

# **Spadoni College of Education**

## ***Faculty Manual***

**Coastal Carolina University Conway, South Carolina 29526**

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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 *Faculty Manual* provides an overview of the policies and procedures of the Spadoni College of Education at Coastal Carolina University. The primary intent of the *Manual* 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 manual 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 manual 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 manual 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 *Faculty Manual* 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 manual 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 2017-2018 Leadership Team and Dr. Nancy Ratcliff for their contributions to the dialog regarding the College’s policies and procedures and for their specific edits to 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 *Faculty Manual* may be addressed to the Office of the Dean, Prince Bldg. 215-A, Coastal Carolina University, Conway, SC 29526; 843-349-2773; [ejadalla@coastal.edu](mailto:ejadalla@coastal.edu).

Edward Jadallah, Dean  
Spadoni College of Education  
Vice President Online Education and Teaching  
Excellence

# SPADONI COLLEGE OF EDUCATION OVERVIEW

## Our Vision

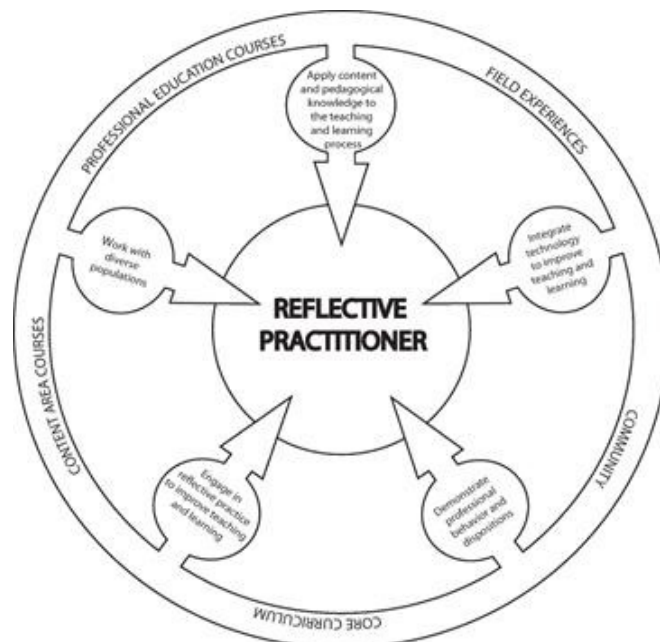
The Spadoni College of Education will distinguish itself as a leader in developing reflective, collaborative, and culturally inclusive professionals who positively impact student learning and development.

## Our Mission

To prepare practitioners who are culturally inclusive, reflective, innovative, and who advocate for equitable educational opportunities for every learner.

## 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, 3BC, 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

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.

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.

# COLLEGE ADMINISTRATION AND GOVERNANCE

## Governance

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 efficient, effective, represent high quality in their delivery and service to students. Additionally, the Dean is responsible for the Early Childhood Development and Literacy Center, Biddle Center for Teaching, Learning, and Community Engagement, the Center for Excellence and Academic Advising, the Consortium for Educational Research and Evaluation (CERE), and the Learning Is for Everyone (LIFE) Program. The organizational chart for the College is located in Appendix A.

Coastal Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Spadoni College of Education is accredited by NCATE, and programs are recognized by their Specialized Professional Association.

## Administration

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

### 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, and
- review and supplement department chairs annual written evaluation of each faculty member.

## 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, curriculum, and assessment. Specific responsibilities include:

- serve on the University-wide Assessment Committee for Student Learning Outcomes,
- collaboration with Director of Assessment, Program Evaluation, and Accreditation in coordinating the collection of assessment data and reports for NCATE/CAEP, SPAs, and Annual Program Reports,
- serve on the College Assessment Committee,
- coordinate the submission of semester and summer course schedules with the Department Chairs 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,
- assist the Dean with Special Projects,
- 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 fundraising events,
- serve on the University Suspension Appeal Committee,
- administer and coordinate course revalidation requests,
- coordinate college and departmental representation on university committees,
- collaborate with the Department Chairs to update program descriptions (e.g., catalog, brochures, websites, etc.),
- facilitate undergraduate and graduate student recruitment and retention efforts, and
- other duties as assigned by Dean.

## Department Chairs

[https://www.coastal.edu/policies/pdf/acad-114\\_academic\\_director\\_department\\_chair.pdf](https://www.coastal.edu/policies/pdf/acad-114_academic_director_department_chair.pdf)

The Department Chair collaborates with the Dean to provide academic leadership and administrative oversight for their respective departments. The Department Chairs work with their Program Coordinators and faculty to:

- coordinate course/faculty schedules for all program areas each semester,
- conduct formative assessments and annual evaluation reports of all faculty and teaching associates,
- facilitate guidance and implement policies and procedures for pre-tenure, tenure, post-tenure and promotion review,
- assess possible needs for and coordinate program changes, including program representation at university-level curriculum committees as applicable,
- coordinate with the Director of Center for Excellence and Academic Advisement all program modifications and requirements,
- coordinate curriculum development,
- coordinate search procedures for hiring faculty (new faculty, lecturers, and teaching associates),
- oversee consistency of all course syllabi while assuring their fidelity to Spadoni College of Education standards,
- oversee credentialing for full-time and part-time faculty,
- address program area and faculty related student issues,
- oversee equitable faculty distribution of service,
- assure the identification of mentors for new faculty, and
- other duties as directed by the Dean.

### Program Coordinator

<https://www.coastal.edu/policies/pdf/acad-sena%20115%20program%20coordinator.pdf>

Program Coordinators collaborate with the Department Chairs, and the Associate Dean to provide academic leadership and administrative oversight for undergraduate and graduate program areas. Program Coordinators will as applicable:

- serve as point of contact and liaison between the program and department chair,
- collaborate with department chair to coordinate student recruitment and retention efforts and monitor program and economic viability,
- ensure program representation in pre-registration, orientation and advisement activities,
- address students who demonstrate unprofessional behaviors or performance concerns in concert with the faculty member who identifies concerns,
- serve as the point of contact for students pursuing add-on licensure,
- coordinate instructional assignments, materials and resources, scheduling, and mentoring of teaching associates,
- coordinate graduate admission processes and communicate with prospective students,
- collaborate with the Director of the Center for Excellence and Academic Advisement to review new/transfer student files in a timely manner,
- project resources for undergraduate and/or graduate programs to be approved and submitted to the Department Chair,
- develop and submit schedules for each program,
- update program descriptions for publications and marketing (e.g., catalog, website, brochures, etc.),

- assess the need for and coordinate program changes with college and/or university curriculum procedures,
- work with program area faculty to analyze program assessment data and develop written reports,
- mentor faculty members to ensure they are familiar with advising students, ordering textbooks, scheduling, conceptual framework, assessment tools, etc.,
- project faculty needs and assist in the search and screening process,
- coordinate internship and practicum placements,
- represent the program to internal and external constituencies, and
- other duties as directed by the Dean.

### Director for the Center for Excellence, Academic Advising, and Student Services

The Director for the Center for Excellence, Academic Advising, and Student Services collaborates with the administrative team and faculty to provide oversight for student advising, recruitment, retention, and clinical experiences. The Director will:

- supervise personnel associated with the Center,
- implement and evaluate support systems that assist both pre-professional and professional candidates in satisfying all program and state licensure requirements,
- direct all academic advising processes and requirements,
- oversee hiring and training of university supervisors,
- serve as liaison between the Spadoni College of Education and local technical colleges,
- coordinate admission into the professional program in teacher education,
- generate information for yearly reports,
- attend all University meetings where academic information is shared,
- update and verify current information in publications and online sources in the area of student services,
- facilitate cross training and professional development opportunities for mentor teachers, university supervisors, and higher education, and
- other duties assigned by the Dean.

### Director of Program Evaluation and Accreditation

The Director of Program Evaluation and Accreditation will work with the Spadoni College of Education and Associate Dean in the ongoing development, implementation, and maintenance of assessment systems that provide access to data about the college and its programs with emphasis on upon addressing state, SPA, and CAEP requirements. The Director will:

- work with the teacher education unit and its affiliated programs to develop and maintain an assessment system,
- Coordinate collection and analysis of data for accreditation and program improvement purposes,
- effectively communicates with commercial vendor to enable generation of unit- and program-level data,

- develops and maintains databases to support tracking and data collection from programs, field experiences, graduates/alumni, employers, local school districts, and the department of education to support program and unit accreditation efforts,
- works with Institutional Research and other appropriate University offices to acquire necessary data to meet the assessment and research needs of the college and its departments and programs,
- assists the Associate Dean in preparing and submitting unit, college, and program assessment reports that are consistent with the required standards of CAEP, the state of South Carolina teacher preparation program accreditation standards and supports production of internal reports as required by the University and Spadoni College of Education,
- works with program coordinators and faculty to ensure reliability and validity of key assessments and to identify and communicate evidence-based recommendations targeting candidate learning and program improvement, and
- represents the university and the Spadoni College of Education by participating in professional meetings and conferences related to assessment, evaluation, research, and research methodologies.

## **PROGRAMS AND CENTERS**

The College offers initial teacher certification programs through five undergraduate programs and through one graduate program, the Master of Arts in Teaching (MAT). Additionally, graduate study provides students the opportunity to earn advanced teaching credentials, prepare for leadership roles in schools and school districts, and refine expertise in a variety of content areas. Degree programs in the College include:

### **Undergraduate Programs**

- 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: Multi-Categorical (PreK – 12)

### **Graduate Programs**

- Master of Arts in Teaching (MAT), with specializations in: ○ English (Grades 9 – 12) ○ Music (Pre-K – Grade 12) ○ Social Studies (Grades 9 – 12) ○ Mathematics (Grades 9 – 12) ○ Science (Grades 9 – 12)
- Master of Education in Educational Leadership
- Master of Education in Instructional Technology
- Master of Education in Literacy, Language, and Culture
- Master of Education in Special Education
- Specialist in Educational Leadership
- Specialist in Instructional Technology
- Doctor of Philosophy in Education

## Certificate Programs

- Online Teaching and Training Certification
- English for Speakers of Other Languages Certification

For information about add-on licensures see the South Carolina Educator Licensure manual <https://ed.sc.gov/educators/certification/certification-legislation-and-policy/certification-regulations/add-on-guidelines/>

## Biddle Center

The Biddle Center for Teaching, Learning and Community Engagement is the public outreach and applied research arm of Coastal Carolina University for grades K-16 students, families, community and related agencies. The Center seeks to promote a community of academically successful and supported grades K-16 students. The Biddle Center for Teaching, Learning and Community Engagement seeks to strengthen the community through education and to strengthen education through the support of the community.

## LIFE Program

The Coastal Carolina University LIFE program is a four-year tuition based, postsecondary education and transition program for young adults who have mild to moderate intellectual and/or developmental disabilities as defined for the American Association for Intellectual and Developmental Disabilities (AAIDD). The program, which began in 2009, is a cohort-structured program enrolling six to eight students each year.

## Center for Academic Excellence and Advising

The Mission of the Center for Excellence and Academic Advising is to encourage and support the academic success of all Spadoni College of Education students, from orientation through the completion of their academic goals. This mission is carried out by teaching, advising, tutoring, mentoring, and offering programs and services which focus on First Year programs, transfer students, and collaborations with program faculty.

## Clinical Program Coordination

All field experiences in teacher education programs are administered by the Center for Excellence and Academic Advising. This office serves as the formal contact for field experiences and works with district offices 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 are maintained by this office, included in the working agreements with school districts, and electronically distributed as appropriate to participating teachers.

## Program/Course Delivery

The programs of the College are made available through a variety of delivery formats throughout the year. Discussions and decisions related to course delivery formats should start at the program level.

## Partnerships

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. 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.

## **COLLEGE COMMITTEES AND ADVISORY GROUPS**

Standing Committees and Advisory Groups shall be organized to serve in an ongoing capacity to conduct recurring College business and advise the College. 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, departmental faculty, or the full faculty of the College. Membership selection for service on College committees shall follow the guidelines explained in this document. College Standing Committees and Advisory Groups are as follows:

### Admissions Committees:

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

The PPTE Admissions Committee (Portal I) 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 program coordinators from each of the College's initial licensure programs, and the Director of Clinical Experiences and Educator Licensure. The Director of the Center for Excellence and Academic Advising attends as a nonvoting member. 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.

#### 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.



## 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 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, or Provisional Admission. 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. Provisional Admission is granted when students apply before finishing a degree and last grades and transcripts need to be submitted and approved prior to full admission status.

## Committees and Advisory Groups of the College

### Ad Hoc Committees

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

### Assessment Committee

It is the responsibility of the Assessment Committee to monitor and recommend needed changes to the Assessment System of the College. It is also 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, and the Field

Experiences 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.

#### 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.

#### 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 shall consist of all tenured faculty members in the unit excluding those who must recuse themselves. Candidates for promotion and/or tenure, candidates undergoing post-tenure review, faculty with administrative appointments (as defined by the CCU Faculty Manual, 4.6.1 Membership, p. 15), members of the University Promotion and Tenure committee, and the Chair of the Faculty Senate are not eligible to serve on college promotion and tenure committees. The chair of the Committee is selected from its membership. Only faculty at or above the rank for which the individual is being considered may propose, second, or vote on decisions involving the promotion.

#### 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, and proposals for course and/or program elimination shall be reviewed by the Committee. Proposals are reviewed for conformity with the mission of the college, need for the course or program, quality of the course or program, and feasibility of offering the course or program. In accordance with procedural processes, recommendations for change in curriculum proceed from the program area to the Department Chair; from the Department Chair to their faculty to solicit input

regarding the proposed curricular change. If supported by the Department Chair, including related input from the faculty, the proposal moves forward to the Curriculum Committee. With approval from the Curriculum Committee, the proposal proceeds to the Dean. Major changes approved by the Committee that have college-wide implications are sent by the Dean to the faculty for vote. 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. Individuals or groups of individuals may make proposals and recommendations to the Committee. Each program area will establish its own curriculum procedures within the structure outlined above.

Committee membership is comprised of one faculty representative from each program area and Foundations. Program areas and Foundations will elect their member. Representation may include faculty that are tenure and tenure-track. Membership on the Committee is 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. One member of the Committee shall also serve on the University Academic Affairs Committee and one member shall serve on the University Graduate Council. Program Coordinators will be invited to meetings when proposals from their programs are being considered. The Committee meets monthly during the regular academic year.

#### 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, Chairs, and Program Coordinators. 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.

#### 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 which ensures a membership that has representation from both the undergraduate and graduate program levels along with 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. If a petition is considered from a student in a program from which no committee member comes, 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.

#### Teacher Education Advisory Council

The Teacher Education Advisory Council (TEAC) provides a forum to communicate and discuss ideas, needs, and proposed changes regarding the educator preparation programs. 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.

### Technology Committee

The purpose of the Technology Committee is to review and make recommendations for collegewide technology infrastructure needs and purchase requests. The Technology Committee 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.

## **FACULTY ROLES AND RESPONSIBILITIES**

Faculty members are expected to maintain professional competence and currency in their academic disciplines through on-going professional development and by pursuing continued learning, scholarship, and professional service. The following discussion focuses on the important skills our faculty must demonstrate to be successful in the Spadoni College of Education.

### **Collegiality**

Collegiality among all stakeholders in the College is not only expected but required to foster an environment that supports appropriate professional dispositions among prospective and current educators. Further, all stakeholders in the College are expected to actively uphold professional ethics by showing respect for the opinion of others, striving for objectivity in their professional judgment of colleagues, and are expected to assume a fair share of responsibility in college activities.

### **Curriculum**

Faculty in individual programs 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. Recommendations for curricular changes shall be forwarded to the Department. After review by the department, the Department Chair will forward proposed changes to the Curriculum Committee of the College.

### **Dual Employment**

Employment and compensation in excess of an employee's regular salary for temporary, part-time contractual, honoraria, or consultative service performed for any State agency is considered "dual employment" and must be approved by the SC State Budget and Control Board (University Policy FAST-HREO-217 Dual Employment and Outside Employment).

<https://www.coastal.edu/policies/policyDetails.html?x=195>

### **Faculty Absence**

Each faculty member is expected to conduct classes according to the published schedule. In the event that a class must be canceled, the faculty member must notify the Department Chair or the Office of the College Dean before the scheduled class meeting.

### **Faculty Advising**

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 as needed throughout the academic year since advising is a continuous process. Preprofessional advising is completed by advisors in the Center for Excellence and Academic Advising. Students who have been admitted to the professional program, or are completing a graduate program, are advised by faculty in their specific program. Academic advising is an integral part of the learning process. Students learn

about such things as degree requirements, course sequencing, career opportunities, and campus resources. One of the most valuable resources available to the advisor is the program evaluation tool located in WebAdvisor at <https://webadvisor.coastal.edu>.

Faculty also have the responsibility to:

- be accessible and observe office hours,
- provide a rationale for curriculum and required courses,
- assist students in planning their program of study,
- make appropriate referrals to campus resources,
- keep informed of academic information and regulations,
- monitor advisees' academic and dispositional progress towards graduation, and
- develop improvement plans when any advisee does not meet requirements for continuing in the program

Academic advising requires a substantial amount of knowledge and energy on the part of faculty. However, this process encourages informed and responsible decision-making for our students. Ultimately, each student is responsible for understanding and completing all degree requirements.

### Family Educational Rights and Privacy Act (FERPA)

A student's privacy must be protected 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 <https://www.coastal.edu/registrar/studentrights/>,
- never posting grades for students by social security number or student ID in public areas (use 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 telephone,
- never giving out academic information in person to anyone except a student who has valid photo identification if you cannot personally identify the student, and
- never distributing any student's directory information.

### Membership

Faculty of the College consist of the Dean, Associate Dean, Department Chairs, 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).

As identified in the *Coastal Carolina University Faculty Manual*, “All faculty members at the University should consult the *Coastal Carolina University Faculty Manual*, Section IV – Faculty Responsibilities and Rights”

[https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/facultysenate/facultymanuals/2019\\_2020\\_Faculty\\_Manual.pdf](https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/facultysenate/facultymanuals/2019_2020_Faculty_Manual.pdf), 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. Teaching responsibilities are further defined in the Guide for Teaching Faculty [https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/ceteal/guideforteachingfaculty/Guide for Teaching Faculty.pdf](https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/ceteal/guideforteachingfaculty/Guide%20for%20Teaching%20Faculty.pdf).

## Maintenance, Storage, and Destruction of Departmental Student Advising Records

Student files that are created and maintained for departmental advising purposes are confidential and subject to the provisions of laws. Therefore, they should be stored in a secure environment which is not subject to unwarranted access by non-academic personnel. Upon completion of a student's academic career by graduation or matriculation, the advising records should continue to be treated as confidential material and shredded or incinerated within two years.

## Office Hours

Each faculty member in the College is expected to maintain a minimum of six (6) on-campus office hours each week. Office hours are to be posted outside the faculty member's office and listed on each course syllabus so that students may know 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, and their immediate supervisor should be notified.

## Often Used Forms

There are a number of important and frequently used forms that faculty advisers need to become familiar with and frequently use.

- *Course Substitution* – This form is used when it has been determined that a student has taken an equivalent course at another institution, and it does not show on the student's program evaluation or transfer equivalency form (TRER). The TRER can be found in WebAdvisor.
- *Grade Assignment/Correction for “NG”* – This form is used when a grade for a student has not entered.
- *Grade Assignment of Incomplete* – This form is used when it has been determined that a student was prevented from completing some portion of assigned work in a course due to unanticipated work-related responsibility, family hardship, illness, or accident.
- *Grade Change* – This form is used when a faculty member needs to change a grade.
- *Grade Make-up for Incomplete* - This form is used after the student has met all requirements needed to remove the I grade.
- *Special Permission to Enroll in Classes* – This form is used when a student is unable to register for a class due to any of the following reasons:

- when the class cap has been met with seats available in the room,
- when the course requires that the instructor must give permission to enroll,
- when the student has not met all pre-requisites for the course,
- when the student is wanting permission to enroll in more than 18 hours, and
- when a class restriction exists.
- *Student Change of Major*- This form is used when a student decides to change his/her major.
- *Student Special Enrollment Request* – This form is used when a student wants to take a course at another institution and transfer the credit to CCU.

## Professional Development and Travel Funding

Support for faculty development may be provided through travel funds to full-time faculty for professional travel. Every tenure-track faculty member and lecturer will receive \$1500 for approved scholarly and professional development travel. Fall travel requests must be completed by September 1, and Spring/Summer travel requests must be completed by February 1. Full-time tenure track faculty who are participating in international, national, and state-level scholarship and service activities that facilitate accomplishment of career milestones related to promotion and tenure may request additional travel funds bi-annually. Priority will be given in the following order:

- 1) faculty moving towards tenure,
- 2) faculty moving towards promotion, and finally
- 3) faculty moving towards post-tenure review.

*Go to Moodle-Resource Sites-Spadoni College of Education-Policies and Procedures-Travel for more complete information.*

A faculty member should note the following when preparing for professional travel. Faculty members:

- are not to expend funds or make any financial commitment until receiving an approved Travel Authorization (TA) signed by the Dean,
- complete the Travel Funding Request and Expense Worksheet at least 30 days in advance of the travel date to avoid reduced or no funding,
- indicate on the Worksheet: departure and return dates/times; date funds should be loaded to Corporate Travel Card, if applicable,
- attach to the Worksheet a copy of the acceptance letter from conference organizers or a copy of the conference program with traveler's name highlighted and MapQuest (when requesting mileage reimbursement), and
- submit signed Worksheet and supporting documentation to the faculty member's administrative assistant.

Priorities for professional travel reimbursement: Presentation (paper, poster), performance or exhibit at professional state, regional, national, and international venues; Commenting as part of a panel or participating in a round table (e.g., invited speaker); Required attendance as member of administrative board for the conference or professional organization.



To request additional funds (up to \$1000), faculty must submit travel authorization and a justification for the additional support. Note that you may only receive partial funding and, of course, there is no guarantee of any additional funding. The travel committee (consisting of department chairs, Associate Dean, and Dean) will be convened to prioritize funding. All travel funding is contingent upon resources available.

## Recruitment, Retention, and Orientation

Each faculty member in the College is expected to participate in student recruitment and orientation initiatives as these are vital to the welfare of our College. As an example, attendance at specific events such as Freshman and Transfer Orientation, Discovery Day, Teacher Cadet Day, Career Fairs is especially important.

## 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 CCU hiring letter or in a clarification contract signed by the dean of the Spadoni College of Education.

The following links may be helpful:

- Institutional Review Board <http://www.coastal.edu/osprs/irb>,
- Funding opportunities - Professional Enhancement Grants are awarded and administered through the Office of the Provost to encourage projects that show potential for significant research, scholarly, creative or instructional contributions and that can serve as the base to acquire additional funding from external sources.  
<https://www.coastal.edu/aboutccu/leadership/provost/professionalenhancementgrants/>

## 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, encouraged, and fully considered in the tenure and promotion process. Service in the Spadoni College may include participation on 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, the depth of substantive participation, and/or external letters of support summarizing service contributions.

### 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 Department Chair. 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. 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. When possible, the Program Coordinator and the Department Chair will give consideration to 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.

### Study Abroad

Faculty are encouraged to lead study abroad experiences. CCU's Faculty Led Short-Term Study Abroad Programs offer eligible students the option to participate in a credit-earning academic experience that involves an overseas travel component and is led by CCU faculty. Depending on the program, students are generally abroad from one to three weeks. Many of the programs are oriented toward specific majors; however, some courses will fulfill Core Curriculum requirements as well as program specific requirements. For more information go to <https://www.coastal.edu/globalinitiatives/facultyopportunities/>

### 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.

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.

## Teaching Load

The typical teaching load for regular faculty is 21 credit hour teaching load within an academic year. Program Coordinators will complete a faculty load of 18 credit hours per academic year. Department Chairs hold the faculty load of 12 credit hours per academic year. Full-time Clinical Faculty hold a 15-hour course load per semester. Other duties directed by the Dean may warrant adjustment to faculty load.

# ACADEMIC PROCEDURES

## Accreditation

Faculty members in the Spadoni College of Education are expected to engage in the assessment and accreditation process. These responsibilities include administering appropriate assessments, analyzing data, and collaborating with other faculty members and staff to produce reports at the program and unit level.

## Assessments

Multiple assessment techniques are used for admission and retention for all programs in the College. Program faculty members are expected to model both traditional and alternative techniques in their classes. Additionally, courses may have a key assessment or dispositions assessment required for data collection to be submitted in the data management system. See <https://www.coastal.edu/education/aboutus/assessment/>.

## Classroom Procedures

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

- write and distribute a syllabus for each course taught using the required Spadoni College of Education syllabus format,
- maintain consistency between course content and the course description in the current University catalog,
- maintain a required assessments and other evaluations of their students,
- 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.
- schedule and post reasonable office hours (a minimum of six hours per week),
- be available for student advisement during registration periods,
- keep current with curriculum changes that influence the advising process,
- maintain accurate files for each advisee,
- promote a work and educational environment free from harassment, and
- assist in providing program accessibility to self-identified qualified students with disabilities by making reasonable accommodations for the disability.

## Course/Program Evaluation

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. Students evaluate education courses at the end of each semester; these evaluations provide student feedback on both instructor and course performance. This mechanism provides broad-based student input into the College's programs. 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 used for course and program improvement.

## Course Syllabi

Faculty are expected to have an updated syllabus for each course every semester. For an example and more information see the Spadoni College of Education Moodle site.

## Final Examinations

During exam week, faculty members are entitled to give final examinations or the equivalent in any of their classes, and this requirement should be clearly articulated in the course syllabus. Final examinations or the equivalent that occur in class must be given each semester in accordance with the published University Final Examination Schedule so that students' final examinations do not conflict with each other. Faculty may use their discretion to make accommodations for students who have justified reasons for not being able to attend an in-class final at its scheduled time. No deviation from the printed schedule for in-class final examinations or the equivalent is permitted unless specific prior approval has been obtained from the authorized College Dean and is reported to the Provost. Faculty teaching online courses who give final exams or the equivalent may choose a due date for these assessments anytime within the University Final Exam Week so long as there is reasonable access for students taking in-class exams. Other faculty electing to assign online final examinations or the equivalent online assignment may select a completion date no earlier than the first day of final examinations and no later than the last day of final examinations as stated in the University Final Examination Schedule. All final examinations or the equivalent online assignments (for online courses) must remain open for a period of at least 48 hours.

No quiz, test, or examination may be given the last day of classes unless reflected on the syllabus and with prior approval of the Dean. This provision applies to all examinations except laboratory examinations. Laboratory examinations may be held the last full week of class.

The Study Day set by the Academic Calendar should be respected as a day for students to prepare for examinations and complete their coursework. Thus no required student activities should be scheduled on this day.

## Grading Policy

Faculty members are expected to follow current grading and grade change procedures as published in the University catalog. Moreover, the grading scale must be published in all course syllabi.

## 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. For more information go to the Moodle site:  
<https://moodle2019.coastal.edu/>.

## 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](http://www.coastal.edu/registrar) to determine the last drop date for each semester. The use of the Moodle technology system to record grades provides students with convenient access.

## 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. 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 <https://www.coastal.edu/forms/>.

## Taking Student Attendance

Faculty members are required to take attendance during the first two weeks of the semester because 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 your Moodle course page or at <https://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.

## Transitional Studies (Senior Privilege)

Transitional Study involves undergraduates enrolling in graduate courses. Students, who have earned a minimum of 90 credits and are within 30 credit hours of completing the requirements for the bachelor’s degree or who have an earned bachelor’s degree, may be permitted to enroll in course or courses for graduate credit. Students are typically expected to have a minimum grade point average of 3.0 on a 4.0 scale and be adequately prepared for graduate work in their field of choice as determined by the graduate program director/coordinator. Some programs may require supporting documents demonstrating the student is prepared for graduate study. Graduate courses available for Transitional Study are numbered 500-699. Transitional Study allows qualified undergraduates 1) to pursue advanced studies enhancing their undergraduate degree, or 2) to begin work towards completing a graduate degree, certificate, or endorsement. Credits earned through Transitional Study

can only be used to satisfy one degree, undergraduate or graduate. The application of credit, once chosen, cannot be changed. The necessary form can be found on the forms page.

## WebAdvisor

WebAdvisor is a secure web interface that allows faculty, staff, and students 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.

<https://webadvisor.coastal.edu>

# **FACULTY APPOINTMENT, PROMOTION, TENURE AND REAPPOINTMENT**

## Faculty Ranks, Associated Faculty Titles, and Promotion and Tenure Guidelines

### Associated Faculty

These are temporary appointments of persons hired to teach on a semester-to-semester or academic year basis dependent upon University needs. Associated Faculty members are not eligible for tenure, and employment is not governed by the Faculty Manual except for issues pertaining to faculty governance, professional obligations, academic freedom, and grievance procedures.

1. **Teaching Lecturer:** To be eligible for the title of Teaching Lecturer, the individual must have completed 18 graduate hours in the relevant discipline, hold a master's degree or meet the established alternative qualifications, and exhibit strong potential for excellence in teaching. This is an annual teaching appointment that may be renewed based on enrollment needs, and appointees are not eligible for tenure. After three years of service, Teaching Lecturers may receive three-year appointments for outstanding performance as per the College policies and procedures. Individuals holding this title are not allowed to vote on issues concerning tenure and promotion policies and procedures for tenured and tenure track faculty.
2. **Teaching Associate:** To be eligible for the title of Teaching Associate the individual must have completed 18 graduate hours in the relevant discipline, and hold a master's degree or meet the established alternative qualifications. Teaching assignments for this title are arranged on a per course basis according to enrollment demands each semester.
3. **Visiting Assistant, Associate, or Professor:** To be eligible for these ranks the appointee must have completed 18 graduate hours in the relevant discipline and hold at least a master's degree, or the established alternative qualifications. Individuals who hold these ranks must be eligible for comparable academic rank elsewhere and may be on leave of absence from a home institution.

### 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.

### 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.



## 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.

## 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 B 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 are considered critical as faculty members engage in the self-evaluation process 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 any merit salary adjustments that are 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 used 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 Department Chair 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 Department Chair and the Dean annually, as a part of this process. If they wish, tenured faculty also may choose to meet with the Dean. Additionally, 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 a deciding factor in earning merit raise, retention, promotion, and tenure.

### Third-Year Review

All faculty members at the rank of Assistant Professor will undergo a third-year review in accordance with college policies and procedures for the purpose of providing feedback to the faculty member concerning their progress toward promotion and tenure.

[https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/facultysenate/facultymanuals/2019\\_2020\\_Faculty\\_Manual.pdf](https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/facultysenate/facultymanuals/2019_2020_Faculty_Manual.pdf) (p. 51)

### 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.

[https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/facultysenate/facultymanuals/2019\\_2020\\_Faculty\\_Manual.pdf](https://www.coastal.edu/media/2015ccuwebsite/contentassets/documents/facultysenate/facultymanuals/2019_2020_Faculty_Manual.pdf) (p. 55)

### 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 or discontinuance of programs.

Tenure is applied for after a probationary period outlined in the faculty member's contract for employment. There are some exceptions in the case of employees at retirement age, extraordinary circumstances, or 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.

Specific Promotion and Tenure Procedures are critical. All faculty and part-time faculty are encouraged to review procedures found in Appendix B.

## STUDENT PROCEDURES

### Academic General Petition

Students have the right to petition decisions or processes they believe to be unfair.

- The student should meet with an adviser, faculty member, program coordinator or department chair to begin the process.
- The student then makes an appointment with the Associate Dean to ensure understanding of the process and required documentation.
- Completed form and all required documentation is submitted to the Associate Dean.
- Petition is distributed for required recommendations and signatures.
- Petition returned to Associate Dean.

<https://www.coastal.edu/forms/getfile.html?fname=provost/GeneralPetition.pdf&type=pdf>

### 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 <https://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.

- 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. <https://www.coastal.edu/disabilityservices>
- The Department of Public Safety provides information about parking permits, campus safety, reporting emergencies and crimes can be found at the Department of Public Safety's website [https://www.coastal.edu/services/safety\\_and\\_security/](https://www.coastal.edu/services/safety_and_security/)
- The Faculty Absence Alert system serves as a process to connect with students that have two (2) consecutive absences in a 100 or 200 level class. After a faculty member has made a first

attempt to make contact (via phone and/or email) with the student following two (2) consecutive absences, the faculty member should contact Student Advocacy and Intervention. <https://www.coastal.edu/sai/>

- Student Health 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. <https://www.coastal.edu/health/>
- The Tutoring and Learning Centers have adopted a tracking procedure that 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. <https://www.coastal.edu/tutoring/>
  - Foreign Language Instructional Center
  - Mathematics Learning Center
  - Writing Center

## 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 are listed in the *Undergraduate Catalog*, the *Graduate Studies Catalog*, and is posted on the University Policies website at [www.coastal.edu/policies](http://www.coastal.edu/policies), [STUD-DSO-330](#). Students who are unsure about this complaint policy are encouraged to consult with their academic advisers. College faculty and advisors should work with students when interest is shown in filing a complaint. For a complaint to be considered the complaint should be in writing.

## **ASSESSMENT, ACCREDITATION, AND PROGRAM APPROVAL**

The Spadoni College of Education is currently accredited by the National Council for Accreditation of Teacher Education (NCATE), and undergraduate and graduate licensure programs are approved by the South Carolina Department of Education (SDE) (<https://ed.sc.gov>). As a part of the accreditation process, each program leading to initial licensure (undergraduate or graduate) must submit a program report to the appropriate Specialized Professional Association (SPA) to earn national recognition.

Faculty members in the Spadoni College of Education are expected to engage in the assessment and accreditation process. These responsibilities include administering appropriate assessments, analyzing data, and collaborating with other faculty member and staff to produce reports at the program and unit level.

## Clinical Experiences

All candidates in the Spadoni College of Education participate in a variety of clinical experiences. Information related to candidate expectations for pre-professional and professional experiences can be found at

<https://www.coastal.edu/education/advisingandstudentservices/clinicalexperiences/>

## Educator Preparation Provider Assessments

Candidates completing any degree in the Spadoni College of Education are required to demonstrate competency in specialized content and pedagogical knowledge. Additionally, candidates must demonstrate the ability to apply their knowledge with all P-12 students. In order to provide evidence of each candidate's competence in these areas, the faculty have designed common assessments to be used in all initial licensure teacher preparation program. A list of these assessments can be found at <https://www.coastal.edu/education/aboutus/assessment/>.

## Undergraduate and Graduate Portals

Requirements for candidates progressing through teacher preparation programs in the Spadoni College of Education have been developed. The portals for both undergraduate and graduate candidates can be found at

[http://catalog.coastal.edu/preview\\_entity.php?catoid=11&ent\\_oid=518&returnto=369](http://catalog.coastal.edu/preview_entity.php?catoid=11&ent_oid=518&returnto=369)

## **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 <https://www.coastal.edu/risk/workerscomp/> 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. <https://www.coastal.edu/health/>

## 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 <https://www.coastal.edu/>.

## 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 should register for the system at <https://www.coastal.edu/emergency/ccualert/>. The Office of Emergency Management provides other important information at <https://www.coastal.edu/emergency/>.

## 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. 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.

## **CHANGES IN POLICIES AND PROCEDURES**

### **Current**

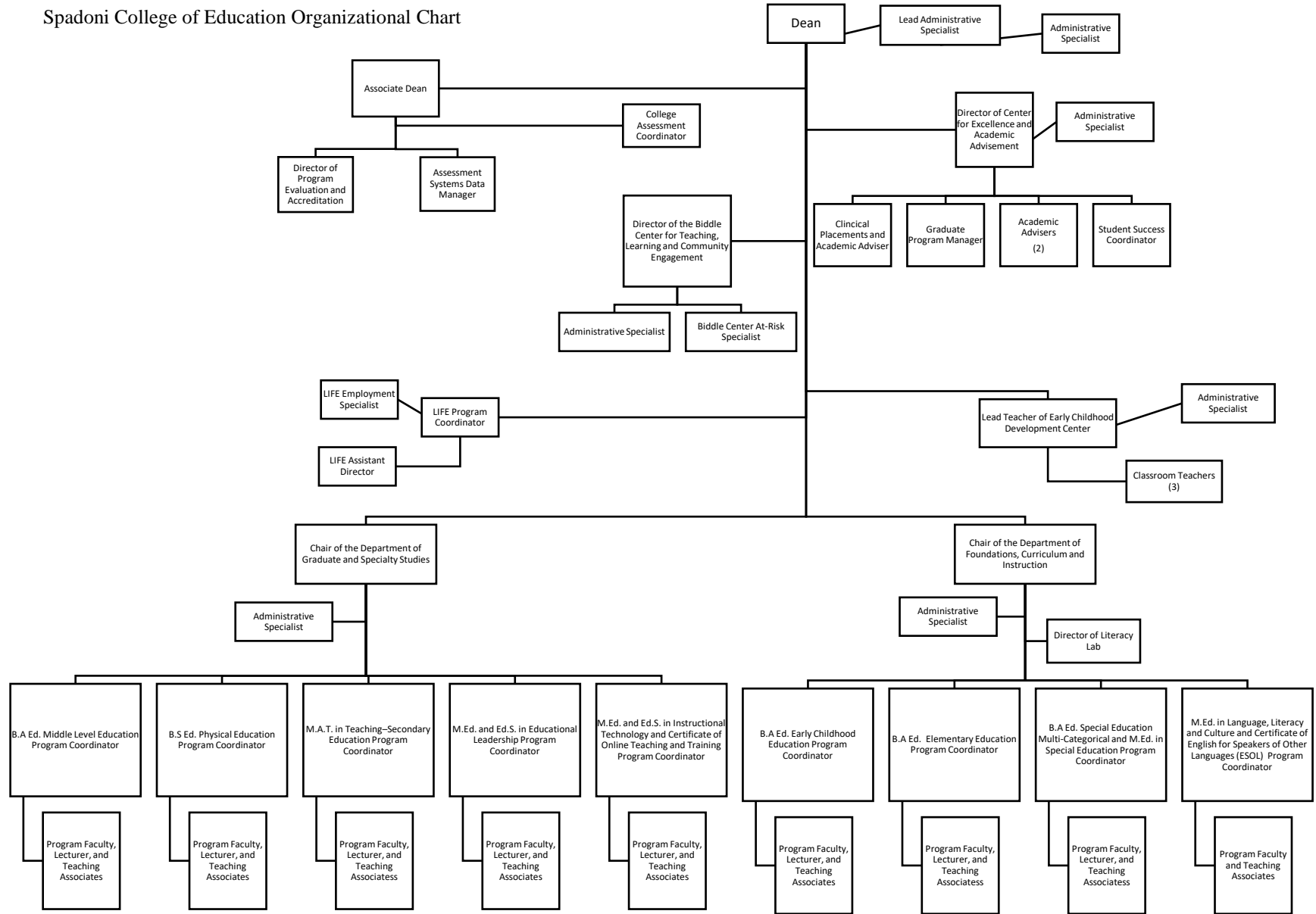
These *Policies and Procedures* may be changed by a 2/3 vote of the total faculty of the College in attendance at any regular or called meeting. A proposal for change may be initiated by the Dean or be recommended by at least five faculty members and is to be distributed to the faculty by the Dean at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

### **Proposed**

These *Policies and Procedures* may be changed by a 2/3 vote of the total faculty of the College. 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 the proposal will be discussed. Ample time will be provided at college meetings for discussion. Voting may occur either by paper ballot at the meeting or via electronic vote.

# APPENDIX A

## Spadoni College of Education Organizational Chart





## APPENDIX B

### Performance Expectations Elaborations: Criteria and Standards for Promotion and Tenure

*Approved 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**:

LEVEL OF REVIEW	CRITERIA
<ul style="list-style-type: none"> <li>- Assistant to Associate with Tenure</li> <li>- Tenure for Associate.</li> </ul>	<p><b>Rating of VERY GOOD or higher in each category on at least three annual evaluations.</b></p>
<ul style="list-style-type: none"> <li>- Associate to Full</li> </ul>	<p><b>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.</b></p>

<b>- Post Tenure Review</b>	<b>Rating of GOOD or higher in each category on at least three annual evaluations since last review.</b>
<b>- Post Tenure Review (Exceptional)</b>	<b>Rating of OUTSTANDING in each category on at least three annual evaluations since last review.</b>