni College of Education at Coastal Carolina University. The primary intent of the Handbook is to provide a guiding framework for the roles and responsibilities of faculty and the administrative governance structures that facilitate their work. With this in mind, the Handbook describes specific areas of faculty responsibility such as teaching, scholarship expectations, and service activities. In addition to an evaluation rubric and specific criteria outlining these major responsibilities with regard to tenure and promotion requirements, the Handbook includes guidelines pertaining to availability through office hours, developing and following syllabi relevant to accreditation requirements, and maintaining the learning environment when a faculty member must be absent from class. Certain other areas of faculty responsibilities and functions have been omitted from this document as they can be located in the Coastal Carolina University Faculty Manual at http://www.coastal.edu/facsenate/. Additional policies applicable to the work of the faculty in the College are posted on the University Policies website at https://www.coastal.edu/policies/.

The format for the Handbook has been chosen to aid the reader in understanding the structures and processes of the Spadoni College of Education at Coastal Carolina University, its procedures for operation, its development and implementation of expectations for students and faculty, the overall philosophy and framework of its programs and selected aspects of the University. The Handbook is intended to be a “guiding framework” so that the College can develop and adapt to specific contextual forces and factors that are relevant and meaningful to the preparation of pre-service teachers, in-service teachers, and school leaders. The Handbook is placed online so that the College’s policies and procedures can be easily updated with additions, modifications, and/or deletions.

A special thank you to members of the College’s 2011-2012 Leadership Team (Dr. Gayle Disney, Dr. Judy Engelhard, Dr. Marilyn Feldmann, Dr. Austin Hitt, Dr. Pat Piver, and Dr. Joseph Winslow) for their contributions to the dialog regarding the College’s policies and procedures and for their specific edits to this document. And, a very special thank you to Dr. Dennis Wiseman, Associate Dean of the College who took on the time consuming task of researching other college handbooks and making sure that the Spadoni College of Education’s handbook had needed, essential information. Thanks also to Lynne Brock and Lynn Millard who assisted in formatting and editing this document. Finally, a well-deserved thank you to all the faculty and staff who constantly ask the questions that make us all realize that there is a need for procedural guidance or a particular policy.

Questions regarding the Spadoni College of Education and/or the Spadoni College of Education Policies and Procedures Handbook may be addressed to the Office of the Dean, Kearns Hall 101, Coastal Carolina University, Conway, SC 29526; 843-349-2773; ejadallah@coastal.edu.

Edward Jadallah, Dean
Spadoni College of Education
SPADONI COLLEGE OF EDUCATION OVERVIEW

Mission

To prepare PK-12 educators who are reflective and innovative change agents committed to social justice.

Governance

Coastal Carolina University is governed by a Board of Trustees which has the responsibility of overseeing the entire University. In fulfilling its responsibility, the Board assumes authority over budget, programmatic and other governance issues. The President of the University represents the institution and is the chief administrator or chief executive officer (CEO). The President’s representative for academic programs is the Provost and Vice-President for Academic and Student Affairs. Each of the academic deans of the University reports to the President through the Provost. The chief administrator of the Spadoni College of Education is the Dean of the College. It is the responsibility of the Dean to see that all programs in the College are run in an efficient and effective manner and that programs represent high quality in their delivery and service to students. In addition to the faculty, staff, and academic programs in the College, the Dean is responsible for the administration of the Biddle Center for Teaching, Learning, and Community Engagement and the Consortium for Educational Research and Evaluation (CERE). The organizational chart for the College is included in Appendix A.

Programs

The College offers initial teacher certification programs through baccalaureate-level study and through the Master of Arts in Teaching. Graduate programs also are available leading to principal certification and for the professional development of teachers. The College’s degree programs are as follows:

Undergraduate-Level

- Early Childhood Education (Pre-K – Grade 3)
- Elementary Education (Grades 2 – 6)
- Middle Level Education (Grades 5 – 8)
- Physical Education (Pre-K - Grade 12)
- Special Education/Learning Disabilities (Pre-K – Grade 12)

Graduate-Level

- Master of Arts in Teaching (M.A.T.) with Specializations in:
  - Art (Pre-K – Grade 12),
  - English (Grades 9 – 12),
  - Music (Pre-K – Grade 12),
  - Social Studies (Grades 9 – 12),
  - Mathematics (Grades 9 – 12), and
  - Science (Grades 9 – 12)
• Master of Education (M.Ed.) in Educational Leadership
• Master of Education (M.Ed.) in Learning and Teaching with Concentration in:
  o Instructional Technology, and
  o Literacy
• Specialist in Educational Leadership (Ed.S.)

Certificate Programs and Add-on Licensure Options

• Online Teaching and Training Certification
• English for Speakers of Other Languages (ESOL) Certification
• Emotional Disabilities Add-on Licensure
• Intellectual Disabilities Add-on Licensure
• Learning Disabilities Add-on Licensure
• Literacy Teacher Add-on Licensure
• Literacy Coach Add-on Licensure

Program Delivery

The programs of the College are made available through regular, on-campus, academic-year day and evening classes. Some courses and/or portions of programs are offered through summer, evening, off-campus, hybrid, and online study. To ensure quality in non-traditional offerings, it is the policy of the College that faculty members involved in such offerings are comparable in training and experience to those faculty members teaching in the regular academic-year day and evening program and that texts, syllabi, and grading requirements used in such classes are the same or comparable as those used on the Coastal Carolina University campus. As in on-campus offerings, faculty members teaching in other settings are expected to have students evaluate their courses and teaching at the end of the course term to ensure that such offerings have appropriate quality, relevance, and consistency to those that are offered on campus.

Conceptual Framework

As an integral part of Coastal Carolina University, the programs in the College assume a significant role in the education and service responsibilities of the University. The College seeks to serve the needs of those students preparing for or advancing their careers in teaching or leadership, along with the broader purpose of service to the University and area communities. The College’s education programs prepare candidates for careers in South Carolina as well as, through certification reciprocity, in other states. Candidate proficiencies include instructional and evaluation procedures adopted by the South Carolina Board of Education, the South Carolina Commission on Higher Education, and the National Council for Accreditation of Teacher Education (NCATE).

Conceptual Framework: The Educator as Reflective Practitioner

The overarching theme of the Conceptual Framework for all educator preparation programs is "The Educator as Reflective Practitioner." The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all
institutional, state, and professional standards at the completion of their programs. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit’s assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate dedication to professional dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.

The Conceptual Framework forms the basis for the goals for candidate proficiency in all professional educator preparation programs. Through performance assessments specific to each program, all education candidates should be able to demonstrate proficiency in the student learning outcomes associated with their individual programs. Individual program student learning outcomes are derived from the goals for candidate proficiency identified below.

**Goals for Candidate Proficiency**

- Ability to apply content and pedagogical knowledge to the teaching and learning process
- Ability to integrate technology to improve teaching and learning
- Ability to work with diverse populations
- Ability to demonstrate professional behavior and dispositions
- Ability to engage in reflective practice to improve teaching and learning

Additional information on the Conceptual Framework, professional education curriculum, College and institutional relationships, working agreements with schools, coordination and expectation of clinical programs, student involvement in the College’s programs, assessment, candidate admission, retention and follow-up procedures and student services is included in Appendix B.

**FACULTY**

**Membership**

Faculty of the College consist of the Dean, Associate Dean, Lead Coordinators, Program Coordinators and individuals holding the rank of Professor, Associate Professor, Assistant Professor, Instructor and Lecturer, employed on a full-time basis by the institution with no less than one half of the primary institutional assignment being in the College. Only these faculty members are eligible to vote on College issues at meetings of the faculty and to serve on College and University-wide faculty committees. Faculty members hired on temporary, part-time appointments, e.g., adjunct faculty, are not considered voting members of the faculty.

**Meetings**

Meetings of the College faculty shall be held regularly to include no less than one each semester with additional meetings being called as deemed necessary by the Dean. Minutes shall be kept of all meetings and made available to the faculty. Meetings of individual College units, e.g., academic programs, should be held on a regular basis to include no less than one each month. Minutes should also be kept of these meetings. Meetings of the faculty will be posted on
Moodle within one week of the meeting. All meetings shall be conducted in compliance with the Freedom of Information Act (FOIA) and any amendments to the Act.

**Functions**

As identified in the *Coastal Carolina University Faculty Manual*, the faculty of the University has authority over the following areas:

- Standards of admission
- Student orientation policy
- Requirements for the earning of degrees
- Curriculum and instruction
- Discipline of students
- Educational policies
- Educational standards
- Research
- Graduation policy
- Promotion and tenure
- Faculty recruitment
- Academic calendar
- All other matters pertaining to the faculty

All faculty members at the University should consult the *Coastal Carolina University Faculty Manual*, Section IV – Faculty Responsibilities and Rights, for faculty responsibilities related to classroom procedures, examination and grading policy, work responsibilities, the code of faculty conduct and academic responsibility, and the code of student conduct and academic responsibility.

Faculty members in the College are expected to utilize a wide variety of instructional methods, approaches, and assessment strategies. The use of a particular method of instruction is determined by what is deemed a valid approach for specific student learning outcomes (SLOs). For example, SLOs that focus on empathic understandings require instructional methodologies and curricula that allow for students to examine and reflect on values and attitudes. Specific skill development and cognitive memory outcomes may involve more direct instructional methods.

Such techniques as lecturing, grouping by different criteria, setting up a laboratory, simulations and role-playing, inquiry, team teaching, using, multi-media and computer-based technology, and peer tutoring, along with many others, are among the techniques used to demonstrate different methods of instructional delivery. Faculty members make routine use of instructional technology in their areas of instruction, and, collectively, integrate instructional media and diversity into the overall programs of which they are a part.

Faculty members also are expected to remain active in scholarly endeavors related to their specialty areas. These endeavors generally include research, publication, and participation in professional associations and conferences. Such ongoing activities are viewed as part of the continuous professional growth of the faculty member. Service in public schools and teaching competence, in addition to research and publication, are recognized parts of the faculty
evaluation criteria in the College. The faculty has developed *Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure* that is used in guiding annual faculty evaluations and in the promotion and tenure process. The *Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure* is included in Appendix C.

**Faculty Load**

Faculty teaching and advising loads are made with special consideration given to the expectations of effective faculty performance. Duties are assigned in accordance with the responsibilities that accompany instruction, committee assignments, extra-curricular assignments, supervisory duties and student observation and evaluation assignments. The assigned load also takes into consideration such areas as the mentoring of students, expectations in research and scholarship and service to public schools. The typical teaching load for regular faculty is seven (7) courses within an academic year. Other duties may be directed by the Dean.

**Faculty Availability: Office Hours**

The role of the faculty member outside the classroom in serving students through the advisement process is critical. Faculty should be available for student advisement during registration periods and keep current with curriculum and university changes that influence the advising process. In addition, faculty members are expected to maintain accurate files for each advisee. Each faculty member in the College is expected to maintain a minimum of six (6) office hours each week. Office hours are to be posted outside the faculty member’s office, posted to the faculty’s website, and listed on each course syllabus so that students may know of the faculty member’s availability and make appointments to meet with the faculty member as appropriate. When a faculty member is unable to be in his or her office during identified office hours, a statement to this effect should be posted outside the faculty member’s office.

**Course Syllabi**

It is required that a syllabus be prepared and distributed for each course taught. At the beginning of each semester, the dean will call for an electronic copy of each course syllabus used by faculty. Syllabi are kept electronically on file in the Office of the Dean.

Each syllabus must be reviewed regularly and include all elements identified in the *Faculty Manual* as well as additional components specific to the College. Education syllabi also require the depiction of the College’s Conceptual Framework (CF) on all syllabi. (See CF that follows).

**Syllabi Components**

In addition to typical elements found on syllabi: contact info (e.g., office location, phone number, email address, office hours, etc.); prerequisites; text/other required materials/resources; field experience(s) (if any); unit and SPA assessments required in the course (if any); alignment with standards; course calendar/outline; etc. the following components are expected on each syllabus in the College:

- Course title
• Course prefix and number
• Course catalog description
• Conceptual Framework description/diagram (for NCATE/CAEP)
• Course objectives (course is designed to……) (see examples that follow)
• Student learning outcomes (SLOs) (the student will …) (see examples that follow);
  align SLOs with Candidate Proficiencies (from CF), SPA standards, ADEPT or
  PADEPP, NBPTS for M.Ed. courses, and NETS – A, S, or T as appropriate, EEDA,
  and SC standards. See program coordinators if assistance is needed.
• Grading procedures (consistent with University policy in the catalog)
• Attendance policy
• LiveText policy

Faculty Procedures and Format for Syllabi

A. At the beginning of each semester, a syllabus for each course should be submitted
   electronically to Ms. Lynne Brock (lyne@coastal.edu) in the following format:

   • Year, Semester, Prefix, course number, section number, faculty member’s last
     name; for example: 11 FA EDLD 459 01 Landrum

B. Abbreviations for semesters are:

   | Fall – FA | Spring – SP | May Semester – MY | Summer I – SI | Summer II – SII |

C. Examples to illustrate the difference in course objectives and SLOs:

Course Objectives

This course is designed to:

1. Facilitate reflective practice and continued professional growth and
   collaboration among teachers.
2. Promote the use of writing, speaking, and observing as major forms of
   inquiry, reflection, and expression.
3. Emphasize the processes of composing to create various forms of oral, visual,
   and written literacy.
4. Use writing, visual images, and speaking for a variety of purposes and
   audiences.
5. Use a wide range of writing strategies to generate meaning and to clarify
   understanding.
6. Produce different forms of written discourse.

Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Articulate the connection between teacher research and educational reform.
2. Conduct action research projects in their classrooms as a means of systematically reflecting teaching and learning.
3. Present action research findings to colleagues.
4. Draft their research findings in a variety of formats acceptable for possible publication.
5. Use strategies to look closely at classroom data and to share key findings with other professionals.
7. Share and build upon existing instructional strategies to support children’s literacy growth within rich communicative contexts.

D. Conceptual Framework (CF)

Conceptual Framework

The overarching theme of the Conceptual Framework for all educator preparation programs is "The Educator as Reflective Practitioner." The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit’s assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.
Recommennded Components for all Syllabi


**Statement of Community Standards**

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.

**Honor Pledge (required of all entering CCU students)**

On my honor, I pledge:

- That I will take responsibility for my personal behavior; and
- That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.

From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.

**Standards That Must Be Reflected In Syllabi**

As indicated below, some accreditation-related Standards must be reflected in all syllabi in each program and some must be reflected in some syllabi in each program.

**Bachelor and M.A.T. Programs**

- Conceptual Framework--candidate proficiencies, revised 4-23-10 (e.g., CF 1.3, 2.2, 3.1). Instead of CCU, use CF
- ADEPT Standards: All syllabi
- Program Standards (SPA): All syllabi
  (See: [http://caepnet.org/about/governance/memberorgs/#spa](http://caepnet.org/about/governance/memberorgs/#spa))
- ISTE NETS - S (technology) Standards: Some syllabi
- EEDA (Education and Economic Development Act) Standards: Some syllabi
- SC (South Carolina) Standards: Some syllabi

**M.Ed. Educational Leadership Program**

- Conceptual Framework--candidate proficiencies, revised 4-23-10 (e.g., CF 1.3, 2.2, 3.1). Instead of CCU, use CF
- PADEPP Standards: All syllabi
- Program Standards (SPA--ELCC): All syllabi
- ISTE NETS – A (technology) Standards: Some syllabi
EEDA (Education and Economic Development Act) Standards Some syllabi
SC (South Carolina) Standards Some syllabi

M.Ed. in Learning and Teaching Program
Conceptual Framework--candidate proficiencies, revised 4-23-10 All syllabi
(e.g., CF 1.3, 2.2, 3.1). Instead of CCU, use CF
NBPTS (National Board for Professional Teaching Standards) All syllabi
ISTE NETS - T (technology) Standards Some syllabi
EEDA (Education and Economic Development Act) Standards Some syllabi
SC (South Carolina) Standards Some syllabi

Specialist in Educational Leadership Program
Conceptual Framework--candidate proficiencies, revised 4-23-10 All syllabi
(e.g., CF 1.3, 2.2, 3.1). Instead of CCU, use CF
Program Standards (SPA--ELCC) All syllabi
ISTE NETS – A (technology) Standards Some syllabi
EEDA (Education and Economic Development Act) Standards Some syllabi
SC (South Carolina) Standards Some syllabi

Certificate and Add-on Licensure Courses
Conceptual Framework--candidate proficiencies, revised 4-23-10 All syllabi
(e.g., CF 1.3, 2.2, 3.1). Instead of CCU, use CF
ISTE NETS – T (technology) Standards Some syllabi
EEDA (Education and Economic Development Act) Standards Some syllabi
SC (South Carolina) Standards Some syllabi

Review of Faculty

Faculty performance evaluation is an important aspect of faculty growth within the College as well as part of the University system for promotion and tenure. In this vein, the College has developed *Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure* for the performance review of its faculty. College faculty should carefully review the *Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure* in Appendix C and the *Coastal Carolina University Faculty Manual* for specific expectations related to promotion and tenure at the University. Procedures for promotion and tenure review in the College are adopted from those identified in the *Coastal Carolina University Faculty Manual* and are identified below.

Faculty Review Process

The faculty in the College has identified performance expectations in three broad areas that represent expectations for faculty performance and which are considered critical as faculty members engage in the self-evaluation process and as annual faculty evaluations are conducted. These expectations are stated in detail in the *Performance Expectations Elaborations: Criteria*
and Standards for Promotion and Tenure. The expectations are considered standards by which the faculty of the College will be evaluated for purposes of promotion, tenure, and merit salary adjustments, if applicable.

The annual faculty review process is to serve two purposes. First, it is used to assist the faculty member in developing or continuing to develop the highest level of instruction, scholarship, and service to the institution and profession as possible. Second, it is to communicate to the faculty member his or her progress in the tenure track for non-tenured faculty members and in post-tenure review for tenured faculty members.

Annual Review

All non-tenured and tenured faculty members working in the College are evaluated annually by the Lead Coordinator and the Dean using the faculty-developed Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure. Non-tenured faculty members are required to meet with both the Lead Coordinator and the Dean annually as a part of this process. If they wish, tenured faculty also may choose to meet with the Dean. However, the Dean may call for end-of-year meetings with each faculty member. Faculty members are advised that their evaluated performance each year, using the Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure, is used in making merit raise, retention, promotion, and tenure decisions.

Promotion and Tenure Review

The University policy related to promotion and tenure is discussed at length in the Appointments, Promotion, and Tenure Section of the Coastal Carolina University Faculty Manual. College Deans develop a within-the-college timeline to ensure that materials are reviewed in a timely fashion in their colleges so as not to conflict with the university timeline.

Rank/Tenure and Review

Professor

To be eligible for the rank of Professor, a faculty member must have a sustained record of outstanding performance involving teaching, intellectual contributions, professional contributions in the discipline, and University service. It is expected that the faculty member will hold the appropriate terminal degree or meet the established alternative qualifications, and have at least nine years of effective and relevant experience.

Associate Professor

To be eligible for the rank of Associate Professor, a faculty member must have a record of effective performance over a probationary period usually involving teaching, intellectual contributions, other recognized professional contributions in the discipline, and University service. The faculty member must possess strong potential for further development as a teacher and as a scholar. It is expected that the faculty member will hold the appropriate terminal degree or meet the established alternative qualifications.

Assistant Professor
To be eligible for the rank of Assistant Professor, a faculty member must possess strong potential for development as a teacher and as a scholar. It is expected that the faculty member will hold the appropriate terminal degree or meet the established alternative qualifications.

Tenure

To promote the welfare of the University, the policy in general will be to provide, after a probationary period, the opportunity for tenure of its faculty members, except in the case of retirement due to age or special or extraordinary circumstance, or because of financial exigencies and/or curtailment of discontinuance of programs.

Tenure is not acquired automatically. The maximum probationary period for full-time faculty hired at the rank of Associate Professor is satisfactory service at that rank for five years at Coastal Carolina University. The maximum probationary period for full-time faculty hired at the rank of Assistant Professor is seven years of continuous service with the University at that rank.

Promotion and Tenure Procedures

The following procedures are adopted for the Handbook from the presentation of the procedures for promotion and tenure outlined in the Coastal Carolina University Faculty Manual. The Faculty Manual is posted on the Faculty Senate website at http://www.coastal.edu/fac senate/.

1. No change will be made to the promotion and tenure regulations described herein except by vote of the full voting membership of the faculty of the University, by recommendation of the President, and by final approval by the Board of Trustees. The faculty member will be subject to the promotion, tenure, and Post-tenure criteria in place at the time of her/his hiring, last promotion, or last Post-tenure review.

2. The Provost, in consultation with the Chair of the University Promotion and Tenure Committee, will establish and publish a calendar of dates relevant to promotion and tenure for the upcoming academic year and distribute it to the faculty no later than the first Friday in April of each year. The deadline for submission of the files from the candidates to the Dean will be no later than the second Friday in September for consideration for the respective academic year.

3. No later than the first Friday in April of each year, the Dean of the College will provide the faculty with a written summary of the College promotion and tenure criteria, the internal College deadlines, and a copy of the College’s Performance Expectations Elaboration: Criteria and Standards for Promotion and Tenure document. The Department Chair/Supervisor will provide faculty members with any additional performance expectations elaborations documents unique to the faculty member’s program area by the first Friday of April. Candidates for promotion to the rank of Professor will also be provided with the College policies and procedures concerning external review of their intellectual contributions/professional contributions to the discipline as outlined below.

4. Candidates for promotion/tenure will be responsible for preparing an application file that contains all of the following materials in the proper order: (Candidates for
promotion to the rank of Professor will also submit the materials necessary to undergo the process of external review.)

a. A completed Coastal Carolina University cover sheet for promotion and/or tenure file. (This form is available at www.coastal.edu/forms)
b. Department and/or College Performance Expectations Elaborations documents and/or Performance Expectations in effect at the time of last hiring, promotion, or post-tenure review.
c. A cover letter addressed to the Dean of the College.
d. An updated curriculum vitae;
e. All annual reports, evaluations (including the Chair’s/Supervisor’s evaluation of the file), and supporting documents as per College policies.
f. Copies of all teaching evaluations: student and/or peer and/or administrative (when applying for the rank of Professor, the file will include all annual evaluations and teaching evaluations since achieving the rank of Associate Professor).
g. Evidence of intellectual contributions as per College policies.
h. Evidence of University and professional service as per College policies.
i. Materials relevant to Performance Expectations Elaborations documents not enumerated above.

5. Candidates for promotion will be evaluated on their record since their last appointment or promotion. Candidates for tenure will be evaluated primarily on their record since their hire at Coastal Carolina University. (Evaluation criteria adopted by the Department, College and/or the University subsequent to appointment, and officially accepted by the Provost and President can be used to evaluate the candidate only if the candidate expressly requests that those criteria be applied at the time the file is submitted to the Office of the Dean as per the stated deadline).

6. Each College will have a college promotion and tenure committee consisting of at least three tenured faculty members representing each Department. In the event a Department does not have an eligible faculty member to serve, it will elect a full-time tenured colleague from another Department within the College. The College Promotion and Tenure Committee must have a minimum of three members. Candidates for promotion and/or tenure, candidates undergoing post-tenure review, Department Chairs/Supervisors, Assistant Deans, Associate Deans and the Chair of the Faculty Senate are not eligible to serve on college promotion and tenure committees.

7. External Review: The candidate seeking promotion to the rank of Professor will submit a list of at least three but not more than five possible referees in the candidate’s discipline from outside the University (along with contact information for each referee on the list) to the Dean. The Dean will meet with the Chair/Supervisor from the candidate’s area to discuss appropriate referees for the file. At that meeting additional referees will be considered in addition to those supplied by the candidate in keeping with College policies and procedures. Three referees will be chosen, with at least two coming from the list supplied by the candidate. If an insufficient number of the outside referees from the candidate’s list are available, the candidate will be asked
to submit additional names until two referees proposed by the candidate agree to review the file.

8. The Dean will handle all communication with external referees and will be responsible for the timely submission of their reports and their inclusion in the file as per College policies and procedures. The cover letter sent to the referees will indicate the performance criteria under which the candidate will be evaluated as well as the normative teaching and service responsibilities of faculty. Within this context the referees will only evaluate the intellectual contributions/professional contributions to the discipline aspects of the file. The reports will be general assessments in the same sense that professional scholars referee grant applications and manuscripts. The nature of the materials forwarded to the external reviewers and the deadlines for submission will be determined by College policies and procedures.

9. The Dean of the College will confirm that the file is complete and confirm any credit towards tenure by signing the completed Coastal Carolina University cover sheet for Promotion and/or Tenure. The Dean will add any external letters of reference to the file at this time. The Dean will then convene the College Committee to review the candidates’ files. Members of the College Promotion and Tenure Committee may not write letters of recommendation on behalf of candidates from their College for promotion and/or tenure.

10. After convening the College Promotion and Tenure Committee, the Dean will forward the candidate’s file to the committee. The College Promotion and Tenure Committee will meet, review, and evaluate each candidate's file, and prepare a letter of recommendation based on the College performance expectations elaborations document and the promotion and tenure criteria stated in the Faculty Manual. This letter will delineate the recommendation of the committee. A favorable decision from the College Promotion and Tenure Committee requires a simple majority vote. The letter will include a brief description of the evaluation process and reasons for the committee's recommendation. Members who are not in agreement with the majority opinion may present an anonymous dissenting opinion that will accompany the promotion and tenure letter for inclusion in the file. The committee shall send a separate letter to the Dean stating the numerical vote of the committee. This letter will accompany the file throughout the process but will not be included in the file. The Dean and the Department Chair/Supervisor do not participate in this review process or in the formulation of the letter of recommendation; however, the College Promotion and Tenure Committee may clarify any information in the candidate's file by contacting the Dean, Department Chair/Supervisor, or the candidate.

11. The College Promotion and Tenure Committee letters are addressed and forwarded, along with the candidates’ files, to the Dean. After reviewing each file, the Dean will write a letter of recommendation based on both the College promotion and tenure criteria and the promotion and tenure criteria stated in the Faculty Manual. This letter is placed in the candidate’s file. The decision to recommend or not to recommend is communicated to the College Promotion and Tenure Committee. The Dean will meet with the candidate to discuss the College Promotion and Tenure Committee recommendation, the recommendation of the Department Chair/Supervisor, and the
recommendation of the Dean. At that meeting, the candidate will be given copies of these letters.

Should the candidate wish to address the assessments and recommendations noted in any of these letters, the candidate may write a letter responding to these specific issues and provide it to the Dean for inclusion in the file. The letter must be submitted to the Dean within seven (7) calendar days beginning on the day of the meeting with the Dean.

Should the Dean disagree with the College Promotion and Tenure Committee’s recommendations, there will be a meeting of the College Promotion and Tenure Committee and the Dean. At that meeting the Dean will share with the College Promotion and Tenure Committee any letter from the candidate responding to the evaluation. At the conclusion of the meeting, the Dean and the College Promotion and Tenure Committee will issue a comprehensive letter that describes the results of that meeting. The candidate may withdraw from the process at this point, in which case the file will be returned to the candidate.

12. If the candidate elects to continue with this process, the complete file will be forwarded by the Dean to and thereafter housed in the Provost’s Office. No files will be accepted after the published deadline. Once the file has been received in the Provost's Office, the candidate may not withdraw from the promotion and tenure process, and no materials may be added to or removed from the file.

Files which received positive recommendations from both the Dean and the College Promotion and Tenure Committee are routed directly to the Provost who reviews them and makes her/his own recommendation. If the Provost’s recommendation is positive, such files are not required to undergo review by the University Promotion and Tenure Committee and are forwarded to the President.

If the Provost determines that a file receiving two positive ratings needs further review, that file will be made available to the University Promotion and Tenure Committee for review.

The files which received either one or two negative recommendations from the Dean and/or the College Promotion and Tenure Committee will be made available to the University Promotion and Tenure Committee for review.

13. When a University Promotion and Tenure Committee review is required, the Committee and the Provost each will review the candidate's file independently and reach a decision based on both the Department’s and the College performance expectations elaborations documents and the promotion and tenure criteria stated in the Faculty Manual. The University Promotion and Tenure Committee may clarify information in the candidate’s file. For this purpose, contact by the committee is limited to the candidate, Department Chair/Supervisor, Dean, and/or the College Promotion and Tenure Committee. A positive recommendation from the University Promotion and Tenure Committee regarding a candidate's status requires a two-thirds majority vote.
The Provost and the Chair of the University Promotion and Tenure Committee will meet to exchange recommendations on each candidate.

a. If the University Promotion and Tenure Committee and the Provost agree positively, the Provost prepares a letter of recommendation to the President which summarizes the findings of each step of the process. This letter becomes part of the candidate's file and all files are forwarded to the President for review.

b. If the University Promotion and Tenure Committee and the Provost agree negatively, the file is not forwarded to the President. Candidates who receive a negative decision will be notified in writing by the Provost and will be invited to meet with the Provost to discuss that decision.

c. If the University Promotion and Tenure Committee and the Provost reach different decisions on a candidate, the Committee and the Provost will meet to discuss the differences. If there is still a difference following this meeting, the Provost will compose a letter that summarizes the findings and recommendations at each step of the process and that reflects her/his recommendation. The Chair of the University Promotion and Tenure Committee will also compose a letter reflecting the recommendations of the committee. The letter from each office will state the reasoning for the recommendations and standards applied. Both letters are added to the candidate’s file, and the complete file will be forwarded to the President who will make her/his decision regarding the file.

14. The President will send a letter to the candidate indicating the final decision and will forward all files with positive recommendations to the Board of Trustees prior to their final meeting of the academic year. The Board of Trustees will vote to ratify the decision of the President.

15. After the Board of Trustees meets, the external letters of review will be removed from the candidate’s file and stored in the Provost’s Office. Candidates will be notified by the Provost to retrieve their files from the Provost’s Office.

16. A faculty member may appeal a decision through the faculty grievance procedure only in cases of procedural errors not caused by the grievant, or failure of notice of opportunity to be heard. Cases of alleged violation of anti-discrimination laws pertaining to federally protected categories will be referred to the EEO Officer (University Policy HREO-107).

See Appendix C for the Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure and Appendix D for the College’s Annual Faculty Evaluation Activity Log.

Pre-Tenure Review (Third-Year Review)

Through a formal pre-tenure review process, all non-tenured, tenure-track faculty members of the College, in addition to participating in the College’s annual faculty review
process, will receive a formative assessment of their work in the third year of the probationary period. The review is intended to be comparable to the faculty member’s eventual review for promotion and tenure at the end of the probationary period and focuses on the areas of teaching, scholarship, and university and community service.

**Purpose**

The third-year review serves to assess the progress of a tenure-track faculty member toward meeting the performance criteria for tenure and promotion to associate professor.

**Process Objectives**

Pre-tenured faculty will produce a current portfolio of evidence toward tenure and/or promotion to associate professor. The Promotion and Tenure Committee and the program’s Lead Coordinator will each independently review the portfolio and produce separate reports that address the following two questions:

1) Does the file contain evidence of meeting the performance criteria for tenure and promotion to associate professor?

2) Does the evidence provided demonstrate potential for continued growth as a teacher and a scholar?

**Process**

In the last part of a faculty member’s third year, the faculty member will generate a portfolio. The file will include:

A. *A narrative letter* (This letter describes the faculty member’s progress in the areas of teaching, scholarship, and service.) The third-year review portfolio should follow the same tenure and promotion organization structure outlined in the University Faculty Manual. Statements should be aligned with evaluation criteria selected by the faculty and cross-referenced with supporting evidence (see F below) in each area:

1. *Teaching* (including chart of all courses taught each semester with corresponding scores from faculty evaluations)
2. *Scholarship*
3. *Service*

B. *Updated vita*

C. *Annual logs* (years one, two & three)

D. *Chair's/Director's evaluations* (years one, two & three)

E. *Dean's evaluations* (years one, two & three)

F. *Supporting evidence* (divided into three sections: Teaching, Scholarship, and Service)

The file will be submitted to the program area’s Lead Coordinator in the faculty member’s third year. The Lead Coordinator will hold a preliminary meeting with each faculty member. The Dean will convene the Promotion and Tenure Committee which will consist of the elected members. This Committee’s chair will be responsible for ensuring that the committee completes its work, and will represent the Committee in any discussions pertaining to the file.
The Promotion and Tenure Committee will review the file and provide a summative analysis in writing to the candidate. The letter will provide a statement about the candidate’s progress toward tenure, addressing the questions above. This will be included in the file. The Lead Coordinator will also produce an independent summative analysis of progress so far, and write a letter that addresses the questions above, and meet with the candidate to discuss this analysis. If there is a significant difference in the assessment of the third year review, the Lead Coordinator and the Promotion and Tenure Committee Chair will meet with the candidate to reach consensus on the progress and future directions for the candidate.

The portfolio will then be forwarded to the Dean for review. The Dean will then meet with each candidate to discuss the evaluations and the faculty member’s progress toward tenure and promotion.

**Post-Tenure Review**

The institution’s policy related to Post-Tenure Review is presented in the Appointments, Promotion and Tenure section of the *Coastal Carolina University Faculty Manual* at [http://www.coastal.edu/facsenate/](http://www.coastal.edu/facsenate/).

Pursuant to SC Code of Laws Title 59-103-30, Coastal Carolina University maintains a system of post-tenure review. The purpose of post-tenure review is to ensure continued satisfactory performance of tenured faculty and to reward exceptional performance among Assistant and Associate Professors/Librarians and Professor/Librarian rank faculty. It is not intended to impinge upon academic freedom within the classroom or in research, publication, creative performance, or creative production in the arts.

All tenured faculty (except for the Dean of Library Services) will undergo post-tenure review during the sixth year subsequent to the awarding of tenure, promotion, or post-tenure review, subject to the following conditions:

- The faculty member is not applying for promotion at the time they are eligible for post-tenure review.
- The faculty member (excluding Library faculty) has taught 36 credit hours during the period since the previous successful application for tenure, promotion, or post-tenure review.

The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for tenure, promotion, or post-tenure review, and ending at the close of the academic year prior to the year of application for post-tenure review.

Associate Professors who are awarded a rating of exceptional for post-tenure review are not eligible to apply for promotion to Professor until the fourth year subsequent to receiving the exceptional rating.
Assistant and Associate Professors/Librarians, Professors/Librarians

A. Ratings

1. Exceptional: For Assistant/Associate Professor, a rating of exceptional indicates outstanding and sustained service. Evidence of strong, effective, dedicated teaching is also required, as is proof of contributions to the discipline through intellectual contributions/professional contributions. For Professors, a rating of exceptional indicates outstanding, sustained contributions to the discipline through intellectual contributions, professional contributions to the discipline. Evidence of strong, effective, dedicated teaching is also required, as is proof of substantial service.

2. Favorable: The evaluation will be based on satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member as stated in the Faculty Manual. For Assistant/Associate Professors and Professor, a favorable rating will be based on some evidence of intellectual contributions/professional contributions to the discipline, quality teaching, and average service activity; it should also indicate reasonable expectations of continued development and contributions.

3. Conditional: For Assistant/Associate Professors and Professor, a conditional rating indicates below-average performance as evidenced by the lack of intellectual contributions, professional contributions to the discipline and/or substandard teaching.

4. Unfavorable: This rating indicates failure to make reasonable progress in achieving stated professional goals after a conditional rating.

B. The Evaluation Process

The deadline for submission of post-tenure review files will be determined by the Provost in consultation with the Chair of the University Promotion and Tenure Committee no later than the last Friday of April of the academic year prior to submission of said files. All eligible faculty will be notified that they must apply for post-tenure review no later than the first Friday of that May. The Dean will determine the internal College deadlines so that the completed files may be submitted to the Provost no later than the second Friday in February. The appropriate College Promotion and Tenure Committee will be informed of the internal deadlines no later than the first Friday in September.

The process of post-tenure review begins with the submission of a cover letter, the College and Department performance criteria, a current curriculum vitae, and the six annual reports filed since the most recent successful application for tenure, promotion, or post-tenure review.
Additional materials included in the file will be dictated by College policies to ensure adequate evidence of satisfactory performance in each of the performance areas cited in section a. above.

1. Based on the materials in the file, the Chair/Supervisor will prepare a letter of evaluation and include it in the file to be submitted in keeping with College/Library policies and procedures.

2. The Dean will convene the College/Promotion and Tenure Committee and submit the file to the committee.

3. The committee will evaluate the file and prepare a letter that reflects the criteria applied by the committee and the rating assigned to the candidate. The vote will be by simple majority.

4. The letter will be placed in the file and is submitted to the Dean by the internal deadline. The vote tally will be submitted to the Dean under separate cover.

5. The Dean will review the file and prepare a letter of evaluation which includes her/his rating of the candidate and will include the letter in the file.

6. The Dean will then meet with the candidate to review the file and discuss the evaluation. A copy of each of the evaluation letters will be supplied to the candidate.

7. After this meeting, the Dean will submit the complete file to the Provost who will evaluate the file. If the Provost agrees with the recommendations of the College Promotion and Tenure Committee and the Dean, the Provost will compose a letter assigning that rating to the candidate and add it to the candidate’s personnel file. If the Dean and the committee have conflicting recommendations, the Provost will meet with the Dean and the Chair of the committee to discuss these differences. Subsequent to this meeting, the Provost will make the final decision, compose the letter assigning that rating to the candidate, and add it to the personnel file. If the Provost does not agree with the recommendation of the Dean and the committee, the Provost will compose a letter recommending an alternative rating, include it in the file and forward the complete file to the President. The President will meet with the Provost, Dean, and the Chair of the committee to discuss these differences. Subsequent to that meeting the President will make the final decision. The President will assign the rating and a letter reflecting the rating will be added to the personnel file by the Provost.

8. At the conclusion of the process, the candidate will be notified by the Provost of the results of the review and asked to retrieve the file from the Provost’s Office.

C. The Evaluation Process for Exceptional Ratings

Assistant/Associate Professors and Professors who believe that they merit a rating of exceptional must ensure that adequate evidence of performance at a high level is
contained in the file submitted to the College Promotion and Tenure Committee in accordance with College policies.

Additionally, based on evidence provided by the candidate, either the College Promotion and Tenure Committee or the Dean may recommend that any candidate pursue an exceptional rating through the process described below. Candidates cannot pursue an exceptional rating without recommendation from one or both of these parties. Candidates who have received a recommendation to pursue an exceptional rating from the College Promotion and Tenure Committee and/or the Dean have two options:

1. Candidates may choose at this time to not pursue an exceptional rating at the University level, in which case the process defined above for a favorable rating will be followed.

2. Candidates who choose to pursue the exceptional rating will have the opportunity to augment the materials contained in her/his file.

D. The Application Procedure for an Exceptional Rating:

Assistant and Associate Professors should only follow steps 3 and 4 outlined below. Full Professors should follow all the steps outlined below.

1. The candidate will submit a list of at least three but not more than five possible referees in the candidate’s discipline from outside the University (along with contact information for each referee on the list) to the Dean. The Dean will meet with the Chair/Supervisor from the candidate’s area to discuss appropriate referees for the file. At that meeting additional referees will be considered in addition to those supplied by the candidate in keeping with College policies and procedures. Three referees will be chosen, with at least two coming from the list supplied by the candidate. If an insufficient number of the outside referees from the candidate’s list are available, the candidate will be asked to submit additional names until two referees proposed by the candidate agree to review the file.

2. The Dean will handle all communication with external referees and will be responsible for the timely submission of their reports. The cover letter sent to the referees will indicate the performance criteria under which the candidate will be evaluated as well as the normative teaching and service responsibilities of faculty. Within this context the referees will only evaluate the intellectual contributions, professional contributions to the discipline aspects of the file only. The reports will be general assessments in the same sense that professional scholars referee grant applications and manuscripts.

3. The file containing the three college evaluation letters and any new materials added by the candidate must be submitted to the Provost’s Office no later than the last Friday in February. Any referee review letters will be added to the file no later than the third Friday in March. The Provost and the University Promotion and Tenure Committee will consider the applicant’s file and the opinions of the
referees (if any) to determine whether or not to validate the exceptional rating. Regardless of the outcome, whether positive, negative, or split, the President will be informed of the result of this process and will make the final determination.

4. If the exceptional rating is not awarded, the individual will receive a favorable rating. Once the process is completed the candidate will be notified by the Provost of the results of the review and asked to retrieve the file from the Provost’s Office. Any letters from external referees will be removed from the file and stored in the Office of the Provost.

**Consequences of Evaluation**

Faculty members receiving ratings of favorable, conditional, or unfavorable will be notified by the Provost of the results of post-tenure review no later than the last Friday in March. Those being considered for the rating of exceptional will be notified by the Provost of the results no later than the last Friday in April.

- **Exceptional**: An Associate/Assistant Professor given an exceptional rating will receive a salary increase of $3,500.00 added to the base pay (which will be in addition to any other salary adjustments earned in that academic year). A Full Professor given an exceptional rating will receive a salary increase of $5,000.00 added to the base pay (which will be in addition to any other salary adjustments earned in that academic year). A subsequent review will take place according to the schedule in section 1.b. above.

- **Favorable**: A faculty member given a favorable rating will receive a salary increase of $1,500.00 added to the base pay (which will be in addition to any other salary adjustments earned in that academic year). A subsequent review will take place according to the schedule in section 1.b. above.

- **Conditional**: A faculty member given a conditional rating must present a one-year professional plan to the Chair/Supervisor and the Dean for approval no later than the second Friday in May of the academic year in which the conditional rating was given. The plan will outline specific measures that the faculty member must take to address the professional deficiencies outlined in the evaluation letters. The faculty member must undergo an additional post-tenure review in the academic year following the completion of the one-year plan. The evaluation will be based on the criteria cited in section 1.a. above.

- **Unfavorable**: A faculty member receiving a conditional rating who fails to achieve a favorable rating in the second post-tenure review will receive the rating of unfavorable. A faculty member given an unfavorable rating will meet with the Chair/Supervisor and Dean to initiate a one-year mentoring/monitoring plan that will state the goals to be achieved and the means by which success will be measured. It may include but will not be limited to such elements as peer review of classroom performance, the opportunity to collaborate on research/creative projects, and attendance at off-campus faculty development seminars and professional meetings. The faculty member must undergo an additional post-tenure review in the academic
year following the completion of the one-year mentoring/monitoring plan. The evaluation will be based on the criteria cited in section 1. a. above. If a rating below favorable has been earned based on the lack of reasonable progress toward the performance goals, the faculty member will be subject to revocation of tenure for habitual neglect of duty.

**Appeals**

Post-tenure review may be appealed through the faculty grievance procedure only in cases of procedural errors not caused by the grievant, failure of notice of opportunity to be heard, or discrimination as defined by federal and state protected categories (in the last case the matter will be forwarded to the EEO Officer). The termination of employment of a tenured faculty member cannot be grieved (see section IV. C. of the Faculty Manual).

**Part-Time Faculty Review**

Qualifications and procedures for the appointment of part-time faculty, or adjunct faculty, are the same as those held for regular faculty with regard to academic background, experience, and performance. Part-time faculty members are expected to hold at least the Master’s degree and have completed a minimum of eighteen graduate hours of study in the teaching area (SACS Faculty Credentials Guidelines - [http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf](http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf)). Part-time faculty members in the College are also expected to have had pertinent experience in the area in which they are to teach. Although well-qualified part-time faculty members are sometimes used in supplementary roles, a majority of the courses in the College are taught by full-time faculty members.

It is the expectation of the College that part-time faculty members will be reviewed for the purpose of determining continued service to the College, minimally, on an annual basis. The following expectations apply to the evaluation of part-time faculty in the College.

1. Part-time faculty members are reviewed at least annually on their overall performance in fulfilling their assigned duties, typically teaching, during the review period.
2. Part-time faculty member reviews must be completed within 60 calendar days of the end of the review period.
3. The faculty member’s immediate supervisor shall prepare a written performance review to be included in the faculty member’s file in the Office of the Dean.
4. In preparing the annual review, the individual responsible for the review shall consider, where appropriate, information from the following sources: students, peers, the faculty member, other individuals who have responsibility for the supervision of the faculty member, and individuals to whom the faculty member may be responsible in the course of completing his or her assignment.
5. Part-time faculty members should be notified by the 60-day deadline noted above that their reviews are complete and available to them.
6. Part-time faculty member reviews are to be signed by the supervisor prior to being distributed to the faculty member for review, comment, and signature.
7. A good faith effort should be made to obtain the part-time faculty member’s signature on the review as an acknowledgement of receipt. It is strongly recommended that
such efforts be documented, particularly in cases where the unit is unable to secure the faculty member’s signature.

8. The original review signed by all appropriate parties should be retained in the faculty member’s file in the Office of the Dean.

9. If the review identifies a performance weakness, several courses of action may occur as appropriate. These include, but are not limited to: 1) Instruction or counseling by the supervisor; 2) Assistance provided by the supervisor with the preparation of syllabi, exams, assignments, etc.; 3) Required attendance at workshops or other applicable training sessions to improve performance; and 4) Discontinuation of employment of the individual as a part-time faculty member.

In addition to the review of student feedback regarding the part-time faculty member’s performance, overall areas/points that may be considered in the supervisor’s summary review include:

1. Competence and knowledge in the subject area.
2. Planning, organization, and use of class time.
3. Fairness and effectiveness of the grading policies and procedures.
4. Appropriateness of lesson assignments for the objectives of the course.
5. Consistently well prepared for the class.
6. Ability to show the relevance of the curriculum.
7. Ability to motivate and challenge students to think.
8. Enthusiasm of the instructor for the subject.
9. Ability to present the course material in a clear and interesting may.
10. Willingness to help students both in and out of the class.
11. Willingness to welcome questions, discussion, and criticism of ideas.
12. Ability to establish an appropriate learning atmosphere in the classroom.

Conduct of College-wide Faculty Meetings

A. Quorum

A quorum of any College-wide faculty meeting shall be a majority of the number of the faculty in the College. A quorum must be present for official business of the College to be conducted.

B. Procedures

The Dean of the College shall officially chair all College-wide faculty meetings with the right to participate in meeting discussions. The Dean may exercise the right to vote on issues brought before the faculty only in situations involving a tie vote of the faculty. In such situations, the Dean may cast the vote to break the tie.

C. Order of Business

Each College-wide faculty meeting will generally follow the order of business listed below:
1. Announcement
2. Unfinished business
3. New business
4. Information for the good of the order, and
5. Adjournment

D. Agenda

The Dean of the College shall prepare the agenda for college-wide faculty meetings. All items requiring approval by the College faculty must be presented to the Dean of the College at least five working days prior to the meeting in which action is to be taken. For agenda items that will require a faculty vote, pertinent materials and/or an announcement of these items should be distributed to the faculty at least two days prior to the meeting. Agenda, agenda items, and related materials may be distributed electronically. It is understood that it may be necessary for the Dean to call a meeting where College business must be transacted by the faculty where these normal time guidelines cannot be followed.

E. Election, Adoption and Acceptance of Motions

A simple majority of the votes cast shall be necessary for election, adoption and approval of business. Faculty members must be present to have their votes registered; no proxy votes are accepted.

COLLEGE ADMINISTRATION AND GOVERNANCE

Administration

The administration of the College is represented by the following positions.

Program Coordinator

Program Coordinators collaborate with the Lead Coordinator and the Director of Program Evaluation and Accreditation to provide academic leadership and administrative oversight for undergraduate and graduate program areas. Program Coordinators will:

- Serve as point of contact and liaison between the program and directors.
- Participate in pre-registration, program orientation and advisement activities.
- Collaborate with Advisement Center to review new/transfer student files in a timely manner.
- Project long term course offerings, including sequencing, cohorts, and faculty resources for undergraduate and/or graduate programs to be approved and submitted to the Lead Coordinator.
- Update program descriptions for publications (e.g., catalog, website, brochures, etc.).
- Assess the need for and coordinate program changes with college and/or university curriculum procedures.
• Work with faculty to analyze program assessment data and respond to requests for information related to accreditation program approval.
• Mentor new faculty members to ensure they are familiar with advising students, ordering textbooks, conceptual framework, assessment tools, etc.
• Project faculty needs and assist in search and screening of adjunct/temp faculty.
• Participate in student recruitment and retention efforts and represent the program to internal and external constituencies.
• Other duties as directed by the Dean.

**Lead Coordinator**

The Lead Coordinator collaborates with the Dean to provide academic leadership and administrative oversight for five undergraduate programs, the M.Ed. in Learning and Teaching, the M.Ed. in Educational Leadership, and the Master of Arts in Teaching. The Lead Coordinator works with Program Coordinators and faculty to:

• Coordinate and submit course/faculty schedules for all program areas each semester.
• Conduct formative assessments and annual evaluation reports of all faculty and adjunct faculty.
• Facilitate guidance and implement policies and procedures for pre-tenure, tenure, post-tenure and promotion review.
• Assess the need for and coordinate program changes, including program representation at university-level curriculum committees as applicable.
• Guide curriculum development.
• Coordinate search procedures for hiring faculty (new faculty, teaching associates, and lecturers).
• Oversee the hiring and supervision of Graduate Assistants assigned to programs.
• Coordinate Foundations courses.
• Oversee collection of course syllabi for all faculty members each semester.
• Oversee credentialing for full-time and part-time faculty.
• Address student issues associated with faculty.
• Other duties as directed by the Dean.

**Director of Program Evaluation and Accreditation**

The Director of Program Evaluation and Accreditation collaborates with the Dean to facilitate and exercise leadership in strategic planning, program evaluation and accreditation/re-accreditation activities. The Director of Program Evaluation and Accreditation works with the Lead Coordinators and the Associate Dean to:

• Facilitate the design, collection, and analysis of a longitudinal database for program assessments and accreditation purposes.
• Coordinate data collection of key assessments tied to Teal Online, NCATE/CAEP, and Specialized Professional Associations (SPAs) for all professional education programs.
• Prepare documentation and administer compliance with NCATE/CAEP standards, State Department of Education and Commission on Higher Education (CHE) requirements.
• Attend professional development workshops as they are relevant to NCATE/CAEP and State Department of Education (SDE) assessment and evaluation initiatives.
• Write the NCATE/CAEP institutional report and identify electronic exhibits for future on-site visits.
• Provide assistance to faculty in writing SDE and CHE program proposals.
• Coordinate the preparation of annual AACTE-PEDS, CAEP Annual Report, Title II report, Assessment Plan, Diversity Plan Report, ADEPT, and EEDA Report.
• Coordinate preparation of annual key unit and program assessment reports and the Executive Summary Report.
• Work with Director of Clinical Experiences and Educator Licensure as it relates to data management.
• Serve on the College Assessment Committee and work with the committee chair and faculty to ensure all assessment requirements meet validity and reliability of college and program assessment goals and student learning outcomes.
• Other duties as directed by Dean.

This is an 11-month full-time position.

**Director of Clinical Experiences and Educator Licensure**

The Director of Clinical Experiences and Educator Licensure provides oversight and management of all aspects of student clinical experiences and internship processes. This position includes the management of all teacher certification processes and certification data collection.

• Coordinate admission into the Professional Program in Teacher Education for students pursuing certification.
• Collaborate with school district personnel to provide placement sites for interns and practicum candidate experiences in PK-12 classrooms.
• Coordinate hiring and training of university supervisors, including scheduling and conducting required orientation activities and ADEPT training.
• Maintain Moodle and other online site information for Interns, University Supervisors and Cooperating Teachers.
• Oversee FBI and SLED fingerprint clearances and TB verifications database.
• Act as liaison with school districts for placements including assignments, changes as needed for diversity, and withdrawals when needed.
• Oversee issuance of Cooperating Teacher and Principal stipends.
• Schedule and Coordinate Immersion Teacher Days and Internship Orientations.
• Provide oversight and maintenance of the application processes for Portal I and Portal II candidates.
• Chair Portal I and Portal II Committees.
• Schedule/conduct Paperwork Day at the conclusion of internship each semester and administer the ETSPP required by the University before graduation.
• Serve as liaison between the State Department of Education and University on issues of certification verification, past and present.
• Recommend the hiring of university supervisors, credentialing and the evaluation of each.
• Provide training and mentoring for university supervisors.
• Enforce ADEPT plan and assist in writing the annual report to the SDE.
• Oversee Professional Development School Initiatives.
• Collaborate with QEP Director for implementation of designated courses
• Other duties as directed by the Dean.

This is a 12-month full-time position.

**Associate Dean**

The Associate Dean supports the Dean in carrying out the mission and goals of the Spadoni College of Education. The Associate Dean assists students and faculty concerning university and college academic policies and procedures. Specific responsibilities include:

• Serve on the University-wide Assessment Committee for Student Learning Outcomes.
• Assist the Dean and Director of Assessment, Program Evaluation, and Accreditation in coordinating the collection of assessment data and reports for NCATE/CAEP, SPAs, and Teal Online.
• Serve on the College Assessment Committee.
• Coordinate the submission of semester and summer course schedules with the Lead Coordinators and the Registrar.
• Oversee Undergraduate and Graduate Program Curriculum Development and serve as ex officio member of the College Curriculum Committee.
• Work with the Registrar’s Office to review and process Degree Certifications.
• Oversee Student Issues - Coordinate meetings and process paperwork dealing with: Discipline, Petitions, Probation and Suspensions – conduct Dean’s Academic Seminar each semester.
• Assist the Dean with Special Projects (e.g., Educational Leadership Ph.D. Collaboration with Clemson; UAE Special Education Project, Special Education Graduate Degree, Elementary and Early Childhood Graduate Program).
• Participate in Provost Council and Associate Deans Council meetings.
• Assist the Dean as needed to represent the College within the University and with external constituents.
• Serve on the University Scholarship Committee and participate in scholarship and fund-raising events.
• Serve on the University Suspension Appeal Committee.
• Administer and coordinate course revalidation requests.
• Oversee Biddle Center.
• Coordinate college representation on university committees.
• Collaborate with the Lead Coordinators to update program descriptions (e.g., catalog, brochures, websites, etc.).
• Facilitate undergraduate and graduate student recruitment and retention efforts.
• Coordinate with Advisement Center program pre-registration, orientations, and all advisement activities (i.e., assist in organizing and facilitating freshman and transfer orientation, assist in organizing and facilitating Discovery Day/Open House).

This is a 12-month full-time position.

**Dean**

The Dean facilitates the teaching, research, and service mission/vision of the Spadoni College of Education by serving as the chief academic and administrative officer of the College. This includes overall responsibility for leadership of the College; strategic planning and analysis of College operations; program development; budget development; fundraising; faculty recruitment and retention; collaborating with leadership team and center directors; representing the College to the University administration; working with the Board of Visitors to promote the College and facilitate public relation initiatives; providing leadership in guiding, engaging, and building school/university partnerships; collaborating with program areas to develop and implement recruitment and retention plans; and fostering alumni relations. The Dean will:

• Coordinate the development and implementation a College Five-Year Strategic Plan.
• Manage the fiscal affairs of the college through the development and implementation of a college budget.
• Recommend matters relating to faculty appointments, retention, promotion, and termination in conjunction with recommendations from directors and peer review committees.
• Develop and encourage fundraising in support of the college's goals and the goals of its programs, as well as outreach and public service efforts.
• Facilitate excellence in teaching, research, and service through supportive administrative and organizational structures.
• Facilitate program growth through recruitment and retention initiatives.
• Oversee the identification and development of important collaborative initiatives relevant to contemporary teacher education and educational leadership programs (i.e., Common Core Standards, PK-12 Achievement Gap, Teacher Evaluation).
• Work with the Office of Philanthropy in external fundraising.
• Represent the College/University at state, regional and national venues.
• Promote and monitor effective academic advising.
• Evaluate and certify students’ degree requirements.
• Represent the University as the certification officer for recommending candidates to the SC Department of Education for licensure.
• Develop education programs of the University in conjunction with the faculty.
• Supervise faculty and staff.
• Oversee CERE personnel.
• Provide an annual written evaluation of each faculty member.

This is a 12 month full time position.
Structure and Organization

The College is comprised of the following program areas/units.

- Initial Educator Preparation Level:
  - B.A. in Early Childhood Education
  - B.A. in Elementary Education
  - B.A. in Middle Grades Education
  - B.S. in Physical Education
  - B.A. in Special Education-Learning Disabilities
  - Master of Arts in Teaching

- Advanced Educator Preparation Level:
  - M.Ed. in Educational Leadership
  - M.Ed. in Learning and Teaching
  - Specialist in Educational Leadership
  - Certifications and Add-on Licensure Coursework
  - Professional Development Coursework

- Biddle Center for Teaching, Learning and Community Engagement: The Center houses the Teacher Cadet Program, mentoring programs for the University including the Dalton and Linda Floyd Family Mentoring Program, and the LIFE (Learning is for Everyone) Program.

- Consortium for Educational Research and Evaluation (CERE): The Consortium promotes scholarly research of the faculty. The Consortium offers opportunity for scholarly reassignment to provide members of the faculty the opportunity to engage in significant scholarly activities appropriate to their fields of specialization. Additionally, the Consortium sponsors symposia on various research topics, hosts faculty discussions on different research agendas, and distributes information to faculty on research and funding opportunities.

Clinical Experiences

The Office of Clinical Experiences and Educator Licensure provides oversight for admission into and exit out of the teacher education program for those seeking initial certification. All clinical experience placements required in education coursework must be made through this office. The Office also provides ADEPT/SAF-T training for university supervisors.

Professional Development Coursework

The College offers a number of courses for professional development purposes. Such courses typically are taught in local school districts or online. Along with the Office of Graduate Studies, the Associate Dean provides oversight for these courses.
Meetings

Each program shall meet monthly throughout the regular academic year. Additional meetings may be called for special College business by the Program Coordinator, Lead Coordinator, or the Dean. Minutes shall be kept of all meetings, circulated among the members of the department and to the Dean of the College, and posted to the College’s Moodle site.

Curriculum

Individual programs, through the program faculty of those areas, have the primary responsibility for the organization, development, and direction of the curriculum within the programs. Curricular change in any program shall generally be initiated by the faculty of that program where the program is housed. Recommendations for curricular changes shall be forwarded to the Lead Coordinator. After review, the Lead Coordinator will forward proposed changes to the Curriculum Committee of the College. All items of business of the Curriculum Committee are forwarded after review to the full faculty of the College.

COLLEGE COMMITTEES AND ADVISORY GROUPS

Committees and Advisory Groups

The College has established certain faculty committees and advisory groups as deemed necessary to conduct the business of the College.

Selection of Committee Members

Membership on College faculty committees will be determined either by the expectation that certain individuals, by virtue of their positions in the College, e.g., Associate Dean, shall be a member of a particular committee, or through a vote of the program faculty or the full faculty of the College. Membership selection for service on College committees shall follow those guidelines explained in this document.

Committees and Advisory Groups of the College

Standing Committees and Advisory Groups shall be organized to serve in an ongoing capacity to conduct recurring College business and advise the College. College Standing Committees and Advisory Groups are as follows:

1. Professional Program in Teacher Education (PPTE) Admissions Committee (Portal 1)

The PPTE Admissions Committee (Portal 1) reviews applicants to the teacher education programs of the College and votes to accept or reject applications based on criteria identified and approved by the faculty. The Committee is comprised of one faculty representative from each of the College’s undergraduate academic programs, and the Director of Clinical Experiences and Educator Licensure. The Director of the Center for Excellence and Academic Advising attends as a non-voting member. A staggered three-year term of service is applied to the faculty representatives. The
Director of Clinical Experiences and Educator Licensure serves as chair of the committee. The Committee meets at the end of each semester of the regular academic year.

2. Internship Admissions Committee (Portal II)

The Internship Admissions Committee (Portal II) reviews applicants to the Internship component of the teacher education programs of the College and votes to accept or reject applications based on criteria identified and approved by the faculty. The members of Internship Admissions Committee are the same as the PPTE Admissions Committee (with the exception of the Director of the Center for Excellence and Academic Advising) and the Committee follows the same meeting schedule. The Director of Clinical Experiences and Educator Licensure serves as chair of the Committee.

3. Master of Arts in Teaching (MAT) Admissions Committee

The MAT Admissions Committee is comprised of the Program Coordinator and the lead faculty members of the individual MAT specializations. The Program Coordinator serves as chair of the committee and also may be a lead faculty member of one of the specializations. Procedurally, candidate applications are forwarded to the lead faculty member of the individual specializations for a review and recommendation. Applications are reviewed against the stated criteria for admission posted in the Graduate Studies Catalog. Additionally, the applicant’s transcript is reviewed against the expectation for completed coursework in the content area as specified by the appropriate Specialized Professional Association, e.g., National Council of Teachers of Mathematics, National Council for the Social Studies, etc. Following the review, the lead faculty member recommends one of the following admission decisions: Admission, Denial, Admission with Conditions. The category Admission with Conditions is customarily used in situations where it is determined that the applicant is deficient in content background to the extent that the deficiency goes beyond the required twelve hours in the content area required in the program. The lead faculty member’s recommendation is forwarded to the Program Coordinator and distributed to the admissions committee electronically and the members cast their votes electronically in the timeline identified. If the lead faculty member’s recommendation is either Denial or Admission with Conditions, the specific reasons for the recommendation are stated. If the category is Admission with Conditions, the specific need for additional coursework is identified. Any member of the committee may request a face-to-face meeting of the committee to discuss an application. If this is not requested, the process is conducted electronically. Following the voting of the committee, the Program Coordinator corresponds with each applicant identifying the decision of the committee. If the recommendation is Admission with Conditions with additional course requirements identified, these requirements are specifically noted in the candidate’s Plan of Study. To be accepted into the program when the category of Admission with Conditions is used, the applicant is expected to sign and return the letter to the Program Coordinator indicating that he or she understands what is expected for successful completion of the program.
4. Master of Education (M.Ed.) in Learning and Teaching Admissions Committee

The M.Ed. Learning and Teaching with a concentration in Instructional Technology Admissions Committee is comprised of the Program Coordinator and the faculty members of the specialization. The M.Ed. Learning and Teaching with a Concentration in Literacy Admissions Committee is comprised of the Program Coordinator and the faculty members of the specialization. The program area may select membership from outside its program to assist with the review at its discretion. The Program Coordinator serves as chair of the committee. Procedurally, candidate applications are forwarded to the Program Coordinator of the individual specializations for a review and recommendation. Applications are reviewed against the stated criteria for admission posted in the Graduate Studies Catalog. Following the review, the Program Coordinator recommends one of the following admission decisions: Admission, Denial, Admission with Conditions. The category Admission with Conditions is customarily used in situations where undergraduate GPA is not at the acceptable level for the catalog year of admission (unless a graduate program has been completed and the cumulative graduate GPA is at or above the identified acceptable level). If the Program Coordinator’s recommendation is either Denial or Admission with Conditions, the Program Coordinator may confer with and request a vote from the Admissions Committee. Specific reasons for a recommendation of Denial or Admission with Conditions are detailed for the applicant. If the category is Admission with Conditions, a passing score on the GRE or MAT may be required. To be accepted into the program when the category of Admission with Conditions is used, the applicant is expected to complete the conditions within the first semester of their graduate study.

5. Master of Education (M.Ed.) and Educational Specialist (Ed.S.) in Educational Leadership Admissions Committee

The M.Ed. and Ed.S. in Educational Leadership Admissions Committee is comprised of the Program Coordinator and the faculty members of the specialization. The Program Coordinator serves as chair of the committee. Procedurally, candidate applications are forwarded to the Program Coordinator of the individual specializations for a review and recommendation. Applications are reviewed against the stated criteria for admission posted in the Graduate Studies Catalog. Following the review, the Program Coordinator recommends one of the following admission decisions: Admission, Denial, Admission with Conditions. The category Admission with Conditions is customarily used in situations where undergraduate GPA is not at the acceptable level for the catalog year of admission (unless a graduate program has been completed and the cumulative graduate GPA is at or above the identified acceptable level). If the Program Coordinator’s recommendation is either Denial or Admission with Conditions, the Program Coordinator may confer with and request a vote from the Admissions Committee. Specific reasons for a recommendation of Denial or Admission with Conditions are detailed for the applicant. If the category is Admission with Conditions, a passing score on the GRE or MAT is required. To be accepted into the program when the category of Admission with Conditions is used, the applicant is expected to complete the conditions within the first semester of their graduate study.
6. Committee on Promotion and Tenure

It is the responsibility of the Committee to conduct a college-level review of all College candidates for promotion and/or tenure at the institution utilizing the criteria for promotion and tenure identified in the *Coastal Carolina University Faculty Manual* and in the College’s *Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure*. Members of the Committee also assume the responsibility for Pre-tenure and Post-tenure reviews of College faculty. In its reviewing process, the Committee reserves the right to solicit additional information for clarification purposes regarding a candidate’s file. The Committee is comprised of five tenured faculty members from the College elected for staggered three-year terms. The chair of the Committee is selected from its membership. Faculty members who desire to apply for promotion and/or tenure themselves shall not serve simultaneously on the Committee.

7. Curriculum Committee

The Curriculum Committee is charged to engage in continual review of both the undergraduate and graduate curriculum of the College. Curriculum changes such as new courses, hourly requirements in programs, course requirements in programs, admissions requirements, grading standards, proposals for new programs, etc. shall be reviewed by the Committee. In general practice, recommendations for change in curriculum proceed from the program area to the Lead Coordinator; from the Lead Coordinator to the Committee; from the Committee to the faculty of the College as appropriate, and, with approval by a majority of the faculty of the College, to the Dean. Minor changes approved by the Committee, e.g., changes in course titles, course descriptions, and credit hours in courses are reported to the faculty as notification. Major changes approved by the Committee, e.g., addition of courses, deletion of courses, admission requirements to programs, addition of programs, elimination of programs, are sent to the faculty for vote. Individuals or groups of individuals may make proposals and recommendations to the Committee. Each program area will establish its own curriculum procedures. Committee membership is comprised of four faculty representatives from different academic programs in the College ensuring a membership that has representation from both the undergraduate and graduate program levels. Membership on the Committee is elected for staggered three-year terms. The chair of the Committee is selected from its membership. The Associate Dean of the College is an ex officio member of the Committee and is eligible to vote to break a tie vote of the faculty representatives. The Lead Coordinators may attend the meetings as non-voting members. One member of the Committee shall also serve on the University Academic Affairs Committee and one member shall serve on the University Graduate Council. When a curriculum proposal is considered where there is no member of the Committee from that program, the chair of the Committee will contact the Program Coordinator of that program and invite the Coordinator or a program representative to attend the meeting to provide input regarding the proposal. The Committee meets monthly during the regular academic year.
8. Petitions Committee

It is the responsibility of the Petitions Committee to review student petitions as related to College or University policies. The Committee is comprised of four faculty representatives from different academic program areas in the College, ensuring a membership that has representation from both the undergraduate and graduate program levels, and the Associate Dean. The Director of the Center for Excellence and Academic Advising serves as an ex officio member of the committee. Faculty membership on the Committee is for staggered three-year terms. The Associate Dean serves as chair of the Committee. When a petition is considered from a student in a program where no committee member is from that program, the chair of the Committee will contact the Program Coordinator of the student’s program and invite a program representative, e.g., the student’s advisor, to attend the meeting to provide input regarding the petition. The Committee meets monthly during the regular academic year and as needed during the summer months.

9. Assessment Committee

It is the responsibility of the Assessment Committee to monitor and recommend needed changes to the Assessment System of the College. It also is the responsibility of the Committee to ensure that the College’s assessment recordkeeping is completed and maintained in high quality and that assessment results are used to make adjustments needed to strengthen the programs in the College. The Committee is comprised of the College’s Assessment Coordinator, one faculty member representing the College’s advanced preparation programs, two faculty members representing the College’s initial preparation programs, the Associate Dean, the Director of Program Evaluation and Accreditation, the Director of Clinical Experiences and Educator Licensure, and the LiveText Coordinator. The Assessment Coordinator serves as chair of the Committee. The faculty representatives to the Committee are appointed by the Dean to staggered three-year terms. The Dean ensures that at least one of the faculty representative appointments is a Program Coordinator. The Committee meets monthly throughout the academic year.

10. Consortium for Educational Research and Evaluation (CERE) Advisory Committee

The purpose of the Consortium for Educational Research and Evaluation (CERE) is to promote scholarly faculty research. One strategy through which this purpose is realized is through scholarly reassignment. Scholarly reassignment provides members of the faculty the opportunity to engage in significant scholarly activities appropriate to their fields of specialization. Additionally, the Consortium sponsors symposia on various research topics, hosts faculty discussions on different research agendas, and distributes information to faculty on research and funding opportunities. The Advisory Committee is comprised of five faculty members elected from the faculty at large. The Committee meets monthly throughout the regular academic year. The Director of the Consortium serves as chair of the Committee and is appointed by the Dean.
11. Technology Team

The purpose of the Technology Team is to review and make recommendations for college-wide technology infrastructure needs and purchase requests. The Technology Team is also responsible to lead faculty technology integration efforts. The committee is appointed by the Dean and is comprised of at least four representatives from different program areas, ensuring a membership that has representation from both the initial preparation and advanced preparation program levels. At least one of the members of the committee should represent Clinical Experiences. The Information Resource Consultant for the College shall also serve on the committee.

12. Leadership Team

The purpose of the Leadership Team in the Spadoni College of Education is to provide a forum for College administrative leaders to meet on a regular basis to review the work of all aspects of the College, e.g., curriculum, instruction, assessment, academic standards, service, development, etc., and to develop ideas and strategies for continued improvement. The Leadership Team is comprised of the Dean, Associate Dean, Lead Coordinators, Director of Program Evaluation and Accreditation, Director of Clinical Experiences and Educator Licensure. The Leadership Team meets every month during the regular academic year and during the summer as needed. The Dean serves as chair of the Team.

13. Dean’s Student Education Advisory Committee

(Insert Description)

14. Teacher Education Advisory Council

The Teacher Education Advisory Council (TEAC) provides a forum to discuss and/or communicate ideas, needs, and proposed changes regarding the educator preparation programs of the College. The College views the preparation of pre-service and in-service teachers as a collaborative university and community responsibility. The twenty members of the Council include PK-12 school district principals and teachers, Board of Visitor members who represent varied areas of community interests, teacher candidates from initial and advanced programs, program coordinators of the academic areas in the College, and one representative from each of the university’s other colleges. The Council meets when there are issues, ideas, or proposed changes to be shared and discussed by stakeholders.

15. Board of Visitors

The purpose of the Board of visitors is to develop as an organization of business, education, professional, and community leaders who are interested in contributing their time, talents, and resources toward the improvement of the quality of life through education; to provide guidance and assistance to the College for the purpose of program improvement, development and service; to strengthen the partnership between the business community and the faculty and students of the College; and to
represent the goals of the Board, the College, and Coastal Carolina University to the local, state, regional and national community. The Board consists of ten to twenty-five members nominated by the Board’s Nominating/By-Laws Committee who meet quarterly on behalf of the College. The Chair of the Board is selected from its membership. The Chair of the Board and the Dean of the College coordinate the Board’s meetings and recordkeeping.

Ad Hoc Committees

Ad Hoc committees shall be formed to consider unique business of the College not formally addressed by regular standing committees.

ADDITIONAL NON-CURRICULAR COLLEGE AND UNIVERSITY POLICIES

Family Educational Rights and Privacy Act (FERPA); see University Policy at www.coastal.edu/registrar/ferpa.html

Coastal Carolina University education record policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, enacted as section 438 of the General Education Provisions Act. The University provides official notice to students of their rights under FERPA by publishing such notice in the Coastal Carolina University Catalog and on the Registrar’s Home Page.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

   Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom that request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and
advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

Coastal Carolina University will disclose information from a student’s education records only with the written consent of the student, except:

a) To school officials with legitimate educational interests; a school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including campus law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;

b) To officials of other institutions in which the student intends to enroll provided that the student has previously requested a release of his/her record to the requesting institution;

c) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, the Attorney General of the United States, the U.S. Census Bureau, state/local educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;

d) In connection with a student’s application for, and receipt of, financial aid;

e) To comply with a judicial order or lawfully issued subpoena;

f) To parents of dependent students as defined by the Internal Revenue Code of 1986, Section 152;

g) To appropriate parties in a health or safety emergency; or

h) To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.

Coastal Carolina University has designated the following items as **Directory Information:** a student’s name, mailing addresses (local, permanent, electronic), telephone numbers, photograph, electronic image, semester(s) of attendance, enrollment status (full- or part-time), date of admission, date of graduation, college, major and minor fields of study; whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), the most recent educational institution attended, weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent unless the student has submitted a written request in the Office of the Registrar not to release directory
information pertaining to them. This request must be made at the time of registration but no later than 14 days after the beginning of the term.

The University may publish a Student Directory annually. Students who do not wish to have information printed in the Student Directory should complete a Student Directory Privacy Request Form, available in the Office of the Registrar. Student Directory Privacy Request Forms must be completed no later than 14 days after the beginning of the term.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Coastal Carolina University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington DC 20202-4605

Questions concerning this law and the University’s procedures concerning release of student education records may be directed to the Office of the Registrar, Singleton Building, Room 108, 843-349-2019.

Appeals
An appropriate hearing board will provide each student with an opportunity to challenge the content of their University education records, to ensure that the records are accurate, and provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Hearing requests should be made to the University Registrar.

Senior Privilege Policy; see University Policy at http://www.coastal.edu/media/academics/catalog/2013-2014%20Undergraduate%20Catalog.pdf

Qualified undergraduate students may enroll for graduate course credit in Fall and Spring semesters only (excludes summer sessions) in courses numbered 500 through 699. Students who have earned a minimum of 90 credits and are within 30 credit hours of completing the requirements for the bachelor’s degree may be permitted to enroll in a course for graduate credit. Students must have a minimum grade point average of 3.0 on a 4.0 scale and be adequately prepared for graduate work in the field concerned. Undergraduate students may earn graduate credit provided:

1. Prior to registering, a Non-Degree Graduate Application is completed with the Office of Admissions;
2. A Senior Privilege form is obtained from the Dean of the College where the desired course is housed;
3. A Registration form for the graduate course, a copy of the student’s transcript, and a copy of the student’s undergraduate registration for the semester in which the graduate course will be taken are attached to the senior privilege form;
4. Signatures and action taken by the student’s adviser, the Department Chair of the student’s major, the Dean, and Graduate Program Coordinator are on the senior privilege form;
5. The academic course load does not exceed 16 credit hours including the proposed graduate course in the semester the graduate course is taken;
6. The total number of graduate credits acquired through senior privilege does not exceed 12 credit hours; and
7. The student must specify whether the credit earned through senior privilege will be applied towards his/her undergraduate or graduate degree. Credit can only be used to satisfy the requirements of one degree level and cannot be changed.

Student Complaints Policy; see University Policy at https://www.coastal.edu/policies/policyDetails.html?x=125

It is essential that all students at the University be provided an adequate opportunity to bring complaints to the attention of the administration with the assurance they will be treated promptly, professionally, fairly, confidentially, and without fear of reprisal.

University Policy ACAD 132, Student Complaints, guides the orderly procedure of complaints and attempts at resolution and may be found on the University Policies website. College faculty need to be informed as to the expectations identified in the policy and follow the expectations accordingly.

In addition to specific guidelines for complaints identified in the policy, e.g., student records, business accounts, traffic and parking, etc., students who wish to resolve an issue with a person or process of the University community not covered by existing policies are advised to utilize the procedures that follow.

1. Step One: Informal Resolution

Coastal Carolina University’s objective is to resolve complaints as quickly and efficiently as possible at the level closest to the student. Initially, the student considering submitting a complaint should attempt to resolve the concern directly and with the appropriate faculty/staff member in a conference within ten (10) working days of the incident. The faculty/staff member will make an effort to resolve the issue equitably and informally.

2. Step Two: Formal Resolution

If the response at the informal level was not satisfactory, the student may notify the next level of University administrator identified in the pathway (as noted below). The student can continue through the pathway if responses continue to be unsatisfactory. However, the decision of the Provost/Senior Vice President/Vice President is final.

Students must submit their initial formal written complaint within five (5) working days of the informal meeting. The University official will acknowledge receipt of the complaint and respond to the student in writing within five (5) working days of receipt of the complaint. Subsequent appeals to higher levels in the pathways identified below will follow the same time limits (e.g., if a response at the previous level was not satisfactory, the student must notify the next level of University administrator in writing within five
(5) working days and the administrator will respond in writing within five (5) working days).

Pathway for Addressing Academic Complaints

As identified in University Policy ACAD 132, Student Complaints, students should follow the pathway below in seeking a resolution to an academic complaint:

1. Faculty member(s) identified in the complaint
2. Lead Coordinator
3. Dean
4. Provost

College faculty and advisors are advised to work with students when interest is shown in filing a complaint. Faculty and advisors also are advised that, for a complaint to be considered a formal complaint, the complaint should be in writing. When a complaint reaches this level, the Lead Coordinator shall put in writing the response given to the student (see 2. Step Two: Formal Resolution above) and, if it is seen that the student’s complaint has not been satisfied, identify for the student the remaining steps in the student complaint process. In a case where an official complaint has been filed by a student, the faculty member shall submit the student’s complaint and his or her written response to the student to the Lead Coordinator. In a situation where an official complaint is considered by the Lead Coordinator, the Lead Coordinator shall submit the student’s complaint, the written response of the faculty member, if completed, and the written response of the Lead Coordinator to the Dean of the College. The Dean will maintain a file of all official complaints that have been filed by students in the College.

Summer Teaching Policy (College Policy)

It is recognized that the availability of coursework in the summer terms is critical for some students to be able to matriculate through their programs of study in a reasonable period of time. And, some programs require summer study as a normal part of the program design. Summer teaching assignments are recommended by the Program Coordinator to the Lead Coordinator. Teaching assignment priority begins with senior faculty members, i.e., faculty members holding the rank of Associate Professor or Professor, and first considers faculty members who have customarily taught the scheduled summer course during the fall and/or spring semester and who are interested in teaching in the summer. In the case of foundation or core courses that are not program and/or specialization-specific, e.g., EDUC 111, EDUC 204, EDUC 215, EDUC 607, EDUC 628, EDUC 630, EDUC 685, and EDIT 604, the Program Coordinators coordinating programs where these courses are required will collaborate in making teaching assignments before submitting the recommended assignments to the Lead Coordinator. Only when there is no qualified full-time faculty member available to teach a course will an assignment be made using an adjunct faculty member. It is normally the case that no individual faculty member’s summer teaching load will go beyond a two course assignment. In making summer teaching assignments, the Lead Coordinator will give consideration to, where possible, an equitable distribution of assignments across the faculty in the College who desire to teach in the summer while ensuring that each course offered is taught by a faculty member qualified for the assignment. For example, if one faculty member has a two-course assignment and a second faculty member has no assignment, but is qualified to teach an available course, the second
faculty member will be offered the available teaching assignment before the first faculty member receives a third course. All teaching assignments are approved by the Dean of the College.

CHANGES IN POLICIES AND PROCED UrERIES

These Policies and Procedures may be changed by a 2/3 vote of the total faculty of the College in attendance at any regular or called meeting. A proposal for change may be initiated by the Dean or be recommended by at least five faculty members and is to be distributed to the faculty by the Dean at least two working days prior to the meeting where a vote for change is to be taken.

GUIDE TO THE UNIVERSITY—PURPOSE OF THE GUIDE

This section of the Policies and Procedures Handbook is designed to provide information about the University as a whole and answer some of the questions frequently asked by full-time as well as part-time faculty.

Helpful University Websites

A number of website resources are identified here that will be helpful to bookmark for ready access to information about the University.

- Coastal Carolina University www.coastal.edu
- Undergraduate Catalog and Graduate Studies Catalog www.coastal.edu/catalog
- Distance Learning Faculty Support http://www.coastal.edu/ceteal/distancelearningfacultysupport/
- Distance Learning Student Support http://www.coastal.edu/library/?page=pageContent/dl/studentsupport.html
- Student Handbook www.coastal.edu/students/
- New Employee Forms www.coastal.edu/hreo/newemployeeforms.html
- University Policies www.coastal.edu/policies

Statement of Community Standards

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.
The University Mission

Original approved by the Coastal Carolina University Board of Trustees on 04/18/1997. Update adopted by the Coastal Carolina University Board of Trustees on 12/14/2007.

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master’s programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

Accreditation

Coastal Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the baccalaureate degree and the master’s degree. SACSCOC (www.sacs.org) is the regional body for the accreditation of higher education for the southern states. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Coastal Carolina University. All other inquiries about the University should be directed to Coastal Carolina University, PO Box 261954, Conway, South Carolina, 29528-6054, or 843-347-3161, not the Commission.
In addition, the William L. Spadoni College of Education is individually accredited by the National Council for Accreditation of Teacher Education (NCATE) and the South Carolina State Board of Education. Additional information on the accreditation of specific disciplines within the William L. Spadoni College of Education is available through the College.

The E. Craig Wall, Sr. College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business International (AACSB); the College’s Professional Golf Management program is sanctioned by the Professional Golfers Association (PGA).

The Department of Visual Arts in the College of Humanities and Fine Arts is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

The Department of Computer Science in the College of Science is accredited by the Accreditation Board for Engineering and Technology (ABET).

The Department of Health Promotion, also in the College of Science, is accredited by the Society for Public Health Education (SOPHE).

More information on the University’s accreditation and institutional assessment is provided at www.coastal.edu/iraa/assessment/.

**Campuses and Education Centers**

Coastal Carolina University’s main campus is located on University Boulevard between Hwy 501 and Hwy 544 near Conway, SC. A campus map is found at www.coastal.edu/tour/stour.html.

The University Center at Myrtle Beach, SC, offers both credit and non-credit courses. The University’s Myrtle Beach Education Center is located at 79th Avenue North and Hwy. 17 Bypass in Myrtle Beach. The phone contact for the Center is (843) 349-2767. More information about the Center and its support staff is available at www.coastal.edu/outreach.

The University Center in Litchfield, SC, the Waccamaw Higher Education Center, offers non-credit courses only. The Waccamaw Higher Education Center is located off Highway 17 at 160 Willbrook Boulevard behind the Hampton Inn in Litchfield. The phone number for the Center is (843) 349-4030. More information about the Center and its support staff is available at http://www.coastal.edu/wwa/outreach.html.

**Organizational Charts**

Organizational charts for Coastal Carolina University are found at http://www.coastal.edu/hreo/orgpub/published_html/0000001.htm
ADMINISTRATIVE PROCEDURES

Username/E-mail account and PIN

Once all new hire paperwork is completed, including a Confidentiality Statement, new hire data will be entered into the Human Resources and Payroll systems. When that occurs, a username/email address and pin number is assigned within 48 hours. The (Personal Information Number) PIN is needed to access e-mail, the grade reporting system, Moodle and to order interlibrary loan documents online.
To look up a PIN, go to www.coastal.edu/search/password/.

Payroll

The payroll schedule is available on the Payroll Department website at www.coastal.edu/payroll/schedule.html. The pay schedule is based on receipt of all paperwork and approvals by the payroll processing deadlines. If paperwork is not received in a timely fashion, compensation will be divided equally among all remaining payroll periods within the employment period. University payroll is distributed by direct deposit to the employee’s personal banking account. Payroll for all teaching associates will be on an approximately one month lag.

Office/Desk Space

Faculty members working at one of the University campus locations will be provided an office/desk/work station by the program/department/college to prepare for class, hold office hours, and perform other course related tasks.

Identification Cards

CINO picture ID cards are made in the campus card office. The CINO card serves as employee identification and is available approximately two business days after all required paperwork is submitted to HREO. The Card may also be used as a cash card wish to deposit funds in a campus account. For FAQs on using the CINO card as a cash card and locations where it is accepted, go to www.coastal.edu/cinocard.

Parking

Vehicles must show a current faculty/staff decal issued by the Department of Public Safety or a visitor guess pass to park on the University campus. This policy applies to both full-time and part-time faculty members. The first two faculty/staff parking decals are free; there is a cost for additional decals. Faculty should park only in areas designated for faculty/staff.

An application for a parking decal may be submitted online or in person at the Department of Public Safety. For more information on decals and regulations related to fines and towing, visit www.coastal.edu/safety.

Vehicles illegally parked in designated tow zones are subject to removal by an off-campus tow company. Faculty are responsible for paying any fines associated with towing and for paying tickets received for parking illegally.
Campus Directory Information

Email, phone and office information will appear in the campus directory, found at [www.coastal.edu/search/facultystaff](http://www.coastal.edu/search/facultystaff). This directory is available to students and the public. A second directory is accessible to employees only from Workplace on the HREO home page. The Workplace directory requires a log-in and provides personal information such as home address and telephone number. If a faculty member does not wish this information to appear on the password protected site, the option of indicating this when completing the ID Summary/Emergency Data Form when first hired is available. If personal information changes, a new ID Summary/Emergency Data Form should be completed online at New Employee forms or the necessary changes should be made on the online directory page at [www.coastal.edu/hreo/workplace/directory](http://www.coastal.edu/hreo/workplace/directory).

Maintenance Requests

Maintenance and repair services requests should be referred to the appropriate college or department office for submission.

Employee Work Schedule

Section 1229.02 of this Manual provides that the normal work week is thirty-seven and one-half (37.5) hours with the exception of areas such as Public Safety personnel who have been assigned special schedules. At Coastal Carolina University the normal work hours are from 8:00 a.m. to 4:30 p.m. in some areas and from 8:30 a.m. to 5:00 p.m. in other areas. Since the schedule must sometimes be changed to meet departmental needs, each supervisor will announce and post the schedule for work assignments (Work hours, Hours per week/Hours per day/Lunch and Rest Periods) within that department.

Scheduling Leave

A. Academic and administrative department heads may develop internal procedures by which employees request and schedule annual leave. Exhibit 1238.0402-1 is a sample of a form used by Facilities Management Department as an Application for Scheduled Leave.

B. To the degree possible, employee requests for specific periods of annual leave will be granted; however, consideration of workloads, work distribution, and similar factors may necessitate change. In such cases, requested leave may be denied in favor of a time more conducive to department activities.

C. Approval by the Department/Unit Head and/or authorized Supervisor is required for the specific periods the employee will be on annual leave and for the number of consecutive working days in any one leave period.
Notification Of Illness

A. When an employee is incapacitated for duty because of illness, the employee must notify the immediate supervisor at the start of the working day and no later than one hour after the beginning of the working day on the first day of absence.

B. The employee must make the call to the supervisor, except in case of an emergency. If an emergency exists, arrangements should be made to have someone notify the supervisor on behalf of the employee.

C. Unless some indication of length of absence can be given the first day, the employee will notify the supervisor within thirty minutes of the beginning of each additional day of absence.

D. Failure to give notice within the proper time limit may result in the absence being charged to unauthorized leave without pay.

Verification: Sick leave is a privilege granted by the State and the University to help employees through periods of illness and as such, is subject to verification. When there is reason to believe that the use of sick leave is being abused, the supervisor may, before approving the use of sick leave, require the certificate of a physician or other acceptable documentation verifying the medical status/condition and giving the inclusive dates.

RESOURCES AND SUPPORT

Administrative Support

Each academic area has a support staff member available to assist with making copies if needed, acquiring supplies, etc. This staff member is an invaluable contact and is knowledgeable about the campus. Please check with the staff member for deadlines for submitting work requests and recognize that during certain periods, such as semester start, midterm and finals, most faculty members are requesting similar assistance.

Office Supplies

Office supplies, paper, and Scantron forms are available in, or may be ordered through, the program/department/college office. If it is necessary to purchase supplies off-campus, the program supervisor must give prior approval to any expenses related to a request for reimbursement.

Technology Support

Information Technology Services (ITS) is the point of contact regarding use of Smart Classroom Technologies: www.coastal.edu/its.

A faculty member’s first point of contact for other technology-related questions is the college Information Resource Consultant (IRC). The job request form and contact info for the
IRC is at http://www.coastal.edu/its/academic.html. A job request to receive assistance must be completed; do not simply call or e-mail the IRC.

If there is a problem with a classroom computer during a class time within normal working hours, call Equipment Checkout in Media Services at 349-2890. If assistance is required with a classroom computer outside normal working hours, call 283-1155.

**Center for Teaching Excellence to Advance Learning (CeTEAL)**

CeTEAL exists to help faculty improve instruction, scholarship, distance learning, and leadership and service skills while integrating technology. CeTEAL is charged with the responsibility of supporting faculty members in their work as teachers and taking a leading role in offering support for faculty members in areas related to instruction. CeTEAL also conducts new faculty orientation before each Fall semester. More information is available at www.coastal.edu/ceteal.

**Coastal Office of Online Learning**

The mission of the Coastal Office of Online Learning (COOL) is to advance the University’s ability to offer high-quality and high-value online courses, online course components, and online programs targeting in-demand content areas aligned to the academic strengths of the University. Toward that end, COOL has been charged with 1) coordinating the development of new online curricula with academic departments, 2) collaborating with Information Technology Services and Media Services to advance online learning resources and infrastructure, 3) recruiting online students and marketing the Coastal Online brand with the Office of University Communications, the Office of Admissions, and the Office of Graduate Studies, and 4) coordinating the support of online learners and instructors with Student Computing Services and the Center for Effective Teaching to Advance Learning.

**Kimbel Library**

Kimbel Library is a dynamic partner for teaching and learning in a student-centered intellectual gathering space. Collections include print and digital books and journals, DVDs, CDs, kits, maps, and a myriad of other resources to serve Coastal’s academic community. The library is open seven days a week; check www.coastal.edu/library for hours and for access to resources 24/7. Other library services include reference assistance, interlibrary loan, electronic delivery of materials, instructional services and programs, laptops, computers, a computer lab, presentation rooms, and group and individual study rooms.

**Helpful Library Links:**

- Library website: www.coastal.edu/library
- Library catalog: http://library.coastal.edu
- Library reserves policy & forms: www.coastal.edu/library/circulation/reservepolicy.html
- Request a library session for your class: www.coastal.edu/library/li.html
- Interlibrary loan services: www.coastal.edu/library/ill.html
- PASCAL Delivers services: www.pascalcat.org
- Login to library resources from off-campus: https://library.coastal.edu/patroninfo
**Media Services**

Audio/Visual Equipment may be reserved for teaching purposes via online request at [www.coastal.edu/mediaservices](http://www.coastal.edu/mediaservices). For assistance with equipment, including classroom computer equipment, call 349-2890. Provide as much notice as possible when requesting services or equipment; last-minute requests may not be able to be accommodated.

**Academic Calendar**

The University academic calendar and the exam schedule are available at [www.coastal.edu/registrar/acadcalendar.html](http://www.coastal.edu/registrar/acadcalendar.html).

**Ombuds Office**

The Faculty Ombuds provides a neutral, independent, confidential and informal place for faculty to express their workplace concerns and explore options to resolve issues and answer questions. For more information about Ombuds services, visit [www.coastal.edu/ombuds](http://www.coastal.edu/ombuds).

**Recreational Facilities**

The CINO ID card gives access to the Williams-Brice Building which houses a 25-meter swimming pool, dance studio, activities gym, and weight training facilities. Additional information is available at the front desk or by calling 349-2802.

**Food Services**

ARAMARK manages dining services on campus. There is a faculty/staff discount with the CINO card. For hours, menus and locations visit [www.campusdish.com/en-US/CSSE/CoastalCarolina](http://www.campusdish.com/en-US/CSSE/CoastalCarolina).

**Off-Campus Mail and Postage**

Mail pickups are completed each day in all University offices. All postage and delivery fees are charged to the department or college budget; this service is not for personal use. However, faculty may visit the on-campus post office directly for personal needs.

**Credit Union**

All University employees are eligible to become members of the Carolina Collegiate Federal Credit Union. Carolina Collegiate has a branch on campus, with the main office located in Columbia, SC. Visit [www.carolina.org/home.aspx](http://www.carolina.org/home.aspx) for more information.

**Hackler Golf Course**

The Hackler Golf Course, a par 72 golf course, is operated by the University’s Professional Golf Management Program and maintained by Horry Georgetown Technical College’s Sports Turf Management Program. The course is adjacent to the University and
includes a clubhouse with fully-stocked golf shop and grill. The course’s practice facility offers an all-grass driving range, practice bunker, and a 3,000 square foot putting green. Advance reservations for tee times are recommended (especially during peak season) but not always necessary. Discounted memberships are available to full-time faculty and staff.  
www.coastal.edu/hacklercourse

TEACHING RESPONSIBILITIES

Teaching Responsibilities (as per the Faculty Manual)

1. Classroom Procedures

In order to maintain academic credibility and consistency in classroom procedures, all faculty members are expected to:

   a. Write and distribute a syllabus for each course taught. All syllabi must include the course objectives, student learning outcomes, grading procedures, and attendance policies (refer to the University catalog statement on "Class Attendance").

   b. Direct instruction and examinations toward the completion of stated objectives and to return exams promptly.

   d. Maintain consistency between course content and the course description in the current University catalog.

   e. Make available to students throughout the semester a current evaluation of their progress, including student inspection of examinations and papers. All final examinations and final papers not returned to the student must be retained by the instructor of record for at least one calendar year and be made available to the student for inspection upon request.

   f. Conduct classes according to the published schedule. In the event that a class must be canceled, the faculty member must notify the Department Chair/Supervisor or the Office of the College Dean before the scheduled class meeting.

   g. Schedule and post reasonable office hours for student conferences. The minimum number of expected office hours per week is determined by the Dean of the College.

   h. Be available for student advisement during registration periods and to keep current with curriculum changes that influence the advising process. (In addition, faculty members are expected to maintain accurate files for each advisee.)

   i. Promote a work and educational environment free from harassment.

   j. Assist in providing program accessibility to self-identified qualified students with disabilities by making reasonable accommodations for the disability.
k. Protect the privacy of students as defined in the Family Educational Rights and Privacy Act of 1974 by:

- Knowing the contents of the University’s FERPA policy located online at www.coastal.edu/registrar/ferpa.html.

- Never posting grades for students by social security number or student ID (instead, employing computer systems that ensure students see only their own grades and not those of their classmates).

- Never taking attendance by distributing or displaying a class roster containing social security numbers or student ID number.

- Never giving out academic information to anyone over the phone.

- Never giving out academic information in person to anyone except the student (with valid photo identification if you cannot personally identify the student).

- Never distributing any student’s directory information.

2. Examination and Grading Policy

During exam week, faculty members are expected to give final examinations or the equivalent in all classes. Final examinations are given each semester in accordance with a schedule published well in advance of the examination period. No deviation from this printed schedule is permitted unless specific prior approval has been obtained from the authorized College Dean and is reported to the Provost. This provision applies to all examinations except laboratory examinations. Laboratory examinations may be held the last week of class.

No quiz, test, or examinations may be given the last day of classes unless reflected on the syllabus with prior approval of the Dean. Faculty members are expected to follow current grading and grade change procedures as published in the University catalog.

More details are available at www.coastal.edu/registrar/ferpa.pdf.

ACADEMIC AND CLASSROOM ADMINISTRATION

WebAdvisor

WebAdvisor is a secure web interface that allows faculty, staff, students and guests to access and/or update information on the University’s shared integrated database. For faculty, this information includes class schedules, class rosters, absence reporting, entering earned grades, information on advisees (grades, email, telephone, etc.) and an efficient way to email students by class or advisee roster. For students, this information includes registration, grades, transcripts, class schedules, financial aid and payments, account profiles, etc. There are additional functions for University employees, prospective students, and parents. Some information may be accessed
by anyone, such as a class search. Access to confidential information requires the faculty member to log-in with a user ID and password. http://webadvisor.coastal.edu

**Moodle**

Moodle is an open-source course management system that can be customized based on specific needs, allowing for flexible online learning environment growth, while maintaining a global academic community support. Beginning fall semester 2014, Moodle will be the only CMS available for teaching. Training and instruction on migrating courses from Blackboard to Moodle will be provided for instructors. The process for migrating content from Blackboard to Moodle is not fully automated. Please, be prepared to invest time to rebuild your courses manually in Moodle. CeTEAL has already scheduled numerous training sessions to assist your migration from Blackboard to Moodle and will continue to offer more sessions. These training sessions, as well as available on-demand resources, will present essential strategies to streamline the conversion process. Please monitor the CeTEAL web site for current and future training announcements relevant to your Moodle migration.

**Taking Student Attendance**

Faculty members are required to take attendance during the first two weeks of the semester, as the Financial Aid Office asks each faculty member to identify students who never attended during this time.

Recording attendance may be expedited by using the University’s online attendance system at www.coastal.edu/attendance. The system provides a roster (including photos) of enrolled students. Faculty may enter attendance themselves or request students use a card reader (if available) to automatically enter their attendance. The system is capable of providing attendance reports on individuals as well as by date. Access is PIN-protected.

**Reporting Grades**

Grades must be reported by the semester’s deadline issued via email by the Registrar. All grades are recorded using the online WebAdvisor system, available at http://webadvisor.coastal.edu. Note that a grade of “I” (incomplete) may not be used for the sole purpose of extending the deadline for the faculty member to submit grades.

Midterm grades must be submitted for all freshmen and other select student groups/courses. The Office of the Registrar will send an e-mail stating when midterm grades are due. Additional grading forms, such as for an Assignment of an Incomplete or a Grade Change, may be found at www.coastal.edu/forms.
Performance Feedback for Students

To assist the student in monitoring his/her own academic progress, faculty are encouraged to provide timely feedback, particularly prior to the “drop date” before a grade of “WF” is assigned. This feedback enables a student to make an informed decision regarding withdrawal from the course without grade penalty. Check the academic calendar at www.coastal.edu/registrar to determine the last drop date for each semester.

Use of the Moodle technology system to record grades provides students with convenient access to their grades for the class.

Tests and Final Exams

No exams may be given during the last regular class meeting of the semester, and faculty members are expected to give final exams or the equivalent in all classes during finals week at the end of each semester (exception: laboratory courses may hold final exams during the last week of class). Final exam times are often different from class times during the semester and are listed in the Academic Calendar on the Office of the Registrar’s website at www.coastal.edu/registrar under “Calendars.” No deviation is permitted unless specific prior approval has been obtained from the Dean and reported to the Provost. For policies governing exams, see the Undergraduate Catalog or Graduate Studies Catalog at www.coastal.edu/catalog.

Required Student Evaluations of Course and Faculty

It is required that students are given the opportunity to evaluate faculty and courses each semester. Each college has adopted an evaluation instrument designed to provide specific feedback on how students perceive the conduct of the class. Beginning with the Fall 2013 semester, Coastal has moved to an online, rather than paper, course evaluation system. A copy of the evaluation results after the class is completed will be provided.

University Student Complaints Policy

The University deems it essential that all students be provided an adequate opportunity to bring complaints and problems to the attention of the administration with the assurance that their concerns will be treated promptly, professionally, fairly, confidentially, and without fear of reprisal. The University’s policy on student complaints, ACAD 132, Student Complaints, is listed in the Undergraduate Catalog, the Graduate Studies Catalog, and is posted on the University Policies website at www.coastal.edu/policies. If any student believes he or she has been mistreated by any member of the faculty or staff, the procedures listed below should be followed. They are intended to identify the proper route for students to follow in complaining about any perceived mistreatment by a University employee and are not intended to replace any existing grievance process. Students who are unsure about this complaint policy are encouraged to consult with their academic advisers.

<table>
<thead>
<tr>
<th>Complaint Type:</th>
<th>Report To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic matters</td>
<td>Chair or Dean</td>
</tr>
<tr>
<td>Perceived discrimination</td>
<td>Executive Director of Human Resources &amp; Organizational Development</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>Dean of Students</td>
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<td>-----------------------------------</td>
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</tr>
<tr>
<td>Registration problems</td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Admissions, billing, accounts receivable, or financial aid</td>
<td>Vice President for Enrollment Services</td>
</tr>
<tr>
<td>Disabilities Issues</td>
<td>Coordinator of Disability Services</td>
</tr>
<tr>
<td>All other complaints on non-academic matters, including sexual harassment</td>
<td>Office of Student Affairs or Office of Judicial Affairs</td>
</tr>
</tbody>
</table>

If a student with a complaint does not receive satisfaction from any of the above-listed offices, the student should bring his or her complaint directly to the Office of the Provost of the University.

### Cheating, Plagiarism and Academic Infractions

**Statement of Community Standards**

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

A faculty member’s response to student cheating/plagiarism is governed by the Code of Student Conduct, approved by the Student Government Association and the Faculty Senate. The guidelines and reporting procedures for academic infractions are included in the Code of Student Conduct at [http://www.coastal.edu/deanofstudents/](http://www.coastal.edu/deanofstudents/)

### Grade of FX

The University has adopted the grade of FX to be assigned to a student who receives a failing grade in a course as a result of academic dishonesty. Information about the FX grade is available in the Grading System section of the Undergraduate Catalog and Graduate Studies Catalog at [www.coastal.edu/catalog](http://www.coastal.edu/catalog).

### Student Services

Faculty members are not responsible for providing student services not related to the classes they teach. However, students frequently approach faculty members with problems or issues beyond faculty expertise. In order to facilitate the faculty member’s ability to direct students to the appropriate student services, a partial list of resources is provided below:

- **Learning Assistance Centers** - The Learning Assistance Centers offers assistance through the Writing Center, the Mathematics Learning Center, the Foreign Language Instructional Center, Peer Tutoring, and placement testing. The Academic Center has adopted a tracking procedure which allows its staff to track and advise faculty of the progress of students. If a faculty member refers a student to one of the centers, the faculty member will receive an acknowledgement from the center. [www.coastal.edu/lac](http://www.coastal.edu/lac)

- **Student Health Services** - Services are available to currently enrolled students for general outpatient care, first aid, allergy injections, limited lab services, vaccines,
physicals, and personal counseling services. Student health services are not for routine use by faculty. [www.coastal.edu/health](http://www.coastal.edu/health)

- **Accessibility and Disability Services** – The University is dedicated to establishing and maintaining a barrier-free environment with all of its resources. Students with physical, psychological, or learning disabilities receive accommodations and assistance through the Office of Accessibility and Disability Services. With appropriate documentation, the Coordinator determines accommodations needed to assist students in taking full advantage of their educational opportunities at the University. On-going coaching of students with disabilities is offered to help ensure success. To access services and accommodations, students should obtain documentation of the disability and make an appointment with the Coordinator of Accessibility and Disability Services. [www.coastal.edu/disabilityservices](http://www.coastal.edu/disabilityservices)

- **Students At Risk Committee** - The University maintains a “Students at Risk” Committee to identify and assist students who are at risk of failing or leaving the University for behavioral, psychological, or health reasons. Contact the Office of Student Affairs for information on identifying students who are “At Risk” and of the referral process faculty should use to help identified students.

- **Public Safety** - Information about parking permits, campus safety, reporting emergencies and crimes can be found at the Department of Public Safety’s website [www.coastal.edu/safety](http://www.coastal.edu/safety).

### SAFETY AND EMERGENCY INFORMATION

**Accidental Injury**

If time and circumstances permit, an employee injured on the job should be referred to the Office of Risk Management for accident reporting forms and worker’s compensation insurance information. If immediate assistance is needed, call University Dispatch (349-2911) and then Campus Police (349-2177) who should be notified so that the ambulance can be directed to the scene.

Faculty may be covered by worker’s compensation for on-the-job injuries. Information on worker’s compensation benefits is available at [www.coastal.edu/hreo](http://www.coastal.edu/hreo) by entering the Workplace site.

Students should be referred to Student Health Services for proper medical referral, unless the student is injured while performing duties as a student employee. Student employees may be covered under the University’s worker’s compensation insurance for work place injury or illness but must report the accident, through supervisors, to the Office of Risk Management as with any other employee.
Personal Safety

If a faculty member feels unsafe in a classroom or office, call Campus Police at 349-2911.

Reporting Crimes or Emergencies

Faculty should report potential criminal action and related emergencies to Campus Police at 349-2911. The non-emergency number for the Department of Public Safety is 349-2177.

The University has installed an emergency call box system for the safety of its community members. Call boxes are located both indoors and outdoors and their locations are available on Coastal Carolina University’s emergency preparedness webpage at www.coastal.edu/emergency/pdfs/appendix-a.pdf. All call boxes connect to the Department of Public Safety communications center 24/7. Please use call boxes for emergency communications with the University’s Department of Public Safety when access to a telephone is not available.

Outdoor call boxes are mounted in a column and are identified by a blue light near the top and the words “Emergency Call Box” on the exterior. These call boxes work like a walkie-talkie: push the button to talk and release the button to hear the dispatcher respond. Many of the call boxes are in areas monitored by a camera that feeds into the Department of Public Safety communications center.

Indoor call boxes are either red or white boxes mounted on the wall and identified with the words “Emergency Call Box” or “Emergency phone.” These call boxes also work like walkie-talkies.

Emergency Alert System

The University operates the emergency CCU alert system which sends messages to registered cell phones when there is a general emergency. Faculty may register for the system at www.coastal.edu/emergency/ccualert.html. The Online Emergency Information Center provides other important information at www.coastal.edu/emergency.

Closing the University for Inclement Weather

In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University’s homepage at www.coastal.edu.

FACULTY MEETINGS AND EVENTS

Faculty Meetings

Faculty members are invited to attend the variety of faculty meetings held throughout the year, including:
General Faculty Meetings - General faculty meetings are convened by the Provost in fall and spring before the beginning of classes and are open to all faculty members.

- Faculty Senate Meetings - Convened by the Chair of the Faculty Senate, the Faculty Senate meets once per month with the exceptions of January, June and August. All faculty members may attend, but only Senators can vote. The Faculty Senate website is [www.coastal.edu/facsenate](http://www.coastal.edu/facsenate).

- College Meetings - Convened by the Dean, college meetings are usually held two times per year. Program meeting schedules are at the discretion of the Program Coordinator.

- University Events - Special events usually include the four formal events of New Student Convocation, Founders Day, Honors Convocation, and Commencement. A formal event requires faculty who participate in the processional or recessional to wear academic regalia. To purchase academic regalia, contact the University Bookstore. Participation is optional for part-time faculty.

- New Student Convocation - Each August, the incoming freshman class is formally welcomed to the University by the faculty, staff, and continuing students.

- Founders Day - Scheduled each fall, this event commemorates the University’s founding and recognizes community leaders for their contributions to the University.

- Honors Convocation - Each spring the University recognizes outstanding academic achievements of its students. This event is convened by the Provost and arranged through that office.

- Commencement - There are three graduation ceremonies each year, in May, August, and December. All tenured and tenure track faculty members are required to attend. Other faculty members are cordially invited to march in the processional and recessional. Full regalia is required.

- Celebration of Inquiry - Celebration of Inquiry is a campus-wide, multiday, cross-disciplinary academic conference based on a common theme unique to each conference. Faculty, staff, students and community members are invited to contribute proposals and the event is free and open to the public. It is recommended that faculty make assignments related to the program or ask for an attendance record. The conference also includes presentations of University students' undergraduate research. For information, visit [www.coastal.edu/inquiry](http://www.coastal.edu/inquiry).

- General Event Information - General information about upcoming University events is available at [www.coastal.edu](http://www.coastal.edu).

- Athletic schedules are available at [www.goccusports.com](http://www.goccusports.com).
DEFINITIONS OF TEACHING POSITIONS

Tenure Track Faculty

An appointment as tenure track faculty is considered full-time employment with the expectation of teaching, research, and service. Teaching loads for these positions are determined by the deans of the colleges. Tenure track faculty members are reappointed automatically unless notified as described in the Faculty Manual. For information about tenure, see the Faculty Manual at coastal.edu/facsenate.

According to state regulations, tenure track faculty members are eligible for benefits and leave. Information on benefits is available at coastal.edu/hreo/workplace/benefits.

Lecturer

An appointment as a lecturer is considered full-time for the period of up to one year and is dependent on the needs of the University. The course load for lecturers is 30 contact hours, or the equivalent as defined by the chair or dean, over fall and spring semesters. Lecturers may be reappointed on an annual basis as determined by their chair or dean. Advance notification of non-reappointment is not required. Lecturer positions are neither in the tenure track nor eligible for tenure.

According to state regulations, lecturers are eligible for benefits and leave. Information on benefits is available at coastal.edu/hreo/workplace/benefits.

Teaching Associate

An appointment as a teaching associate is considered temporary employment for the period of one semester and is dependent on the needs of the University. Teaching assignments for these positions are granted on a per course basis according to enrollment demands. All teaching associates are hired on a per semester basis. Positions end on the last day of the appointment as indicated in the offer letter. No further notice of the end of an appointment or the decision not to reappoint a teaching associate in the subsequent semester(s) will be provided. Teaching associate positions are neither in the tenure track nor eligible for tenure.

According to state regulations, teaching associates are not eligible for benefits or leave. However, they are eligible to enroll in the South Carolina Retirement System (SCRS) or the Optional Retirement Program (ORP). Information on both systems including ORP vendors is available at coastal.edu/hreo/workplace/benefits.

Note on Retirees from the South Carolina Retirement System Returning to Work:

If an employee retires from the South Carolina Retirement System (from Coastal Carolina University or another state agency) and returns to work, he/she is required to continue contributions to the System. Working retirees are eligible to continue receiving their monthly retirement benefits from System.
Appendix A

Organizational Chart
(insert update)
Appendix B

Conceptual Framework: The Educator as Reflective Practitioner

The overarching theme of the Conceptual Framework for all educator preparation programs is "The Educator as Reflective Practitioner." The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their programs. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit’s assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate dedication to professional dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.
Conceptual Framework: Candidate Proficiencies

*The Educator as Reflective Practitioner* theme defines the initial and advanced teacher education programs and the advanced program in educational leadership. The following candidate proficiencies are addressed and reflected in program and course objectives.

1. **Ability to apply content and pedagogical knowledge to the teaching and learning process**
   1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students (ADEPT 5ABC, 6ABC).
   1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community, curriculum goals, and standards (ADEPT 1ABCDE, 2ABC, 6ABC; PADEPP 5.3).
   1.3 Use a variety of instructional strategies to encourage students’ development of critical thinking and problem solving skills (ADEPT 4C, 5B, 8C).
   1.4 Manage the classroom and school to create a positive and safe learning environment (ADEPT 8ABC, 9ABC; PADEPP 4.2, 4.3, 4.4).
   1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning, modify instruction, and create positive environments for student learning (ADEPT 3ABC, 7ABC; PADEPP 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.4).

2. **Ability to integrate technology to improve teaching and learning**
   2.1 Plan and implement effective learning environments and experiences supported by technology (ADEPT 5AB, 8C).
   2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices (ADEPT 1AD, 2C, 3BC).

3. **Ability to work with diverse populations**
   3.1 Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students (ADEPT 5ABC, 6ABC, 7ABC, 8ABC).
   3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations (ADEPT 3ABC, 5ABC, 6ABC, 7ABC).

4. **Ability to demonstrate professional behavior and dispositions**
   4.1 Demonstrate a commitment to the ideal of fairness* in the treatment of students based on their educational needs (ADEPT 8B, 9A, 10D; PADEPP 6.2, 7.1).
   4.2 Demonstrate a belief that all students can learn and convey confidence and caring in working with students (ADEPT 4ABC, 8BC, 10D; PADEPP 6.2, 7.1).
   4.3 Demonstrate professional dispositions and a commitment to fulfilling professional responsibilities (ADEPT 10ABCDE; PADEPP 6.2, 7.1).

5. **Ability to engage in reflective practice to improve teaching and learning**
   5.1 Analyze personal performance to improve teaching and learning (ADEPT 2C, 3 BC, 10E; PADEPP 8.1, 8.2, 8.3, 8.4; 9.1, 9.4).
   5.2 Analyze student performance to improve teaching and learning (ADEPT 2C, 3ABC; PADEPP 2.2, 2.3, 2.4, 2.5).

*Fairness (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.*

Candidate proficiencies are developed and assessed through the core curriculum, content area courses, professional education courses, field experiences, and community activities. The
conceptual framework and candidate proficiencies apply to all of the College’s professional education programs.

**Professional Education Curriculum**

Study in professional education course work is designed to provide a variety of significant learning experiences for students leading to a successful career as a professional educator. All areas of study include opportunities for practical application of the many theoretical constructs introduced through on-campus, distance learning, hybrid, and off-campus instruction. Specific professional behaviors are expected of students who complete the program. In route to demonstrating these behaviors, education majors are required to meet a number of objectives pertinent to instruction at their chosen grade levels and in their subject matter areas.

Throughout the professional education program, students are involved in structured clinical experiences intended to integrate theory and practice. The culmination of each initial certification program is the sixty-day (60) Internship experience where students receive formal feedback from both public school teachers and university faculty. Feedback is provided by a number of means including the use of both formative and summative evaluations.

The professional education curriculum is organized to deliver a rich set of experiences leading to the development of excellence in teaching in each of the programs offered. The Dean of the College has the responsibility for administrative decisions directly affecting the development and implementation of the teacher education curriculum and for certifying successful completion of the program by participating students. The responsibility for curriculum development is exercised through the faculty and the department chairs following guidelines represented in these Policies and Procedures and other policies established at the University.

Stating the requirements for successful program completion, the curriculum of the College’s teacher education programs is published in the Coastal Carolina University Undergraduate Catalog, Graduate Studies Catalog, in adviser/advisee worksheets, and is made readily available to students. Through published sources and appropriate advisement, students are made aware of the guidelines for program completion which reflect the knowledge, skills, and dispositions expected. These expectations are based on desired outcomes during on- and off-campus clinical experiences in each program.

All teacher education programs in the College are based on sound instructional theory conceived in the conceptual framework of *The Educator as Reflective Practitioner*. Theory is integrated throughout each program and based on the research on effective teaching and effective schools and on student and teacher intellectual interactions in the classroom. Preparation includes both real and simulated experiences through classroom and field experiences. Theory and application in on- and off-campus settings are important program components which are developed sequentially and incrementally as students move through the pre-professional and professional levels of their respective programs. Each program area includes specially designed clinical experiences intended to enhance concepts learned in the classroom component of the program. Many clinical experiences, however, offer instructional experiences unique to that field component and which are integral learning experiences themselves. The clinical aspects of the student’s program also are sequential and incremental in nature representing a blend of complexity and difficulty as the program unfolds. As an integral part of the student’s study, the
clinical experience components of each program reflect program objectives and practical applications. All students engage in structured clinical experiences in school settings in no fewer than three semesters prior to the Internship experience.

**College and Institutional Relationships**

As reflected in the working agreements between the university and participating school districts, collaboration is an important element of the College’s teacher education programs. To ensure high quality, participant evaluation is conducted on a regular basis. Cooperating teachers are evaluated at the end of each semester by Interns and the university supervisors as to their effectiveness in the clinical program. University supervisors in the clinical program also are evaluated by cooperating teachers and Interns at the end of each semester. Additionally, cooperating teachers and students participate in the evaluation of the entire program on a regular basis. Student and public school teacher input, sought on an ongoing basis, is formally reviewed by the faculty for purposes of program assessment and further development. Undergraduate students, graduate students and program graduates participate in this evaluation. Collaboration with schools is critical to the effectiveness of the College’s teacher education programs. Program faculty members recognize the importance of establishing and delivering programs that reflect a balanced blend of on- and off-campus learning experiences.

**Working Agreements with Schools**

The College maintains working agreements with those school districts that provide clinical experiences for teacher education candidates. Copies of these agreements are located in the Office of the Dean and the Office of the Director of Clinical Experiences and Educator Licensure. These working agreements outline the 1) basic expectations for field-based, clinical experiences, including the services and compensation provided, 2) roles and responsibilities of Coastal students, supervisory faculty and participating public school faculty, 3) standards for dealing with the absences of cooperating teachers and the provision for substitute teachers, 4) provisions for solving problems and for coordinating ongoing activities, and 5) means for meeting changing needs and conditions and revising the agreements. Specific qualifications for practitioner teachers, cooperating teachers and university supervisors are defined. These points are discussed in greater detail in the College’s clinical experience materials which are distributed to all university supervising faculty, to appropriate field teachers and administrators, and to students participating in the experiences.

**Clinical Program Coordination**

All field experiences in the College’s teacher education programs are administered by the Director of Clinical Experiences and Educator Licensure. This individual serves as the formal university spokesperson for field experiences and works with district office and school building personnel in the placement, supervision, and follow-up of students in field experiences. Criteria used for the selection of schools for clinical experiences for teacher education students are maintained by the Director, included in the working agreements with school districts, and electronically distributed as appropriate to participating teachers.
Expectations for Practitioner and University Faculty

As in all field-based segments of the College’s teacher education programs, extensive supervision of students during the Internship experience is expected. Individuals selected as cooperating teachers must hold a valid professional certificate in their areas of supervision, have successfully taught for at least three years at the appropriate grade level and/or in the subject area for which supervision is assigned, and be recommended for their cooperating teacher assignments by an administrative representative of the school district. Supervision from the university is conducted by faculty with training and experience in both professional education and the teaching major. University supervisors also participate in a formal orientation and training program for their supervisory assignments and have successfully taught in public schools in the grade level and/or in the subject area for which supervision is assigned.

Student Feedback

Student feedback is of special importance to both the development and advancement of teacher education in the College. Feedback is gathered formally and utilized for the purpose of program improvement. Education courses are evaluated by students at the end of each semester and provide student feedback on both instructor and course performance as well as on availability of the instructor to students outside the classroom. This mechanism provides broad-based student input into the College’s programs. At the end of each Internship experience, Interns formally evaluate the entire program that they have just completed. Additionally, graduates are surveyed after teaching one year to provide similar types of feedback from individuals who have been away from the campus in professional positions. These extensive evaluation procedures provide for student and graduate input into both program development and evaluation. Once obtained, this feedback is incorporated into the refinement and continued development of the College’s programs.

Assessment Procedures

Students in programs leading to initial certification are assessed through multiple procedures for admission and retention in the programs. All students are evaluated using instruments and criteria set forth by the South Carolina Board of Education (e.g., state-mandated basic skills entrance examination, i.e., Praxis I, content knowledge and pedagogical tests from the Praxis II series, and Grade Point Average). Program faculty members model both traditional and alternative assessment techniques in their classes. Teacher-made tests, research papers and research reports are examples of traditional procedures. Portfolios, reflective journals, interactive web-based assignments, and teaching observations are examples of alternate modes of assessment used by the faculty.

Student performance in clinical experiences is critical to the effectiveness of the program. Student performance is assessed by public school personnel and by 1) university faculty during early clinical experiences and later in directed teaching (the Internship) using the State of South Carolina system of Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and 2) the internship formative and summative evaluation instrument developed by the faculty in conjunction with public school teachers and administrators. Feedback to students resulting from the use of these instruments in the assessment of their teaching by public school and university supervisors is an important element of the overall assessment process.
Candidate Admission, Retention and Follow-Up—Portals

Qualified students are formally admitted to the teacher education program by action of the College’s PPTE Admissions Committee (Portal I Committee). Students are notified of the decision of the Committee concerning their applications by written communication from the Chair of the Committee. Students are informed in writing of the admission process through the Coastal Carolina University Undergraduate Catalog, the Graduate Studies Catalog, and the Teacher Education Handbook, which is distributed to all students in the introductory course in each program. Transfer students are referred to the Coastal Carolina University Undergraduate Catalog, the Graduate Studies Catalog, and the Teacher Education Handbook after their transcripts are evaluated. Faculty advisers are expected to inform students of the admission process and application procedure. Admissions requirements are consistent with those established by the State of South Carolina for students seeking entry into teacher education. Dates of admission are publicly posted and disseminated one year in advance.

Once a student indicates an interest in declaring teacher education as his or her major area of study, a permanent, cumulative record is established for the student. The student’s cumulative record contains information that will assist both the student and the student’s adviser in successfully monitoring the student’s progress through the selected program. The student’s adviser has the responsibility for ensuring that the record file contains 1) a current transcript of the student’s performance, 2) a copy of the student’s program-of-study advisement worksheet, 3) validation that the student has passed the South Carolina-adopted basic skills assessment instrument, 4) the date of admission to the program, 5) recommendations for admission to the program, and 6) other information pertinent to the student’s successful matriculation through his or her program. Through advisement, instruction and evaluation, students are informed of the specific strengths and weaknesses that they possess as prospective teachers.

The Director of Clinical Experiences and Educator Licensure supervises the gathering of specialized field experience information on students reflecting the evaluation of their performances in off-campus experiences leading to the Internship experience. As individual clinical experiences are completed, this information is placed in LiveText. The student’s academic adviser is able to review this information to maintain a clear understanding of the student’s progress in the clinical component of the program. The evaluations of the student’s performance during these pre-student teaching experiences are seen as important not only to the growth of the student but also for the academic integrity of the program. As part of the College policy to evaluate and further develop the program, a formal, follow-up survey of graduates is coordinated by the Director of Clinical Experiences and Educator Licensure after their first year of teaching. This follow-up evaluates the performance of program graduates who are teaching and provides a record of strengths and weaknesses of the overall teacher education program. A report on this evaluation is distributed to the education faculty and reviewed formally for the purpose of program improvement. Information on the performance of graduates on standardized assessments also is gathered and reviewed by the faculty for program evaluation and development purposes. Formal assessments used include:

1. Praxis II: Subject Assessment performance;
2. Praxis II: Principles of Learning and Teaching performance;
3. Assisting, Developing, and Evaluating Professional Teaching (ADEPT) performance; and
4. Internship Formative and Summative Evaluations.

Upon program completion, the student’s adviser has the responsibility of verifying that the student’s record includes 1) those components that have been previously identified, 2) written Internship evaluations from both the cooperating teacher and university supervisor, and 3) the official score on the Praxis II Subject Assessment examination. Students are not recommended for a state teaching certificate who have not provided the university with an official copy of the subject area assessment examination.

Student Services

Coastal Carolina University maintains a professional program in student personnel services described in such campus publications as the Coastal Carolina University Student Handbook, the Coastal Carolina University Undergraduate Catalog and the Graduate Studies Catalog. To make students aware of services available to them, information on these services is given to students by the Office of Student Affairs as part of the orientation to the campus and during advisement for classes.

Students in the College are referred to these publications and services in the introductory course experience: EDUC 111, Exploring Teaching as a Profession. A bank of program advisement worksheets reflecting course requirements for individual programs is located online and updated as needed. Additionally, education advisers whose offices are not in Kearns Hall also maintain advisement sheets specific to their assigned advisement fields. Faculty advisers use current copies of the approved program worksheets in the specialized areas in which they advise. The Dean of the College advises faculty regarding specific changes in state teacher certification requirements as they occur to keep advisement current concerning certification guidelines.

One of the ways that the College seeks to be of service to students is in maintaining current information regarding teacher supply and demand in the various teaching certification areas offered by the College. Such information is incorporated into the advisement process so that the prospective teacher can make career decisions based on the most current information available regarding supply and demand for educational personnel. The Dean shares this information with prospective students and their parents at each student orientation and campus visitation day. Finally, the University’s Office of Career Services assists students in the placement process by announcing teaching positions, scheduling on-campus interviews with prospective employers and conducting resume development and interviewing skills seminars. A representative from this office speaks to all students at the beginning and the end of the Internship semester to reinforce appropriate procedures for job seeking and interviewing.

As an extension of student personnel services, the College maintains current files on all education majors including transcripts, advisement worksheets and other pertinent information. These files are used in the advisement process to assist in communicating to students information concerning their progress through their programs and their potential and/or timetable for successfully completing all program requirements. Advisers maintain a basic semester-by-semester record of student progress to assist in making their advisement work more complete. Additionally, advisers complete a senior year audit of all senior-level students to verify this process. Student files are audited to ensure completion of course requirements and procedures that are a part of the student’s approved program. The audit is an important part of preparing
students for program completion and/or graduation. Because the advisement process is an integral part of the overall teacher education program, student evaluation of faculty advisement in the College is gathered as a part of graduate follow-up for total program evaluation. Faculty members who have questions concerning these procedures should direct them to the Dean of the College.
Appendix C

Performance Expectations Elaborations:
Criteria and Standards for Promotion and Tenure
2014-2015

The purpose of this document is to articulate performance expectations for tenure-track faculty within the Spadoni College of Education. The criteria described herein are specific to the college and align to the general guidelines and procedures delineated in Section V: Appointments, Promotion, and Tenure, of the Coastal Carolina University Faculty Manual. All tenure-track faculty members in the Spadoni College of Education are expected to be teacher-scholars who contribute to the larger community consistent with the stated mission of the college and the institution. As members of a professional college within the institution, faculty members in the Spadoni College are charged with the preparation of future and practicing professionals in the field of education. Although all faculty members are expected to engage in quality teaching, scholarly activity, and service, the nature of faculty activities, including their work and workload, will vary depending upon the specific mission of their programmatic area or their area of professional focus (e.g., secondary math education, early and elementary grades education, special education, educational leadership, etc.). For example, some faculty members primarily teach classes on the university main campus, hold regular office hours, advise students in academic degree programs and/or professional licensure programs, and engage in a range of professional activities and services. Other faculty members may expend considerable time and effort in public school classrooms, supervising students in field experiences, working with teachers and/or administrators in service activities, and engaging in action-based research. The college’s approach to the evaluation of progress toward tenure and promotion accommodates these differences in faculty focus, while at the same time establishing baseline expectations that provide a framework to guide department chairs, deans and Promotion and Tenure committees in their review of candidate performance. The following table presents criteria that apply to each level of review relevant to each evaluation category—Teaching, Scholarship, and Service:

<table>
<thead>
<tr>
<th>LEVEL OF REVIEW</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assistant to Associate with Tenure - Tenure for Associate.</td>
<td>Rating of VERY GOOD or higher in each category on at least three annual evaluations.</td>
</tr>
<tr>
<td>- Associate to Full</td>
<td>Rating of OUTSTANDING in two out of three categories (one of which must be scholarship) on at least three annual evaluations within the last five years.</td>
</tr>
<tr>
<td>- Post Tenure Review</td>
<td>Rating of GOOD or higher in each category on at least three annual evaluations since last review.</td>
</tr>
<tr>
<td>- Post Tenure Review (Exceptional)</td>
<td>Rating of OUTSTANDING in each category on at least three annual evaluations since last review.</td>
</tr>
</tbody>
</table>
Teaching

Faculty members in the Spadoni College of Education are expected to model excellence in effective teaching, as evidenced by end-of-course student evaluations, as well as other identified measures below. Faculty candidates are responsible for delineating in narrative how selected artifacts demonstrate teaching effectiveness, as well as currency in the content and best practices within their fields. For the purposes of reappointment (annual reviews), as well as tenure and promotion decisions, teaching effectiveness may also refer to the effective supervision of student clinical experiences.

Scholarship

Scholarly engagement is a hallmark of high quality professional activity. Educational research is grounded in the day-to-day practices of teaching and learning. Highly valued in the field of educational research are results that have important implications for educational practice. A key role of educational scholars is that of making clear the link between research and practice. Indeed, the U.S. Department of Education has identified the “research to practice” gap as a serious problem in American education today. Given the importance of the practical application of research results to professional practice, faculty members must have meaningful involvement in a wide range of programs that impact the field of education and are expected to develop partnerships with colleagues and constituents such as parents, childcare providers, classroom teachers, public school leaders, university faculty and administrators, research investigators, instructional technology managers, public policy developers and other stakeholders. For faculty members in the Spadoni College of Education, scholarly activity is most closely measured by publication in peer-refereed books or scholarly journals and by formal presentations at meetings of scholarly associations. In addition, faculty are also acknowledged for scholarly productivity that generates internal or external funding, as well as practitioner, creative, or SPA-accreditation related publications, though not at the same weighting level as peer-refereed book chapters or journal articles. Neither oral presentations nor conference proceedings will compensate for a lack of peer-refereed publications. Candidates who apply scholarship from previous institutions may do so only as articulated in the original Coastal Carolina University hiring letter or in a clarification contract signed by the dean of the Spadoni College.

Service

Service is an integral responsibility of faculty members in the Spadoni College in that it links academic work to the stated mission of the college and to the improvement of professional practice. The service role of a faculty member is highly valued and encouraged and is to be fully considered in the tenure and promotion process. Service in the Spadoni College may include participation in various unit, college and university committees, as well as service to student or community groups, schools, state agencies, professional associations, or other relevant organizations, including national and international entities. Service activity that is not related to the faculty candidate’s area of expertise and is inconsistent with his or her role and responsibilities within the college is not relevant to the tenure and promotion process. Service experiences may be evidenced by narrative statements written by the faculty candidate delineating service significance, including the duration of time sustained, and the depth of substantive participation, external letters of support summarizing service contributions, news
publications, program promotion, evaluations, commendations, certificates, and testimonials may also be used to document service.

**Promotion and Tenure Faculty Annual Evaluation Rubrics**

**Annual Evaluation Rubric - Teaching**

1) REQUIRED EVIDENCE – Data table and supporting narrative that delineate and interpret the mean of student quantitative course evaluation overall averages within relevant contexts (teaching load, course level, class size...etc.). Courses with return rates less than 20% of final enrollment may be included optionally. Any missing course evaluation data must be addressed in the narrative.

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 4.5</td>
<td>≥ 4.0</td>
<td>≥ 3.5</td>
<td>&lt; 3.5</td>
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</tbody>
</table>

2) OTHER EVIDENCE – Artifacts and supporting narrative that provide evidence of effective teaching and that faculty are current in the content and best practices of their fields. Submit artifacts in any combination of two (2) or more categories A-I.

A) **Course evaluation narratives** – Evidence must include a reflection statement, followed by copies of all student narrative evaluations from each course selected by the candidate.

B) **Teaching observations** – Evidence may include observation reports by peers or administrators, or videos of teaching demonstrating best or innovative practices and accompanied by a written reflective analysis.

C) **Awards/recognition** – Receipt of local, regional or national award or recognition for outstanding teaching or student advising/support. A description of the awarding unit and the selection process is required to facilitate the interpretation of rigor, relevance and stature.

D) **Curriculum development** - Development of new or innovative courses or programs aligned to appropriate professional and/or accreditation standards. Evidence may include syllabi, rubrics, program proposals...etc.

E) **Student achievement** – Evidence may include data supporting externally recognized accomplishments (such as certifications, exam scores, student scholarship...etc.), authentic student products demonstrating best practices, or summaries of data tracking student assessment and/or performance. The link to the influence of the instructor as a causal factor in students’ success must be explicitly delineated.

F) **Professional development** - Evidence may include participation in workshops, courses, or other relevant learning experiences designed to enhance teaching performance, and/or to earn or maintain relevant certifications.
I) **Other evidence of teaching effectiveness**

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is evidence that teaching activities were performed at exceptionally high levels of quality, meriting local, regional or national recognition, and requiring substantial and sustained effort.</td>
<td>There is evidence that teaching activities were performed at high levels of quality, requiring substantial and sustained effort.</td>
<td>There is evidence that teaching activities were performed at acceptable levels of quality.</td>
<td>There is little evidence that teaching activities were performed at acceptable levels of quality.</td>
</tr>
</tbody>
</table>

**Annual Evaluation Rubric - Scholarship**

**EVIDENCE – Artifacts and supporting narrative** that delineate the level of (author) contribution and rigor of review.

A) **Peer-reviewed Publications** – Article, monograph, or chapter refereed by editorial board and published in journals or books relevant to the field. Evidence may include photocopies of the cover page, table of contents, and the complete article/chapter. If published electronically, a printed copy, the direct URL to the document or citation, and the direct URL to the journal home page may be included. Conference proceedings papers do not count for this category.

B) **Major Grant** – Sustained and substantive funding for a research or practitioner project relevant to the field with the faculty candidate listed as lead or co-principal investigator. Evidence must include copies of the original RFP, the final proposal, and a letter of acceptance.

C) **Book** – First edition textbook or other scholarly work that contributes to the knowledgebase of the field, with the candidate listed as author or editor, published by a reputable entity. Evidence must include full bibliographic citation and ISBN, copy of the table of contents, and a chapter excerpt.

D) **Presentations** – Refereed presentation of research and/or practice at conferences, conventions, or
meetings of membership associations or other professional entities relevant to the field. Evidence may include letters of acceptance, schedules or programs listing the session, or copies of proceedings papers.

E) **Book revision** – 2nd or later edition. Evidence must include full bibliographic citation and ISBN, copy of the table of contents, and a chapter excerpt.

F) **Book review** – Published by a reputable entity on a topic relevant to the field. Evidence must include full bibliographic citation and ISBN (if applicable), copy of the table of contents, and copy of the review as published.

G) **Non-refereed Publication** – Article or monograph published in a non-PRJ, such as a magazine or trade publication, on a topic relevant to the field. Evidence must include full bibliographic citation and a copy of the article as published.

H) **Creative work** – Products such as children’s books, poetry, videos, web blogs, software programs…etc., published by reputable entities and intended to serve the practitioner community.

I) **SPA report** – Reports written to satisfy professional association standards for national accreditation are considered scholarship. Evidence must include copies of the complete report, as submitted.

J) **Minor grant** – Internal or external funding not considered sustained and substantive (such as a university enhancement grant) for a research or practitioner project relevant to the field with the faculty candidate listed as lead or co-principal investigator. Evidence must include copies of the original RFP, the final proposal, and a letter of acceptance.

K) **Major Grant (Unfunded)** – Complete full proposals for sustained and substantive funding for a research or practitioner project relevant to the field, with the faculty candidate listed as lead or co-principal investigator. Evidence must include copies of the original RFP, the final full proposal, and documentation that the proposal was either submitted and denied, or submitted and still under review. Unsuccessful pre-proposals or queries do not count for this category.

L) **Submitted Manuscript** – Complete manuscript submitted to a PRJ or non-PRJ, such as a magazine or trade publication, on a topic relevant to the field. Evidence must include official notification of receipt.

M) **Submitted Program Proposal** – Complete manuscript of a proposal for a new academic program submitted for external review, such as to CHE. Evidence must include official notification of receipt.

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (any combination) A-M, including at least 1 A-C.</td>
<td>3 (any combination) A-M, including at least 1 A-C.</td>
<td>2 (any combination) D-M.</td>
<td>1 D-M.</td>
</tr>
<tr>
<td>Or</td>
<td>Or</td>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>2 (any combination) A-C.</td>
<td></td>
<td>1 A-C.</td>
<td></td>
</tr>
</tbody>
</table>
Annual Evaluation Rubric – Service

1. **EVIDENCE** – Itemized narrative delineating service activities with unit, college, university, community and/or professional constituents. Duration of participation and amount of effort invested must be articulated. Evidence of external recognition at local, regional or national levels is encouraged. Service activities must relate to the mission of the college or university.

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
</table>

A) University/college committees.
B) Professional organizations.
C) Community organizations.
D) Student organizations.
E) Faculty (mentoring).
F) PK-12 partnerships.
G) Promotion/marketing activities.
H) Workshops, guest lectures, or consultations.
I) Grant, project, resource, or event administration.
J) Unit administration/coordination.
K) Report writing.
L) Other evidence.
Appendix D

Components of the Annual Faculty Evaluation Activity Log

SPADONI COLLEGE OF EDUCATION
COASTAL CAROLINA UNIVERSITY
ANNUAL FACULTY EVALUATION ACTIVITY LOG

The following evaluation format represents an adaptation of the basic faculty evaluation criteria recommended by the Faculty Senate of Coastal Carolina University. The major components of this design include the areas of teaching effectiveness, scholarship, professional accomplishments, and service.

Faculty Member’s Name:
Current Academic Year:
Beginning Employment Date at Coastal Carolina University:

I. TEACHING EFFECTIVENESS

1) Teaching Schedule:

Complete the table below by inserting the course titles and final enrollments per semester/session for the academic year.

<table>
<thead>
<tr>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) EDXX – xx</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

2) Number of Advisees:

Complete the table below by inserting the number of your advisees per semester/session

<table>
<thead>
<tr>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3) Quantitative Course Evaluations:

Complete the table below by inserting your overall mean evaluation scores per course, calculated by averaging the individual question means provided by the Office of Institutional Research.

<table>
<thead>
<tr>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) EDXX – 4.xx</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

4) Other Evidence of Teaching Effectiveness

List in the space provided other evidence of teaching effectiveness. This may include reflections on course evaluation narratives, formal teaching observations, awards or other recognition, curriculum development, student achievement, and participation in professional development. Consult the official annual faculty evaluation rubric and conclude this section with a proposed self-rating (Outstanding, Very Good, Good, or Needs Improvement) and summary rationale.

II. SCHOLARSHIP

List in the space provided evidence of scholarly productivity. This may include APA citations for peer-reviewed publications, major/minor grants, books, book revisions/reviews, presentations, non-refereed publications, creative works, SPA reports, unfunded major grants, submitted manuscripts, and submitted program proposals. Consult the official annual faculty evaluation rubric and conclude this section with a proposed self-rating (Outstanding, Very Good, Good, or Needs Improvement) and summary rationale that addresses your level of contribution and the rigor of the review for each cited artifact.

III. SERVICE

List in the space provided evidence of service activities with unit, college, university, community and/or professional constituents. This may include university/college committees, professional/community/student organizations, faculty mentoring, PK-12 partnerships, promotion and marketing activities, workshops, guest lectures, consultations, administration of grants/projects/resources/events, administration/coordination of units, writing reports, or other similar evidence. Consult the official annual faculty evaluation rubric and conclude this section with a proposed self-rating (Outstanding, Very Good, Good, or Needs Improvement) and summary rationale that addresses the duration of participation and amount of effort invested.
IV. PROFESSIONAL EMPHASIS AREAS FOR THE FUTURE

List 4 to 6 specific professional goals which you have selected to guide you during the forthcoming academic year. Be as specific as possible. Consider strongly such areas as conference attendance and presentation, scholarly writing, professional association activities, etc.
Appendix E

Curriculum Proposal Workflow

1. Proposals already reviewed and approved at the department level should be submitted to the Chair of the College’s Curriculum Committee.

2. Upon receipt of a proposal(s), the Chair of the Committee will send the proposal to all Committee members who will then distribute the proposal to their respective department chair and faculty members in their department.

3. The proposal will then be placed on the Curriculum Committee agenda for an upcoming meeting.

4. Departmental representatives to the Committee (committee members) will collect feedback from their departmental chair and faculty prior to the meeting date.

5. Submitted proposals will be discussed and voted on during the meeting of the Committee.

6. All curriculum proposal decisions of the Committee, favorable and unfavorable, will be reported to the full faculty of the College.

7. Where a favorable decision is reported out of the Committee, this curriculum proposal will become an agenda item for the full faculty to consider on behalf of the College.

8. When the faculty of the College approves a curriculum change, the Dean of the College will forward the proposal for change to the University’s Committee on Academic Affairs or Graduate Council as appropriate.

9. Curriculum changes approved by the University’s Committee on Academic Affairs or Graduate Council are sent to the University Faculty Senate for consideration.

10. Changes approved by the Faculty Senate are sent to the University Provost/President for final approval.
## Appendix F

### Abbreviation Directory

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACTE</td>
<td>American Association of Colleges for Teacher Education</td>
</tr>
<tr>
<td>ACEI</td>
<td>Association for Childhood Education International</td>
</tr>
<tr>
<td>ADEPT</td>
<td>Assisting, Developing, and Evaluating Professional Teaching</td>
</tr>
<tr>
<td>AFI</td>
<td>Area for Improvement</td>
</tr>
<tr>
<td>AIMS</td>
<td>Assessment Information Management System</td>
</tr>
<tr>
<td>AMLE</td>
<td>Association for Middle Level Education</td>
</tr>
<tr>
<td>APS</td>
<td>ADEPT Performance Standards</td>
</tr>
<tr>
<td>ARS</td>
<td>Annual Report System</td>
</tr>
<tr>
<td>BOE</td>
<td>Board of Examiners</td>
</tr>
<tr>
<td>C-Base</td>
<td>College Basic Academic Subjects Examination</td>
</tr>
<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
</tr>
<tr>
<td>CERRA</td>
<td>Center for Educator Recruitment, Retention, and Advancement</td>
</tr>
<tr>
<td>CeTEAL</td>
<td>Center for Teaching Excellence to Advance Learning</td>
</tr>
<tr>
<td>CF</td>
<td>Conceptual Framework</td>
</tr>
<tr>
<td>CHE</td>
<td>Commission on Higher Education</td>
</tr>
<tr>
<td>COOL</td>
<td>Coastal Office of Online Learning</td>
</tr>
<tr>
<td>EEDA</td>
<td>Education and Economic Development Act</td>
</tr>
<tr>
<td>ELCC</td>
<td>Educational Leadership Constituent Council</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>GRE</td>
<td>Graduate Record Examination</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>IHE</td>
<td>Institution of Higher Education</td>
</tr>
<tr>
<td>IR</td>
<td>Institutional Report</td>
</tr>
<tr>
<td>ISTE/NETS</td>
<td>International Society for Technology Education/National Educational Technology Standards</td>
</tr>
<tr>
<td>LIFE</td>
<td>Learning is for Everyone Program</td>
</tr>
<tr>
<td>LiveText</td>
<td>SCOE’s Electronic Assessment Data System</td>
</tr>
<tr>
<td>MAT</td>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>MAT</td>
<td>Master of Arts in Teaching</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Master of Education</td>
</tr>
<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td>NASAD</td>
<td>National Association of Schools of Art and Design</td>
</tr>
<tr>
<td>NASM</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>NBTS</td>
<td>National Board for Professional Teaching Standards</td>
</tr>
<tr>
<td>NCATE</td>
<td>National Council for Accreditation of Teacher education</td>
</tr>
<tr>
<td>NCSS</td>
<td>National Council for the Social Studies</td>
</tr>
<tr>
<td>NCTE</td>
<td>National Council of Teachers of English</td>
</tr>
<tr>
<td>NCTM</td>
<td>National Council of Teachers of Mathematics</td>
</tr>
<tr>
<td>NETS-A</td>
<td>National Educational Technology Standards for Administrators</td>
</tr>
<tr>
<td>NETS-T</td>
<td>National Educational Technology Standards for Teachers</td>
</tr>
<tr>
<td>PADEPP</td>
<td>Program for Assisting, Developing, and Evaluating Principal Performance</td>
</tr>
<tr>
<td>PPTE</td>
<td>Professional Program in Teacher education</td>
</tr>
<tr>
<td>PRAXIS I</td>
<td>Pre-Professional Skills Test</td>
</tr>
<tr>
<td>PRAXIS II</td>
<td>Content Knowledge and Licensure Tests</td>
</tr>
<tr>
<td>PRAXIS PLT</td>
<td>Principles of Learning and Teaching Tests</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>PRC</td>
<td>Program Review Committee</td>
</tr>
<tr>
<td>SACS</td>
<td>Southern Association of Colleges and Schools</td>
</tr>
<tr>
<td>SAFE-T</td>
<td>Summative ADEPT Formal Evaluation of Teachers</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
</tr>
<tr>
<td>SCDE</td>
<td>South Carolina Department of Education</td>
</tr>
<tr>
<td>SDE</td>
<td>State Department of Education</td>
</tr>
<tr>
<td>SHAPE</td>
<td>Society of Health and Physical Educators</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcome</td>
</tr>
<tr>
<td>SPA</td>
<td>Specialized Professional Association</td>
</tr>
<tr>
<td>TEAL</td>
<td>Technology in Education to Advance Learning</td>
</tr>
<tr>
<td>TWS</td>
<td>Teacher Work Sample</td>
</tr>
</tbody>
</table>