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POLICIES AND PROCEDURES

1. INTRODUCTION AND MISSION

1.A. Introduction

This manual outlines School of Education, Health, and Human Performance (EHHP) policies and procedures. Individual departments, centers, offices, or programs needing specific policies and procedures for their areas may develop them to work in concert with those in place for EHHP.

1.B. Mission

The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can MAKE THE TEACHING – LEARNING CONNECTION create these opportunities through:

- Understanding and valuing the learner,
- Knowing what and how to teach and assess and how to create an environment in which learning occurs, and
- Understanding ourselves as professionals.

2. ORGANIZATIONAL STRUCTURE

2.A. Description of the School of Education, Health, and Human Performance (EHHP)

EHHP is one of six academic schools at the College of Charleston and offers graduate and undergraduate programs as well as service and outreach programs. Undergraduate majors, minors, and concentrations, and graduate masters and certificates are described in the sections for the two departments: Teacher Education (TEDU) and Health and Human Performance (HEHP). Organizational charts demonstrating how the various EHHP positions and programs are coordinated and located at the EHHP website: ehhp.cofc.edu.

EHHP’s conceptual framework, strategic plan, and self-assessment processes guide planning and decision-making. The school’s culture and climate promote partnerships, collaboration, innovation, and a commitment to improved education, health, and human performance.

The Dean and Administrative Council set agendas for EHHP faculty and staff meetings that occur at least once per academic year. Purposes of these meetings include discussions of school-related issues and faculty/staff development.

2.B. Description of Departments and Programs

2.B.1. Department of Teacher Education (TEDU)
The Department of Teacher Education offers undergraduate and graduate programs leading to initial state certification in early childhood, elementary, middle level, special, and secondary education, which requires a cognate major in education and a major in an academic field. The Master of Arts in Teaching (M.A.T.) degree is available in early childhood, elementary, middle grades, special education, and performing arts.

The department also provides two advanced programs: Master of Education (M. Ed.) program in Teaching, Learning, and Advocacy (MTLA), and advanced interdisciplinary M.Ed. programs in Science and Mathematics for Teachers (SMFT), and Language and Language Education (LALE).

Although there are several different program areas in TEDU, each area offers many equivalent courses that focus on specific grade level students. TEDU faculty members often teach courses across several program areas in teacher education. The middle grades, secondary education, and performing arts programs are offered in partnership and collaboration with multiple units across campus.

**Early Childhood Education (Grades PK-12)**
Two degrees leading to initial certification are offered in early childhood education. Undergraduates receive a B.S. in Early Childhood Education, and graduate students receive a Master of Arts in Teaching. The M.A.T. program is designed for teacher education candidates who have undergraduate degrees in non-education fields.

**Elementary Education (Grades 2-5)**
Two degrees leading to initial certification are offered in elementary education. Undergraduates receive a B.S. in Elementary Education, and graduate students receive a M.A.T. The M.A.T. program is designed for teacher education candidates who have undergraduate degrees in non-education fields.

**Foreign Language (PK-12)**
A B.S. in Foreign Language Education is offered as a cognate major to undergraduates seeking initial certification. This degree requires completion of an approved content major in Classics, French, German or Spanish. This major is pending approval, with anticipated implementation in spring 2013.

**Middle Grades Education (Grades 5-8)**
A B.S. in Middle Grades Education is offered to undergraduates seeking initial certification. The M.A.T. program in middle grades education is offered jointly with The Citadel.

**Secondary Teacher Education (Grades 9-12)**
In cooperation with other academic departments, TEDU provides teacher education programs for candidates seeking initial certification to teach in secondary schools. These academic fields include: biology, chemistry, physics, mathematics, English, and social studies (history, political science, or sociology).

**Special Education (Grades PK-12)**
The special education program has two degrees: B.S. and M.A.T. Candidates in the B.S. program specialize and seek initial certification in two of three strands: learning disabilities (LD) and emotional disabilities (ED), or mental disabilities (MD) and emotional disabilities. The M.A.T., a preservice program at the graduate level, is for candidates with undergraduate degrees in fields other than education. M.A.T. candidates generally specialize in one area of disability, but a few elect to add a second area.
Master of Education
Candidates possessing teacher certification and seeking advanced education experiences enter the M.Ed. programs to acquire deeper teacher leadership knowledge and skills in science and math (SMFT), languages (LALE), or teaching, learning, and advocacy (MTLA).

2.B.2. Department of Health and Human Performance (HEHP)

The Department of Health and Human Performance offers four B.S. degrees, in athletic training, exercise science, health promotion, and physical education teacher education. At the present time, no graduate degrees focused on health and human performance are available in the department. College of Charleston students who are non-physical education majors may seek health minors. A coaching minor is available for HEHP majors and non-majors. The department also provides basic activity (PEHD 100 level) and health (HEAL) courses that are designed for the general student body.

Athletic Training
The B.S. in athletic training prepares candidates for a career in the field of athletic training. Upon completion of the Commission on Accreditation of Athletic Training Education (CAATE) accredited program, the candidate is eligible for the National Athletic Trainers Association, Board of Certification (NATA-BOC) administered certification examination. Once certified, the candidate is qualified for employment as an entry-level certified athletic trainer in secondary schools, colleges and universities, professional sports teams, and sports medicine clinics. Many athletic training majors continue their education in graduate and professional programs.

Exercise Science
The B.S. in exercise science is designed to prepare candidates to continue their studies in a graduate or professional program in exercise science, physical therapy, occupational therapy or physician’s assistant; though upon completion of the degree, graduates can enter the workforce as trainers and entry level exercise scientists.

Public Health
Candidates in health promotion are preparing to work in a variety of settings from corporate wellness to hospitals. Additionally, candidates in this program participate in experiences in health related assessment, exercise prescription, and fitness program management. The public health degree is an interdisciplinary major with the School of Humanities and Social Sciences.

Physical Education Teacher Education
The primary goal of the physical education teacher education major is the initial preparation and development of physical education teachers who work with students in grades PK-12. Candidates take part in field experiences and a semester of clinical practice that are built into the professional track and meet all criteria for admission and continuation in a program leading to initial certification. Completion of this concentration and a passing score on the Praxis II exam qualifies individuals for initial licensure in teaching physical education in grades PK-12 in South Carolina.

2.B.3. Office of Professional Development in Education (OPDE)
The mission of the Office of Professional Development in Education (OPDE) is to provide a support service for school districts, schools, and agencies to offer efficient and effective professional development opportunities for their personnel. Further, OPDE is a professional partner assisting individuals and groups of educators in their quest to improve education for all learners.
The primary purpose of OPDE is to provide professionally oriented graduate courses in collaboration with schools, districts, and other agencies which offer professional development experiences for educators.

2.B.4. Office of Student Services and Certification (OSSC)

The mission of the Office of Student Services and Certification (OSSC) is to provide information to students in the teacher education programs in three stages:

- As an incoming student to the College of Charleston who is interested in education
- As a College of Charleston student declaring their major in a teacher education program
- As a teacher education candidate as he/she completes the College of Charleston teacher education degree process

2.B.5. Center for Partnerships to Improve Education (CPIE)

The Center for Partnerships to Improve Education (CPIE) supports improvement of PK-12 education through partnerships and collaboration with schools, businesses, families and the greater community to improve student outcomes in South Carolina.

2.B.6. N.E. Miles Early Childhood Development Center (ECDC)

The N.E. Miles Early Childhood Development Center’s (ECDC) three-part mission is to provide:

- A demonstration preschool for research, observation and practicum purposes
- Quality care and early education for children ages two through five from the College and neighboring community
- An active model of child advocacy in the Charleston community

2.C. Administrative Positions

2.C.1. Dean

The academic dean of EHHP is its chief academic and administrative officer and works a 12-month year. The dean represents EHHP to the President and Provost and Executive Vice President for Academic Affairs, and represents the overall administration of the School. The dean advocates for faculty, staff, candidate, and program needs and provides leadership in these areas: (1) formulating educational policy, including curriculum development and delivery approval process, and (2) serving as the agent of faculty and staff in the execution of such policy.

Among the dean's other duties are the following:

- Develop fund raising initiatives and grant proposals for EHHP;
- Work with appropriate program directors and department chairs to plan, execute, and evaluate undergraduate and graduate programs;
- Represent the School of Education, Health, and Human Performance with other schools of the College;
- Ensure that faculty members enjoy academic freedom and exercise academic responsibility;
- Review departmental recommendations for appointment, renewal, promotion, tenure, termination, and dismissal, and forward recommendations to the provost;
- Approve appointments of prospective faculty and staff members to the School;
Monitor Affirmative Action policy and diversity plan implementation in the departments and review the annual evaluation of each faculty and staff member of the school;

- Annually review and evaluate the performance of the department chairs and program directors who report to the dean;
- Allocate the budgets for instruction, supplies and equipment, etc., and monitor the expenditure of all school funds;
- Hear faculty grievances that have been pursued beyond the departmental level and cooperate in formal grievance procedures;
- Hear student grievances that have been pursued beyond the department level;
- Monitor faculty workloads and schedules;
- Approve recommendations for sabbatical leaves and leaves of absence;
- Establish ad hoc committees of the faculty;
- Recommend appointments for department chairs and other academic administrators to the provost in accordance with policies and procedures specified;
- Work with the Graduate School Dean to coordinate graduate admission and other policies; and
- Serve on various committees as set forth in College policy.

2.C.2. Associate Dean

The associate dean for EHHP assists the dean in fulfilling the mission and vision of the School. The associate dean provides administrative leadership and programmatic advocacy while helping to facilitate an environment that fosters academic excellence, interdepartmental cooperation, curricular distinctiveness, and fiscal oversight. The associate dean serves as the chief operating officers of EHHP in the dean's absence and has decision-making authority and line responsibility as prescribed by the dean. The associate dean works an 11-month year.

The associate dean may, upon request of the dean:

- Coordinate interdepartmental activities within EHHP (e.g., coordinating efforts of those responsible for unit/program accreditation, facilitating development and implementation of any reorganization plans, development of interdepartmental curricular initiatives);
- Manage grade appeals and other student grievances including appeals from the EHHP Appeals Committee concerning admission to and retention in the teacher education program;
- Coordinate assessment activities within EHHP and serve as the liaison for campus-wide assessment teams such as the SACS accreditation team;
- Coordinate school-wide program initiatives in consultation with the dean, relevant department chairs and other stakeholders (e.g., coordination of funded grants, formation of School-wide grant initiatives, School of Education, Health, and Human Performance grant awards, School of Education, Health, and Human Performance budget allocation in consultation with the dean);
- Provide oversight for EHHP programs such as Teacher Cadets, Professional Development program, special projects, etc.;
- Represent the School of Education, Health, and Human Performance at campus-wide or inter-school activities or programmatic initiatives;
- Act as signatory authority for the dean of the School of Education, Health, and Human Performance in his/her absence;
- Represent the dean of the School of Education, Health, and Human Performance as appropriate at meetings and functions;
Assume special duties as assigned by the dean of the School of Education, Health, and Human Performance (e.g., preparation of annual reports, newsletters, ad hoc reports, workload studies, etc.)

The Associate Dean serves at the pleasure of the Dean, with a review for reappointment in the third year.

The associate dean is evaluated annually by the EHHP dean. The dean will consult with the chair of the respective associate dean's department regarding evaluation of teaching, research and professional development, and service as a faculty member. The administrative duties of the associate dean are to be reflected in the service component of the annual performance evaluation.

2.C.3. Department Chairs

As an integral link between members of academic departments and the dean and associate dean, department chairs are responsible for the development and management of the academic departments. Their primary responsibility is to promote excellence in teaching, research, and service of their faculties. Department chairs provide leadership in their department’s development of goals, annual objectives, curricular and staffing plans, and policies and procedures. The appointment of the chairs is for one year with no term limit. A candidate for chair must be a tenure track associate or full professor in the department in which he/she may serve as chair. A department chair works an 11-month year.

The department chair’s specific functions include the following:

- Recommend faculty appointment, reappointment, tenure, promotion, termination, and dismissal;
- Annually evaluate each member of the department’s faculty and staff;
- Conduct searches for new faculty which conform to Affirmative Action and diversity plan policies and procedures;
- Allocate funds from instructional and other departmental budgets;
- Develop and monitor budgets;
- Conduct regular departmental meetings;
- Supervise the department’s program of instruction, including scheduling, faculty workload, and advising students;
- Promote faculty development and recommend application for professional travel and sabbatical leave;
- Provide support and orientation for new members of the departments;
- Hear faculty and student grievances;
- Administer college policy and departmental bylaws;
- Appoint and supervise graduate program directors where applicable;
- Ensure Family Education Rights and Privacy Act (FERPA) compliance; and
- Ensure compliance with Notify, Evaluate, Assist with a Timeline (NEAT) plans where applicable.

As faculty members, department chairs continue to teach, engage in scholarly research, writing, and related professional growth activities, and provide service to the College and community. The extent of these efforts shall be negotiated each year with the dean. The dean evaluates the chair annually with input from faculty, as prescribed by the provost.

2.C.4. Associate Department Chairs

A department with more than 20 faculty members may qualify for an associate chair position. A candidate for associate chair must be a tenure track associate or full professor in the department in which he/she
serves as associate chair. The associate chair assists the department chair with administrative tasks throughout the academic year. He/she serves as the department point-of-contact with students, including but not limited to, meeting with potential new majors and handling student grievances, override discussions, and other student interactions. The associate chair oversees and facilitates departmental marketing and communications such as the website, brochures, and bulletin boards. The associate chair serves as liaison between accrediting agencies and with the Office of Student Services and Certification and refines policies and procedures for student awards and the student awards process. The associate chair represents the department at College, School and department functions as designated by the chair and assists the chair with committee work, scheduling, advising, and orientation during the academic year. The associate chair performs other duties as assigned by the chair and works a ten-month year.

2.C.5. Academic Program Directors

The dean recommends appointment of program directors with input from chairs and program faculty. Program directors for interdisciplinary programs are appointed by the respective deans. The term of appointment is 16 August to 15 August each year. The program director works the equivalent of one month each summer. The directorship position continues at the invitation of the chair or the deans of interdisciplinary programs.

The directors’ responsibilities vary by program area; however, all engage in the following activities:

- Meet with chair or dean to plan and coordinate program activities;
- Assist in the development and implementation of departmental annual and five year plan, assessment plan, budgets, and annual report;
- Provide input to the chair concerning scheduling of courses;
- Advise students in the program and assist in coordinating program faculty advising;
- Lead program faculty in curriculum development and manage curricular change and review processes;
- Assist in development of recruitment and projected enrollment plans;
- Provide input in the awarding of scholarships, assistantships, and awards;
- Assist in preparation of internal and external program reviews.
- Analyze EHHP programs relative to the conceptual framework and NCATE standards;
- Develop and coordinate with the department chair the program’s capstone experience;
- Assist the chair with development and review of annual program goals and annual program report; and
- Coordinate the program’s capstone requirements with program faculty assistance;

Directors of graduate programs will also:
- Serve as liaison with the Graduate School for that program;
- Coordinate admissions; and
- Serve on Graduate Council and other school, departmental, and ad hoc committees.

2.C.6. Director, Office of Professional Development in Education (OPDE)

The Director of the Office of Professional Development in Education (OPDE) works an eleven-month year and reports to the associate dean of the School of Education, Health, and Human Performance. The Director supervises all functions and staff associated with the office.

Specific responsibilities include the following activities:
- Conduct on-going needs assessment;
- Establish and maintain direct contact with area principals and staff development coordinators;
- Coordinate development of courses/programs to meet specific professional development needs of school and other educational agencies;
- Develop and monitor procedures for organizing and offering professional development courses and experiences;
- Coordinate efforts with EHHP, the Graduate School, the registrar, and Business Affairs;
- Carry out planning, budgeting and assessment functions of the Office of Professional Development;
- Assist in collection of all data related to professional development courses and activities; and
- Evaluate program and prepare yearly report for EHHP annual report.

2.C.7. Director, Office of Student Services and Certification (OSSC)

The Director of the Office of Student Services and Certification (OSSC) works a twelve-month year and reports to the associate dean of the School of Education, Health, and Human Performance. He/she directs the clinical practice program and manages advising and certification functions for the School of Education, Health, and Human Performance.

Specific responsibilities include the following:

- Serve as liaison between the College of Charleston and area school administrators who provide field placement sites and supervision for the School of Education, Health, and Human Performance;
- Supervise placement, removal or reassignment of candidates in clinical practice;
- Coordinate assessment of field-based programs;
- Make recommendations for changes in policies and procedures;
- Coordinate development and implementation of School of Education, Health, and Human Performance ADEPT plan and all orientation programs for cooperating teachers;
- Supervise maintenance of database for school and accreditation reports;
- Interpret State Department of Education policies and rules regarding certification;
- Serve as dean’s designee, as needed, at State Department, Commission on Higher Education (CHE) and professional association business meetings;
- Coordinate preparation of advising documents and School of Education, Health, and Human Performance Clinical Practice Handbook;
- Provide coordination for school partnership initiatives;
- Supervise file management system for candidate records;
- Prepare annual reports, including AACTE/NCATE and Title II reports, summarizing enrollment and performance data;
- Submit annual report to S.C. Department of Education;
- Supervise staff who provide orientation information to candidates on program requirements, application forms, standardized tests and admissions policies to teacher education and clinical practice programs;
- Coordinate admission of candidates to professional education program;
- Manage new candidate recruitment program and represent School of Education, Health, and Human Performance at College “open house” weekend for prospective candidates;
- Seek input from chairs and M.A.T. program directors on clinical practice policies, procedures, written documents, and placements.
2.C.8. Director, Center for Partnerships to Improve Education

The director of the Center for Partnerships to Improve Education (CPIE) works a twelve-month year and reports to the associate dean of the School of Education, Health, and Human Performance. The director facilitates the development, implementation, evaluation and dissemination of the center’s work.

Specific responsibilities include the following activities:

- Oversee the teaching and learning, community outreach, and research and evaluation components of the Center;
- Collaborate with school, college, community and state leaders;
- Teach one College of Charleston course each year;
- Prepare and oversee a yearly budget;
- Develop and disseminate reports and products;
- Create and update the Center website;
- Serve as the liaison with respective schools and districts;
- Coordinate internal and external Center public relations;
- Present the work of the Center locally, regionally and nationally;
- Develop collaborative grant proposals and work with Grant and Research Coordinator to manage grants received.

2.C.9. Director, Nathan E. Miles Early Childhood Development Center (ECDC)

The director of the Nathan E. Miles Early Childhood Development Center (ECDC) works a twelve-month year and reports to the dean of the School of Education, Health, and Human Performance. The director sets and implements the administrative and education policies of ECDC and coordinates training opportunities for preservice candidates in the School of Education, Health, and Human Performance.

Specific responsibilities include the following activities:

- Interview parents of prospective students and counsel parents of enrolled students;
- Plan, prepare and monitor budget;
- Assess and report all ECDC activities;
- Hire and evaluate teaching staff, graduate candidates, and student workers;
- Supervise day-to-day operations of the school;
- Maintain up-to-date records on operations of the school and on students and staff of the school;
- Ensure that ECDC meets licensing requirements of the Department of Social Services and the Department of Health;
- Coordinate plans for meeting National Association for the Education of Young Children (NAEYC) standards for accreditation and NCTE standards for professional development schools;
- Coordinate scheduling and training of all field experience candidates at the Center in conjunction with the OSSC;
- Coordinate ordering basic supplies and food;
- Arrange transportation for class trips;
- Bill parents and report monthly fee charges to the College Treasurer’s Office;
- Maintain the ECDC library, records and films, and educational materials;
- Meet informally on a regular basis with the master teachers;
- Conduct monthly staff meetings with the entire staff, including graduate assistants;
- Coordinate staff development experiences and evaluations;
• Represent ECDC at the School of Education, Health, and Human Performance meetings and at other College and community meetings;
• Meet regularly with the ECDC Coordinating Committee and the ECDC Advisory Board; meet once a semester with the ECDC Scholarship Committee;
• Communicate with all parents in a monthly newsletter;
• Work directly with the College’s Physical Plant, Custodial Services and Public Safety for the upkeep of the building and grounds; and
• Coordinate with other community preschool projects, and maintain good public relations for the center through community service.

2.C.10. Operations Manager

The Operations Manager works a twelve-month year and reports to the EHHP dean. Specific responsibilities include the following:

• Initiate, coordinate and facilitate operations for the dean, the School and the various centers, programs and partnerships that make up the School of Education, Health and Human Performance;
• Act as liaison for the dean to College administration, Foundation, national associations, state and local governments and on and off campus agencies and offices;
• Coordinates EHHP development activities and scholarship programs, ensuring compliance with rules and regulations and overseeing funds;
• Collaborate with Marketing and Communications to develop, design and publish promotional materials for the School and its programs;
• Oversee planning and execution of special projects, meetings, and events;
• Act as liaison to all on-campus offices and national, state and regional education and government agencies, providing information on specialized matters and interpreting policies, rules and regulations as appropriate;
• Assess and evaluate programs/events and recommend and implement improvements and enhancements;
• Supervise, evaluate and develop professional staff performing administrative and business management functions, including graduate assistants, and manage personnel issues for the school; and Participates in long-range planning for the School.

2.C.11. Grant Writer and Quantitative Research Coordinator

The grant writer and quantitative research coordinator possesses an earned doctorate, works the equivalent of a ten-month year, and reports to the operations manager. The grant writer and quantitative researcher supports faculty and staff research and grant writing efforts in the School.

Specific responsibilities of the coordinator include the following:

• Identify funding opportunities that align with the needs of the School and/or faculty research agendas;
• Assist with writing and submission of grant requests;
• Track grant requests and reporting schedules;
• Create and implement an action research program for EHHP;
• Assist faculty with conduct of educational research;
• Conduct research for the Center for Partnerships to Improve Education or other School initiatives as assigned;
• Disseminate research results, conclusions, and recommendations; and
• Teach 1-2 educational research classes per year for undergraduate and graduate education students

2.C.12. Budget and Finance Coordinator

The budget and finance coordinator works a twelve-month year and reports to the operations manager. The budget and finance coordinator assists in establishing and managing budgets for the School, TEDU, HEHP, and all centers and programs within the School.

Specific responsibilities of the coordinator include the following:

• Monitor and verify expenditures for EHHP fund accounts and prepare monthly reports;
• Ensure compliance with all College of Charleston, state, and federal fiscal guidelines and regulations;
• Collect data and participate in preparation of reports;
• Develop and maintain system for EHHP financial documentation;
• Serve as primary budget manager for TEDU;
• Serve as purchase card liaison for the School;
• Monitor, analyze and create reports for paper and copier usage to ensure the most efficient expenditure of funds;
• Request transfers of funds;
• Maintain accurate records of EHHP employee lines: faculty, staff, and adjunct;
• Monitor course enrollments and adjunct budgets;
• Attend meetings and provide data as requested by the dean; and
• Ensure accuracy of School and grant budgets.

2.C.13. Data Specialist and Information Manager (DSIM)

The data specialist and information manager works a twelve-month year and reports directly to the operations manager.

Specific responsibilities include the following:

• Maintain and upgrade the teacher education database and assessment system (EDA-SYS);
• Provide training and support for EDA-SYS end users (faculty and staff);
• Manage assessment activities and oversee institutional data collection and management;
• Facilitate the use of institutional data in the School’s planning and decision-making;
• Apply programming methods and principles to collect, process, analyze, and present the school’s data as requested;
• Generate and edit descriptive and analytic reports regarding varied institutional data using applications such as SAS, SPSS and/or MS Office;
• Serve on committees, prepare data analyses, and perform other duties related to the strategic business needs of the school, including assessment and diversity, accreditation, recruitment and retention, certification/licensure, marketing, and technology;
• Consult with campus constituents and external stakeholders to analyze business information needs and provide valid and pertinent data for informed decision making and reporting;
• Serve as liaison between EHHP and the South Carolina Department of Education (SCDE), the American Association of Colleges for Teacher Education (AACTE), Educational Testing Service (ETS), and the College of Charleston’s Institutional Research Department;
• Prepare and submit mandated local, state, and federal reports;
• Coordinate web functions, monitor web activities, incorporate new technologies, and enhance the school’s existing website and sub-webs;
• Manage, coordinate, and monitor general maintenance of the School’s facilities; and
• Coordinate field placement data for the Teacher Education Unit.

2.D. School-Wide Committee Structure

2.D.1. General Policies

2.D.1.a. Committee Membership
The dean makes all appointments to school-wide committees. Member nominations may come from their respective department chairs, self, or others in the EHHP.

2.D.1.b. Committee Charge
The dean, in consultation with the Administrative Council, formulates a charge for each EHHP committee and communicates the charge to the committee.

2.D.1.c. Meetings
Standing committees shall have regularly scheduled meetings.

2.D.2. Administrative Council

2.D.2.a. Membership
Membership consists of the dean, associate dean, department chairs and operations manager. Non-voting consultants may be invited to attend the Administrative Council meetings to expedite the business of the School.

2.D.2.b. Appointment and Term of Office
Membership on the Administrative Council coincides with the relevant administrative appointment.

2.D.2.c. Functions
• The Administrative Council is the central governing body for EHHP. It coordinates planning, budgets, personnel, curriculum, policies and procedures, and monitoring for the School. The council meets to examine issues of concern to the School, develop and review policies and procedures, advise the dean on issues related to unit governance, and monitor program planning and curriculum development across departments and programs. The dean of the School chairs the council.
• The council receives items for consideration from faculty members, programs, departments, and committees of the School. The council assists the dean in scheduling and planning agendas for faculty meetings.
• The dean or dean’s designee chairs all meetings.
• The Administrative Council meets regularly, at least four times a semester.
• The council annually requests departmental feedback, reviews, and updates for EHHP Policies and Procedures and the EHHP Part Time Faculty Manual.
• The council annually reviews and updates the EHHP Diversity Plan based on departmental feedback from the respective chair.
• The council ensures all updated policies, procedures, and plans are announced to faculty, submitted for faculty vote when appropriate, published, and posted electronically in a timely manner.

2.D.3. Assessment Committee

2.D.3.a. Membership

Assessment Committee membership consists of at least one representative from each department in the School of Education, Health, and Human Performance. Additional representatives from departments and faculty across campus will ensure all teacher education program areas (early childhood, elementary, middle, secondary, special education, and physical education) are represented. This committee will have no more than seven members and no fewer than five, and appointments will be made so that there is representation from undergraduate and graduate programs. Ex-officio members of the committee are the Data Specialist and Information Manager, the director of the Office of Professional Development, and the director of the Office of Student Services and Certification.

2.D.3.b. Appointment and Term of Office

Program groups make all appointments to the Assessment Committee, with the approval of the respective department chairs.

2.D.3.c. Function

• The Assessment Committee considers and makes recommendations to the Dean regarding the Unit Assessment System and EDA-SYS (Educational Data System). Suggestions for changes are based on review of data and reports generated. Members receive the committee’s agendas, dates, and locations of meetings in advance; members receive minutes to discuss with their respective program groups following each meeting.
• The committee meets at the request of any committee member.
• The Assessment Committee plans an annual Assessment Day for roster and adjunct faculty to analyze program and unit data for the previous year, identify strengths and weaknesses in course/s or program based on the data, and draft any course, program, or unit changes/proposed changes based on the data.
• The Assessment Committee supports and monitors teacher education unit, program, and course inclusion of SC State Standards for Institutions of Teacher Preparation.
• The Assessment Committee reviews and updates the Unit Assessment Handbook annually and ensures updates to the Unit Assessment Handbook are announced to faculty, published, and posted electronically in a timely manner.

2.D.4. Teacher Education Council

2.D.4.a. Membership

The Teacher Education Council consists of representatives from local PK-12 public schools; EHHP teacher candidates; the dean and associate dean(s) of EHHP; deans of the School of Humanities and Social
Sciences, the School of Sciences and Mathematics, and the Graduate School; the speaker of the faculty; the director of the Office of Student Services and Certification; the chair and a representatives of departments with teacher certification programs (Biology, Physics, English, Foreign Languages, Chemistry, Mathematics, Political Science, History, Sociology/Anthropology, Teacher Education, Health and Human Performance).

2.D.4.b. Appointment and Term of Office

Deans and department chairs become members of the Teacher Education Council by virtue of their appointment to office. Faculty representatives are those individuals appointed by their respective department chairs who serve as program liaisons between the School of Education, Health, and Human Performance and departments housing teacher education programs. Public school representatives and teacher education candidates are appointed to serve by the dean of the School of Education, Health, and Human Performance.

2.D.4.c. Function

The purpose of the Teacher Education Council is to (1) provide a mechanism that facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators, and (2) encourage involvement of faculty in the preparation of education candidates, PK-12 practitioners, teacher candidates, and other members of the professional community to participate in program design and implementation, and evaluation of the unit and its programs.

2.D.5. Teacher/Scholar Committee

The role of the Teacher/Scholar Committee is to advocate for increased collaborative research activity among students in the School of Education, Health, and Human Performance (undergraduate and graduate) and their professors and to bring recognition to those activities.

2.D.5.a. Membership

Teacher/Scholar Committee membership consists of one faculty representative and one student representative appointed by each department’s research and professional development committee and one member of the Administrative Council. Each August, a chair shall be elected from among committee members.

The committee shall meet at the request of the committee chair and/or the dean.

2.D.5.b. Appointment and Term of Office

Faculty representatives must currently serve on their departmental Research and Professional Development Committees and are either nominated by their respective department chairs and program directors or are self-nominated, and appointed by the dean.

2.D.5.c. Function

- Promotes research in EHHP among faculty and students and defines the Teacher/Scholar in EHHP.
- Recommends the junior ( untenured) and senior (tenured) Teacher Scholar Faculty Awards annually.
• Oversees and awards undergraduate faculty and student grants from the Dean’s budget (includes activities such as monitoring criteria, preparing forms, announcing deadlines, and publicizing awards);
• Oversees and awards other student grant funds that may be established within the School of Education, Health, and Human Performance or College Foundation for the purpose of conducting and reporting research;
• Facilitates the EHHP discussion and articulation of teacher/scholar and scholarship concepts within the workload of professors; and
• Promotes recognition and support for student-professor research collaboration.

2.D.6. Scholarship Committee

2.D.6.a. Membership

The chair of the Scholarship Committee is the associate dean.


Members of the HEHP Awards Committee and the TEDU Department Management Team evaluate and determine recipients of scholarships and awards for their respective departments. Applications for awards and scholarships for which students from both departments are eligible are evaluated by a committee formed of one representative from each department’s committee and the associate dean.

2.D.6.c. Function

Applicants will be evaluated based solely upon the application materials and scholarship criteria. Faculty members vote on their choices for scholarship winners. Members of the committee select the best candidate as the awardee for each scholarship from those candidates with the most faculty votes.

3. PLANNING AND OPERATIONS

The purpose of a statement regarding policies and procedures in the School of Education, Health, and Human Performance is five-fold:

• To explicitly state the importance of policy and procedures in our work;
• To make public the steps by which policies and procedures are added, modified and/or deleted by a deliberative process in the School of Education, Health, and Human Performance;
• To ensure the solicitation of input on policies and procedures from the broader community;
• To state a procedure by which faculty can appropriately and effectively respond to a policy they question or do not support; and
• To support and forward over time our conceptual framework. Policy changes, reviewed as needed, are based on unit data.

3.A. Policies and Procedures

3.A.1 Purpose 1: To explicitly state the importance of policy and procedures in our work.
Policies that are clear and well written provide a structure to our work and our decision-making. All policies of the School of Education, Health, and Human Performance must be grounded in our conceptual framework because they make public the directions we take to fulfill our mission.

Procedures are the specifications we choose to forward policies. Our procedures are given strength and definition because they are grounded in a policy.

Policies and procedures are vital to our internal and external on-going assessment. By grounding our policies and their ensuing procedures in our conceptual framework, we show the connection between our beliefs and our actions.

3.A.2. Purpose 2: To make public the steps by which policies and procedures are added, modified and/or deleted by a deliberate process in the School of Education, Health, and Human Performance.

EHHP policies and procedures are governed by the policies and procedures in the Faculty/Administration Manual of the College of Charleston. It is incumbent upon those who bring forth new policy or procedures for deliberation ensure their suggestions are not in conflict with this manual or other institutional policies.

3.A.2.a. Steps by which EHHP Policies or Procedures can be adopted, amended, or deleted.

3.A.2.a.1 Policies and Procedures Initiated in Department

- Proposal sent to appropriate departmental committee.
- Input solicited and documented from external professional community.
- Department discusses with deliberation.
- Department approves/disapproves.
- If department approves:
  - Chair presents idea to Administrative Council.
  - Administrative Council determines if policy/procedure is central to EHHP. If so, chair takes idea to non-initiating department.
  - If the idea is department policy, Administrative Council determines coherence with conceptual framework.
  - The change is accepted and implemented.
- If Administrative Council disapproves, the item is returned to the initiating department for review and coherence with the EHHP conceptual framework.


- Input solicited and documented from external professional community (see 3.A.3.)
- Chairs present idea to departments for consideration.
- Department members discuss with deliberation.
- Department members make suggestions, amendments, and raise questions.
- Department chairs bring reports to Administrative Council; council discusses with deliberation.
- If Administrative Council approves, idea is implemented.
- If Administrative Council disapproves, item can be placed on EHHP faculty meeting agenda.
3.A.3. Purpose 3: To ensure the solicitation of input on policies and procedures from the broader community;

Before a policy or procedure can be adopted either in a department, by the Administrative Council, or by a vote of the faculty at large, documentation must be made by the initiator(s) of the change that input was solicited from the external education community on the specific policy or procedure. The external community is defined, but not limited to, advisory boards to the School of Education, Health, and Human Performance, teachers and administrators in PK-12 settings with whom we have relationships, faculty in other departments and schools, professional organizations, and College of Charleston committees concerned with the preparation of teachers. The comments of the Teacher Education Council will be solicited for any change that impacts the School of Education, Health, and Human Performance as a whole.

3.A.4. Purpose 4: To state a procedure by which faculty can appropriately and effectively respond to a policy they question or do not support.

Any faculty member can question a policy or procedure by petitioning to the Administrative Council. A petition with 50% of the roster faculty signatures requires the issue be discussed and voted on by all roster faculty members in attendance at the next regularly scheduled faculty meeting. Robert’s Rules of Order Newly Revised will apply. The responsibility rests on the petitioner(s) to present the initial arguments at the faculty meeting. The responsibility rests on the Administrative Council to announce the meeting.

Policy or Procedure Appeal
- Petition with at least 50% of roster faculty signatures presented to Administrative Council.
- Administrative Council announces to the faculty that an appeal is to be discussed at the next scheduled faculty meeting.
- Petitioners present initial arguments at faculty meeting. Robert’s Rules of Order Newly Revised govern.
- Faculty discusses and determines action by vote.

3.A.5. Purpose 5: To support and forward over time our conceptual framework. Policy changes, reviewed as needed, are based on unit data.

For reaccreditation purposes and to quality of candidate preparation, the conceptual framework is continuously evaluated and updated. Unit data is collected and shared to ensure decisions regarding changes are data driven.

3.B. Curriculum Adoption

3.B.1. Purpose

The purpose of curriculum adoption procedures is to provide a clear and uniform process within EHHP for the addition, deletion or modification of courses or programs of study. Unless otherwise stated, these procedures apply to all academic departments, programs, units and offices within EHHP. General curriculum procedures that originate within a single department or unit program area and pertain only to that department or program area are not subject to the procedures outlined in these guidelines and will follow the department policies and procedures.
3.B.2. Origination

- Proposals for course or program modifications affecting a single department may originate from any single member of the faculty within that department, any program area within that department, or any ad hoc committee appointed by the chair of that department.
- Proposals for course or program modifications affecting two or more EHHP departments may originate from any single member of the faculty within that department, any program area within that department, one or more department chairs, the dean, or any ad hoc committee appointed within the departments or the EHHP.
- Proposals for the course or program modifications affecting the entire EHHP may originate from a single member of the faculty, any department or committee within a department, any office within EHHP, the Administrative Council, the dean or the Office of the Provost.
- All EHHP faculties through their departmental and committee governance structure have a special responsibility to assist in curriculum revisions. The Dean encourages suggestions for new procedures from faculty and expects the department chair to coordinate these contributions.
- All personnel working in EHHP are urged to identify areas of procedural development and to pass suggestions for new curriculum procedures to the faculty, chair, or dean.

**EHHP Curriculum Development Flowchart**

Proposal to:
1. Design or revise curriculum
2. Add or delete a course
3. Change course number, title, or description
4. Modify an approved program

- Presentations of course syllabus, data supporting needed change, and questions addressing EHHP Conceptual Framework and Learning Standards
- Appropriate Department/Unit Committee Vote and Approval
- Appropriate (HEHP, TEDU) Full Department Discussion and Vote
- Appropriate (HEHP, TEDU) Department Chair Approval
- EHHP Administrative Council Review and Approval/Disapproval
- Dean’s Approval
- Academic Affairs Approval
- Business Affairs Office Approval
- College Curriculum Committee ↔ Graduate Council
- Faculty Senate Budget Approval
- Faculty Senate Approval
3.B.3. Approval Process

3.B.3.a. Approval Format

- The format for curriculum proposals will follow the format required by the College Curriculum Committee or Graduate Council.
- All proposals will be accompanied by a complete syllabus (or syllabi) in EHHP format.
- All proposals will respond to the following questions:
  - How do the course objectives/program objectives support the EHHP mission and reflect the conceptual framework?
  - How do the objectives advance candidate mastery or performance?
  - How do objectives relate to the national professional discipline and/or NCATE standards in the specific discipline?

3.B.3.b. Approval Path for Single Course Changes

- Departments or program areas must approve proposals originating within the associated department or program area.
- Proposals originating outside a department or program area (i.e. within committees, offices, EHHP Administrative Council, other departments or program areas, or the Office of the Provost) must be approved by a majority vote within all affected departments and programs.
- Appropriate departments/unit committee vote.
- Appropriate department chairs sign off.
- Teacher Education Council Review.
- Administrative Council (approval, disapproval)
- Dean's signature.
  - If undergraduate curriculum issue:
    - Business Affairs signs off.
    - College Curriculum Committee.
    - Senate approval.
  - If graduate curriculum issue:
    - Business Affairs signs off.
    - Committee on Graduate and Continuing Education.
    - Graduate Council.
    - Senate approval.
- Immediate implementation unless otherwise specified in the proposal.
- Registrar's implementation.
- College of Charleston Catalog.
3.B.3.c. Approval Path for Program Changes

The approval path for program changes follows the same process as in 3.B.3.a and may require additional approvals by the SC Commission on Higher Education (CHE), the SC Department of Education (SDE), NCATE, or other curricular governing body.

3.B.3.c. Implementation of Curriculum Proposals

- The department chair, program director, or dean has the responsibility for circulating curriculum proposals to all affected programs and departments.
- Draft proposals not approved at any level will be returned to the originator with a rationale.
- The registrar is responsible for implementing approved additions, deletions, and modifications within the registration process.
- Chairs are responsible for catalog revisions and notifications to affected students.
- Once the Registrar’s Office implements a curriculum request, unless otherwise noted, the curriculum will be considered to be “in effect.” Any special requirements related to the implementation and administration of new curriculum will be outlined in a cover memo from the chair or dean.

3.B.4. EHHP Syllabus

The syllabus is an instructional outline of curriculum procedures between the instructor, and student. It addresses course requirements as per College of Charleston procedures. All courses, existing and proposed, must have a syllabus.

3.B.4.a. Purposes

The primary purposes of a syllabus are the following:
- To introduce the instructor and the course
- To explain goals and objectives of the course
- To explain course activities and requirements
- To explain assessment activities, grading procedures and scales
- To provide a course calendar
- To show the relationship between syllabus content, the conceptual framework, internal curricular mapping, and external evaluation.

3.B.4.b. Components

Essential components of a syllabus are the following:
- Basic identifying information to include semester, course number and title, credit
- Prerequisites/co-requisites, candidate status as applicable
- Instructor’s contact information to include name, work phone number, email address, office location, office hours, etc.
- Texts and other materials
- Course description with goals and objectives
- Description of course requirements such as readings; short papers; term papers, research reviews; annotated bibliographies; lesson/unit development, implementation and evaluation; research projects; workshop development, implementation and evaluation; interviews, observations; individual or group reports/presentations; cooperative activities
• Procedures for regular assessment and evaluation such as quizzes, tests, portfolios, evaluation of course requirements
• Grading procedures to include criteria for evaluating and grading course requirements and assigning final grades
• Appropriate grading scale as approved by School of Education, Health, and Human Performance
• Course calendar to include dates and topics, assignment due dates, and scheduled assessments.

3.B.4.c. Exceptions

3.B.4.c.1. Professional Development Courses
The professional development courses offered through the Office of Professional Development in Education will be exempt from this policy because they have their own procedures and these courses cannot be used in EHHP programs of study. (See Professional Development Policies and Procedures Handbook.)

3.B.4.c.2. Special Topics Courses
If a department does not have a designated special topics course, the department must follow the procedure for approval of a new course as outlined if such a course is to be included in the course offerings. However, if a department is developing a course to be offered under an existing special topics number, the course approval is subject to individual department policies and not to the policy outlined for new course approval.

3.B.4.c.3. Contract Courses
Contract courses offered for credit through the School of Education, Health, and Human Performance are subject to the following policies and procedures.

Board of Trustees Policy
A contract course by definition is a course offered on or off campus with the fee structure determined by the contract. The College of Charleston Board of Trustees passed a contract course fee policy in July 2008.

Graduate School Policies and Procedures
The Graduate School has established policies and procedures for contract courses. These courses, which carry departmental acronyms and numbers, must be approved within the department and have the approval of the department chair. After the course has received internal approval within EHHP, a fee contract is developed and required signatures obtained.

School of Education, Health, and Human Performance Procedures
Internal approval must be completed with all signatures (Contract Course Approval form) prior to development of the fee contract (see Graduate School policy). The last week of each semester prior to graduation is considered “dead week” and course review will not occur during this time. Copies of syllabi, credentials, approval, and contract will be kept on file in the dean’s office. Inquiries will be directed to the Operations Manager.

Course Fee Contract and Billing
The contract initiator is billed by the College of Charleston for all costs related to the course, including an administrative fee, and follows the Board of Trustees’ policy. EHHP will complete the paperwork to pay the instructor’s salary. If a grant, sub-grant, or subcontract received by the College of Charleston funds the
contract course, the Office of Research and Grants Administration will handle both the contract and billing.

**Candidate Enrollment**
The OPDE will generate the enrollment forms for candidates in the course and email those forms to the course professor. Candidates not currently enrolled in a graduate program must also complete a graduate non-degree application form and pay a one-time application fee of $45. (Candidates enrolled in EDPD courses only are not required to pay the $45 non-degree fee.) The course professor will have candidates complete the forms in the first class meeting and return the registration and application forms and $45 checks to the Graduate School.

**Course Contractor Responsibilities**
The course contractor will a) Follow all policies and procedures relative to contract courses; b) Request and pay related costs for the contract course (i.e., administrative fee and instructor’s salary); c) Ensure registration and other candidate forms are completed and returned to the OPDE; and d) Ensure course evaluation forms are completed and returned to the School of Education, Health, and Human Performance.

3.C. **Self-Assessment**

In order for the School of Education, Health, and Human Performance and its departments to maintain focus on its conceptual framework and stated outcomes there must be an ongoing cycle of assessment, evaluation, reflection and refinement of the multiple levels of activity within the unit. This process must occur for candidates, programs, faculty, and the unit and is detailed in the EHHP Assessment Manual.

3.D. **Planning, Budgeting, and Assessment Procedures**

Departments in the School of Education, Health, and Human Performance participate in the College’s long-range and strategic planning process that links planning, budgeting, and assessment. The cycle begins in early December when the dean and department chairs receive a planning/budgeting/assessment timetable and calendar, a set of planning assumptions, and the planning documents for that year. Each department and unit in the School of Education, Health, and Human Performance submits a five-year plan and an annual action plan. It is expected that these plans are the product of discussions at the department and unit level. The planning documents foreshadow budget planning by including a section in which the department or unit may include budget requests for programmatic needs. The dean meets with the provost and his or her staff to review the highlights of the previous year and to discuss proposed plans for the next year. From these discussions the provost develops his priorities for his own annual and five-year plans and budget proposals.

Budget documents are sent to the departments and other EHHP units in mid-March. The preparation of these documents involves the development of specific budget requests to support plans that the faculty and staff have developed. Budget requests are submitted to the dean, who prioritizes the requests coming from the various departments and other units. The dean presents these priorities to the provost and his/her staff and to the other deans in two separate meetings. From these presentations the provost develops the priorities for the Academic Affairs budget requests for the year.
3.D.1. Indirect Costs

Funds recovered through indirect cost charges on sponsored activities (also referred to as “facilities and administration costs” or “overhead”) are allocated to various operating and academic units across campus. The current College of Charleston policy for distribution of these recovered overhead funds specifies 50% will be returned to the central campus administration to become part of the resources for the campus’s annual operating budget. Of the remaining funds, 10% will be allocated to the Office of Academic Affairs, and 40% will be allocated to the School with which the Principal Investigator is associated.

Within the School of Education, Health and Human Performance, half of all indirect cost allocations received will be retained in the Dean’s general account to be used at the Dean’s discretion, with preference given to expenditures which support research or facilitation of future grant applications / opportunities.

The balance of funds allocated to EHHP will be allocated to the associated department. Allocation and administration within the department will be at the discretion of the department leadership (including what funds, if any, will be allocated to the PI.) Indirect cost allocations associated with collaborative grants will fall under the department of the Primary Investigator.

This policy will be effective July 1, 2011 and will apply to all indirect cost funds received from that date forward. Indirect cost allocations distributed to the School prior to this date will remain in the Dean’s Indirect Costs account.

3.D.2. Fairness, accuracy, consistency and non-bias in assessment

The unit ensures that assessment procedures are fair, accurate, consistent, and unbiased by employing the following assurances:

- Unit key assessments and unit course assessments are fair; each assessment corresponds with NCATE, state, and unit standards guiding course development and matching course objectives on syllabi.
- Instructors provide course syllabi and explain expectations to candidates. Syllabi contain assessment schedules and weighting of assessments in computation of final grades.
- Rubrics are used to score all key unit and program assessments. Course rubrics assure consistency and non-bias in grading. Rubric revisions improve effectiveness and assure inter-rater reliability.
- Assessments from multiple sources internal and external to the unit guide candidate status decisions.
- Advisors and the associate chair of TEDU use EDASYS to chart advisee/candidate status by UAP.
- Due process is available to candidates at both the unit and college levels.
- Non-discrimination statements ensure fairness and unbiased judgments.
- Candidate, supervisor, and cooperating teacher training employ the same clinical practice policies, procedures, and practices handbook to ensure that all involved have the same understandings of performance expectations.
- Ongoing dialog among supervisors and the OSSC director enable the unit to continually monitor field and clinical practice and the tools used to measure those experiences.
- In order to eliminate bias, assessments are carefully planned and are reviewed by the Assessment Committee (with representation from all programs in the professional education program) when created and when any concern arises.
- All supervising faculty who evaluate candidate performance on ADEPT, the Candidate Work Sample (CWS), Long Range Plans (LRP), and unit dispositions work with the director of OSSC and program faculty in the use of these instruments each semester.
- All supervisory faculty and cooperating teachers are ADEPT/SAFE-T trained and, when appropriate,
create annually their own classroom long-range plans.

- All interns are assessed under similar specified circumstances and guidelines and at the same points in the clinical practice semester.
- Program faculty members review assessments in department, teaching team, and program meetings; in the Assessment Committee; and at the unit’s annual Assessment Day.
- Cooperating teachers and clinical practice supervisors have the opportunity to comment on the effectiveness and meaningfulness of assessments at data gathering meetings following each clinical practice semester and on evaluations.
- The content and degree of difficulty involved in unit assessments matches beginning teacher expectations. ADEPT performance standards by which field and CP candidates are measured, for example, are the same ones assessed in practice using SAFE-T. The CWS as well, measures expectations for beginning classroom teacher performance. Classroom teacher expectations are measured in the dispositions assessment, and content expertise is measured in lesson planning and delivery and in candidates’ content course assessments.
- To ensure validity of dispositions, disposition assessments align with program SPA standards and reflect groups of observable behaviors. Additionally, the unit assessment system is aligned with the Elements of Teacher Competency (ETC) that are aligned with unit, state, and professional standards.
- Each program in the unit seeks to maintain fairness, accuracy, and consistency of its assessment procedures and operations by making data-driven changes in its practices.

3.E. Adjunct Faculty Appointment and Evaluation
Minimum standards for the hiring and evaluation of adjunct faculty are established by the College and set forth in Section II.E.2.a and b (4) of the Faculty/Administration Manual. Each department chair is responsible for the hiring and evaluation of their respective adjunct faculty and may establish more rigid standards provided these standards are adopted by the department and published to the adjunct faculty member upon his/her appointment. Details are included in the EHHP Part Time Faculty Manual.

4. FACULTY WORKLOAD

4.A. Definition of Faculty Workload
Faculty workload has three components: teaching, service, and research and professional development. Teaching is the central mission of the institution and faculty are also expected to engage in research and service pursuits. Because of the nature of professional programs, it is expected that scholarly activity will be focused on applied scholarship, that service activities will be oriented toward service to constituents, and that both research and service activities will be closely linked with teaching. The desired objective is a workload that integrates service and scholarship with teaching.

It is expected that variations will occur in the composition of individual and departmental workloads as they work toward achieving the missions of the School of Education, Health, and Human Performance and the College of Charleston. The following factors provide a framework for decisions about the composition of workload for individual faculty.

4.B. Teaching
Teaching workload will be determined within the department in consultation and agreement with the dean. The dean is responsible for justifying departmental teaching workloads to the Provost and Executive Vice President for Academic Affairs.
In determining the teaching load for an individual faculty member, a department chair may elect to give special consideration to such factors as number of candidates in classes, the number and nature of course preparations required, the nature of instructional patterns (e.g. lecture, discussion, clinical, or field experience), student credit hour production, and the extent of other necessary responsibilities such as administrative duties, research, and/or service activities. Department chairs may also take into consideration the need to encourage innovation, grants funded, and the need to assist faculty in delivering the most up-to-date instruction that can be provided within the limits of the School’s resources.

A full-time teaching load for instructors, senior instructors, and visiting professors engaged in undergraduate instruction is typically 12 contact hours of group instruction per week. A full-time teaching load for tenured and tenure-track faculty is typically nine contact hours of group instruction per week.

Listed below are other factors that will influence teaching workload.

4.B.1. Clinical Practice

The ratio of clinical practice interns to faculty members is, on average, 4.5 interns per clinical practice supervisor.

4.B.2. Field Experience

Field experiences are purposeful experiences in public schools for students to practice the art and craft of teaching. Field experience courses may be stand-alone courses or part of other courses.

4.B.3. HEHP Labs

HEHP labs are three hour/week course supplements designed to provide hands-on experience and skill development in support of lecture material. HEHP labs count for one credit hour.

4.B.4. Independent Study and Research and Development Projects

College of Charleston policy is that one candidate registered for three contact hours of independent study or research and development course work = .05 IFTE. With the agreement of the department chair, credit for conducting independent studies may be accumulated and banked and used for research or service-oriented projects in a future semester.

4.B.5. Physical Education Activity Courses

The IFTE calculation for 100 level activity courses is two credit hours equaling three group contact hours = 0.8 IFTE.

4.C. Partnership Activity as Related to EHHP Workload

Effective preparation of health and education professionals involves a significant site-based component. In addition, professional preparation is seen as a joint effort by college faculty and practicing professionals. These aspects of professional preparation make it time and labor intensive:

- The centrality of fieldwork to professional preparation;
- The need for mutually beneficial partnerships with schools and agencies that provide fieldwork sites;
• The need for faculty to collaborate with schools and agencies in applied research and in professional development efforts;
• The need for School of Education, Health, and Human Performance faculty to participate with state policy makers in the development and implementation of health and education policy;
• The need to certify that preservice professionals demonstrate through performance the skills, knowledge, and dispositions required for entry into the profession.

The field-based instructional and partnership activities needed to support this model of professional preparation impacts the allocation of faculty resources and student credit hour production. Workload calculations that are based solely on instructional full-time equivalent (IFTE) generation and that are based on lecture-type classroom instruction assume that field-based supervision and instruction are done by other than full-time faculty. Such an assumption contradicts the School’s need to direct the efforts of roster faculty to develop and sustain collaborative relations with constituent schools and agencies.

School of Education, Health, and Human Performance faculty bear joint responsibility with their constituent schools and agencies for the continuum of professional development, which reaches from preservice preparation, through the novice induction period, to the career-long professional development of the mature professionals. Acknowledging a role in career-long professional development also has implications for the workload model. Faculty effort in the college classroom would represent one aspect of the model, field-based programming another, and in-service professional development opportunities yet another. Faculty workload and IFTE generation shift among these components. This will necessitate the utilization of multiple measures for assessing the quantity and quality of faculty work.

5. TENURE AND PROMOTION

The School of Education, Health, and Human Performance tenure and promotion policies and procedures are governed by those outlined in the current copy of the College of Charleston’s Faculty Administration Manual during the evaluation process. The School’s departments are in the process of developing tenure and promotion standards. All candidates are referred to the appropriate pages of the current manual

Within EHHP, the department chair meets with each candidate individually to review the process, answer specific questions and to assist candidates with packet development.

6. EVALUATION OF FACULTY AND STAFF

Tenured and tenure-track faculty in the School of Education, Health, and Human Performance are evaluated annually by their respective department chairs in accordance with the form and guidelines approved by the faculty. The dean reviews all faculty evaluations prior to signing and invites feedback from faculty members regarding their evaluations.

Staff are evaluated in accordance with College of Charleston policy.

7. TEACHER EDUCATION CANDIDATE ADMISSIONS, CONTINUATION, AND PROGRAM COMPLETION
7.A. Admission Continuation, and Program Completion Procedures in Teacher Education

Admission requirements for the teacher education unit are detailed below and in the Unit Assessment Handbook for all faculty members. Additionally, a detailed progression through teacher education programs can be found in the Handbook under Undergraduate Advising Manual for Teacher Education and the Master of Arts in Teaching Advising Manual.

7.A.1 Introduction

Candidate advisement is an important part of our work in the School of Education, Health, and Human Performance (EHHP). Regular and thoughtful advising throughout a candidate’s program enhances academic achievement and success. Both faculty advisors and candidates are invested in this process and have responsibilities regarding effective program advisement.

This document outlines the sequence of events and critical faculty advising issues involved in successful completion of the Teacher Education Program in the School of Education, Health, and Human Performance at the College of Charleston. Examples of program and advising forms referenced in this document are included in the EHHP Faculty Handbook. Both new and current faculty members are encouraged to review this document to maintain current understanding of the teacher education program sequence and student requirements. This is a living document that will change as we continually strive to become even better at preparing and supporting our prospective teachers.

7.A.2. Teacher Education Faculty Advisement Responsibilities

1. Become familiar with
   a. The course of study sequence/requirements in your primary content area,
   b. Teacher education admission/provisional admission procedures and paperwork,
   c. Teacher education requirements for certification recommendation and non-standard testing accommodations,
   d. Family Educational Rights and Privacy Act (FERPA) regulations,
   e. Teacher Education Program standards and dispositions, and
   f. Additional campus resources available for student advising and assistance

2. Attend at least one informational meeting for candidates preparing to enter clinical practice in order to become familiar with candidates’ requirements for progression through the Teacher Education Program.

3. Attend at least one clinical practice (CP) supervisors’ meeting to familiarize yourself with CP requirements and supervisors’ duties.

4. Meet with each advisee at least once per semester. If the student does not schedule a meeting, the adviser should initiate one via email or phone.

5. Respond to student/candidate phone calls or emails within 24 to 48 business hours. Leave notification on phone or email when you will not be available.

6. Send/forward email reminders of important deadlines to advisees.

7. Keep regular office hours and post hours each semester on your website and door.

8. Get to know advisees. Actively encourage and then listen to candidate questions and concerns.

9. Prior to appointments
   a. Review candidate advising file from OSSC and previous notes (in EDASYS)
   b. Review candidate’s current admission status or degree audit.

10. Demonstrate how to use candidate advising tools if candidates have questions.

11. Plan candidate’s coursework for upcoming semesters.
12. Plan and check the status of other candidate requirements (signing up for CP, taking required standardized tests).
13. Record notes in EDASYS after advising meeting for follow-up.

7.A.3. Student/Candidate Advisement Responsibilities

1. Contact faculty advisor by phone or email to make an appointment for advising every semester and as needed. If you are a secondary education candidate, be sure to see both your content area advisor and your education advisor.
2. Prepare for advising appointment:
   a. Review the most current degree audit (from Degree Works) prior to appointment.
   b. Be prepared to discuss any academic problems or concerns. Bring a list of any questions you may have.
   c. Be prepared to discuss scheduling and options for the upcoming semester.
   d. Be an active participant in the planning process. Be familiar with program and certification requirements. Ask questions if you don’t know.
   e. Show up for advising appointments prepared and on time.
3. Follow up on referrals and inform your advisor of the outcomes of those referrals.
4. Use campus services such as the Center for Student Learning and the Career Center.
5. Keep up with all program deadlines.
6. Check email regularly. Attend to all emails/notices from the teacher education program and your advisor.
7. Attend all mandatory candidate meetings.
8. Be aware of your rights under FERPA.
9. Accept responsibility for your decisions and actions.

7.A.4. Sequence of Events in a Teacher Education Program (Declaration of major to recommendation for certification to teach)

1. Students declare their major in education with the Office of Student Services and Certification (OSSC)
   a. Declaring a major is not the same as applying for admission to the Teacher Education Program; declaring a major is only declaring intent to pursue the major once admission requirements have been met.
   b. Students interested in becoming secondary teachers should declare majors in both education and their chosen content area; they will have an advisor in both major areas. It is important to see the content area major advisor as well as the education advisor.
   c. Before students enter the College of Charleston as freshmen or as transfer students, they have an opportunity to explore the major of interest. The School of Education, Health, and Human Performance holds information sessions for these students before they begin their first semester at C of C. At this point, students may choose to major in education; however, many students explore options for their major fields during the first few semesters of their career at C of C.
   d. First, students interested in declaring education as a major contact the Office of Student Services and Certification (OSSC) to make an appointment to declare a major in education.
   e. In order to change a major, a student should contact OSSC to request a major change.
f. Students meet with OSSC staff to complete the declaration of major form. At this time the coordinator reviews Teacher Education Program admission requirements (See #2 below).

g. The initial declaration process serves as an intake for candidates to the Teacher Education Program at the College of Charleston. EHHP only recommends successful program completers for certification, but the state of SC certifies teachers.

h. OSSC reviews the student’s degree audit at declaration and advises the student how to read and interpret the degree audit for degree progress tracking.

i. In order to review education program requirements with interested students and answer prospective candidate questions, OSSC staff visit each EDFS 201 class. This class, Introduction to Education, is typically taken during the sophomore year and is a requirement of the Teacher Education Program.

j. OSSC staff assign each declared student a faculty advisor, provides advisor contact information, advises the student to request the advisor’s office hours and availability for appointments, and encourages the student to meet with the advisor at least once each semester.

k. ADVISOR CHECKLIST for the initial advising meeting for students who have declared a major but have not yet completed all admission requirements.

   i. Review student’s admission status to the Teacher Education Program.
      1. Does the student meet GPA requirements?
      2. Have all disposition forms been submitted to OSSC?
      3. Has the student satisfied all standardized test requirements for admission? (See #2 below)
         a. If the student does not have passing scores in SAT/ACT and needs to take PRAXIS 1, see Information on PRAXIS 1.
      4. What is the status of EDFS 201? Has student taken it, is it currently in progress, or when is student planning to take it? Student must earn a “C” or above in the course.

2. Students meet admission requirements to the Teacher Education Program.
   a. Admission to the Teacher Education Program requires successful completion of all admission requirements.
   b. Admission process must be complete before beginning any professional program coursework (any education courses beyond EDFS 201).
   c. Admission requirements:
      i. Students must complete a minimum number of general education requirements as determined by their selected program of study. See individual program sheets for course hours for each program.
      ii. Students must have a 2.5 minimum cumulative GPA.
      iii. Students must have passing scores on all three PRAXIS 1 tests OR minimum SAT/ACT scores.

<table>
<thead>
<tr>
<th>Standardized test options</th>
<th>SC minimum score requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS 1</td>
<td>Reading: 175; Writing: 173; Math: 172</td>
</tr>
<tr>
<td>SAT I</td>
<td>Math + Writing + Verbal = 1650</td>
</tr>
<tr>
<td>SAT (old version)</td>
<td>Math + Verbal = 1100</td>
</tr>
<tr>
<td>ACT</td>
<td>24</td>
</tr>
</tbody>
</table>

*Institutional code to have scores sent to C of C: R5113
*Institutional code to have scores sent to SCDE: R8108
Students must have completed EDFS 201: Introduction to Education with a grade of “C” or better. Students may begin education classes beyond EDFS 201 only when all admission requirements have been met and all general education coursework has been completed.

Students must have submitted to OSSC three disposition forms completed by each of the following individuals:
1. EDFS 201 instructor (entered into EDASYS by 201 instructor),
2. One general education course professor (entered into EDASYS by OSSC), and
3. Someone knowledgeable about the candidate’s involvement with children/youth (entered into EDASYS by OSSC).

Students must have on file in OSSC an Essential Tasks Statement and completed application form.

3. Students are approved for candidacy in the Teacher Education Program when all required documentation (see #2) is received in OSSC.
   a. OSSC sends an official letter of acceptance to the candidate.
   b. OSSC sets up an advising file for the new candidate and forwards it to the candidate’s faculty advisor.
   c. The advising file contains the following information:
      i. Degree audit (Degree Works) printed at the time of the student’s declaration of major,
      ii. A program of study worksheet completed by the coordinator at declaration,
      iii. A blank program planning form (see Tentative Sequence for Completion of Teacher Education Program),
      iv. Any initial intake notes from coordinator at declaration, and
      v. Qualifying scores printout for the SAT/ACT if the student is exempt from PRAXIS I.
   d. ADVISOR CHECKLIST for follow-up advising meetings.
      i. Review student’s current degree audit.
         1. Is student maintaining EHHP requirements for cumulative and major GPAs? GPA calculators are available at http://undergrad.cofc.edu/academic-resources/gpcalculators.php
         2. Have all required courses been completed? Plan subsequent semesters based on missing coursework in degree audit.
         3. The degree audit assumes successful completion of all coursework in progress and provides a list of courses not completed as well as all courses accepted for transfer.
         4. Review earned hours. The minimum number of earned hours required for graduation from the College of Charleston is 122.
      ii. Plan coursework for upcoming semester/s and complete planning form (Tentative Sequence for Completion of Teacher Education Program). Retain a copy in student file and provide a copy to student.

4. Provisional Admission is determined from Students of Concern list
   a. Approximately two weeks prior to the end of each semester, OSSC initiates a review of admission status for students registered for education classes beyond EDFS 201.
b. Students who have not yet met all criteria for admission are included on the list of Students of Concern. Students on the list must complete all unfulfilled requirements by the end of the current semester. Unsuccessful students are dropped from all education classes for the following semester.

c. The department chair, associate department chair, and OSSC send a certified letter to each student who has been dropped from classes.

d. A student may qualify for provisional admission in two circumstances:

   i. **PRAXIS 1-Pre-Professional Skills Test (PPST)**: This provisional admission only applies if the deficiency is in one and only one test area, either mathematics, reading, or writing. A student who scores below cut-off score in more than one area will not be considered for provisional admission. The student must have successfully met all other requirements for admission. Provisional admission is for one semester only. Failure to meet all admission requirements by the end of the provisional semester (the date final grades are due) will result in removal of the student from the Teacher Education Program.

   ii. **Overall GPA of 2.5**: This provisional admission only applies if the overall GPA is at or above 2.4 but less than 2.5. A student whose overall GPA is below 2.4 will not be considered for provisional admission. The student must have successfully met all other requirements for admission. Provisional admission is for one semester only. Failure of the student to successfully meet all requirements for admission by the end of the provisional semester (the date grades are due) will result in removal from the Teacher Education Program.

5. **Candidates work toward Clinical Practice and recommendation for certification**

   a. Neither the College of Charleston nor the School of Education, Health, and Human Performance certifies candidates to teach.

      i. EHHP recommends for certification those candidates who have successfully completed all requirements for SC state certification (successful completion of all coursework, successful completion of CP, evidence of passing PRAXIS II test scores, and official college record containing awarded degree).

      ii. Once a candidate has been recommended for certification, OSSC sends the candidate a letter of intent. The letter states that the student has been recommended for certification in the state of SC and gives the area of certification. Students may use the letter of intent until grades and degrees are posted by the Registrar’s Office.

   b. Clinical practice (CP), formerly known as student teaching, typically occurs during the last semester prior to graduation. Prior to CP, candidates participate in three field experiences in public schools, one each semester. Fields are intended to expose candidates to varied socioeconomic populations and to provide a graduated system of interaction with students and teachers in real classrooms. Each subsequent field experience provides the candidate with opportunities for more and more complex interaction with students, from observation, to working with individuals and small groups, and finally, to teaching lessons to groups of students.

   c. During the second semester of education classes, or two semesters prior to the intended CP semester, OSSC holds a **mandatory meeting for candidates**. Four optional meeting dates are provided to candidates to accommodate diverse schedules. **Candidates are not allowed to participate in CP if they do not attend one of these meetings.** These meetings outline the deadlines and events critical to participating in CP and becoming recommended by EHHP for certification to teach in SC.
d. See included documents for a complete listing of these deadlines that are typically in late spring (April) for admission to the next spring’s CP (and October for the next fall’s CP).

e. Some of these requirements are the following:
   i. Application to participate in CP
   ii. Official application to the state of SC
   iii. Fingerprinting and results submission
   iv. Optimal time to take PRAXIS exams and which exams are required
      *Institutional code to have scores sent to C of C: R5113
      *Institutional code to have scores sent to SCDE: R8108
   v. Orientation to CP
   vi. ADEPT training

f. At the end of the semester prior to the CP semester, candidates receive an official letter from OSSC that includes information about their CP placement, their cooperating teacher and school, and the grade level/content area in which they will be teaching.

g. ADVISOR CHECKLIST for candidate advising meetings.
   i. Review candidate’s current degree audit.
      1. Is candidate maintaining Teacher Education Program requirements for cumulative and major GPAs?
         a. GPA calculators are available at http://undergrad.cofc.edu/academic-resources/gpa-calculators.php
      2. Have all required courses been completed? Plan subsequent semesters based on missing coursework.
      3. The degree audit assumes successful completion of all coursework in progress and then provides a list of courses still lacking. This document also lists all courses accepted for transfer.
      4. Review earned hours. The minimum number of earned hours required for graduation from the College of Charleston is 122.
   ii. Plan coursework for upcoming semester/s and complete planning form (Tentative Sequence for Completion of Teacher Education Program). Retain a copy in student file and provide a copy to student.
   iii. Has the candidate met critical deadlines for CP and recommendation for certification?

7.A.5. Student Appeals in Teacher Education

7.A.5.a. Undergraduate Admission to the Teacher Education Program

The following criteria are required for admission to the Teacher Education Program:

- Passing score on PRAXIS I (waived if SAT = 1650 or above or ACT = 24 or above)
- A grade of C or better in EDFS 201
- Three Candidate Disposition forms
- Overall undergraduate GPA of 2.5

Students must be accepted as candidates in the Teacher Education Program before being allowed to take any education courses beyond EDFS 201: Introduction to Education or EDFS 303: Human Growth and Development.
There is no appeals process for admission to the Teacher Education Program.

- If all criteria in the required admission process are not met or the student does not qualify for Provisional Admission, the student will be removed from any education courses in which he or she is enrolled.
- If a student subsequently completes the criteria for which admission to the teacher education program was denied, the candidate may reapply.

### 7.A.5.b. Provisional Admission to the Teacher Education Program

Should a student seek provisional admission to the School of Education, he or she must meet one of the three conditions described below. Provisional admission is limited to one semester. The student meeting any one of the following conditions for provisional admission must successfully meet all requirements for admission by the end of this provisional semester (the date grades are due that semester) to remain in the Teacher Education Program.

Conditions for provisional admission:

- **Praxis 1: Pre-Professional Skills Test (PPST)**
  - This provisional admission will be considered if a deficiency is in *only one* of the three test areas (mathematics, reading or writing). A score below the cutoff in more than one test area will prohibit a student from seeking provisional admission.
  - The student must have met successfully all other requirements for admission.
  - The student must have an overall GPA of 2.50.

- **Overall GPA of 2.5**
  - This provisional admission will be considered only if the overall GPA is at or above 2.40.
  - The student must have met successfully all other requirements for admission.

- **Transfer students**
  - We recognize that transfer students typically have little or no prior knowledge of the Teacher Education Admission requirements before transferring to the College of Charleston and no access to an assigned advisor in Teacher Education prior to their transfer. Transfer students who enter the College of Charleston having completed all of their general education coursework and/or with some education coursework credits are allowed one semester following transfer to meet required admission criteria.
  - Once admitted to the Teacher Education Program, candidates are required to sustain the following standards to remain in the program:
    - Maintain an overall 2.5 GPA
    - Maintain an education (all EDEE and EDFS courses) GPA of 3.0
    - For secondary and language candidates, maintain their respective GPA in their content area major
    - Not meeting any of these requirements is grounds for dismissal from the Teacher Education Program. Candidates are not allowed to continue taking courses in the program. However, the student may file an appeal to *continue in the program*. 
7.A.5.c. Candidate Appeals Procedure

Undergraduate candidates having failed to meet requirements necessary to continue in the teacher education program may appeal their exceptions to the program continuance criteria. Faculty, administrators, and candidates involved in the appeals process need standardized procedures in order to ensure both clarity of the process for everyone involved, as well as objectivity and professional judgment in decision-making regarding the candidate’s appeal.

When there is cause to deny a student continuation in the Teacher Education Program, the Office of Student Services and Certification will notify that student in writing detailing the deficiencies leading to denial of continuation. Should there be extenuating circumstances warranting further consideration for continuation in the program, the candidate may appeal the decision by following these procedures. The candidate’s faculty advisor is available for assistance with this process.

All appeals for continuation in the program must be in writing following the process checklist below and following the listed procedures.

1. The candidate receives notification of failure to meet program continuation criteria from the OSSC.
2. The candidate must initiate appeals process within 10 working days (2 weeks) of receipt of notification.
3. The candidate contacts his/her advisor in Teacher Education to discuss the dismissal letter from the Teacher Education Program and to determine a plan of action.
   a. The advisor should provide any pertinent information to the Associate Chair through email.
4. The candidate acquires the Appeals Checklist below and follows it.
5. The candidate delivers to the Associate Chair through email with attachments the following items:
   a. Appeals Checklist
   b. A formal letter of appeal from the candidate which includes
      i. Detailed description of the appeal request for exception to the program criteria,
      ii. Clear rationale for the appeal outlining extenuating circumstances, the candidate must justify why they should be granted the appeal; just asking for one is not adequate.
      iii. Candidate’s current address, telephone, and email address.
   c. All prior appeals-related paperwork. (Have previous appeals been granted?)
   d. One copy of the candidate’s transcript or a degree audit from DegreeWorks
6. The TEDU Associate Chair initiates the review process to consider the appeal once these documents have been received.
7. The TEDU Associate Chair will consult with appropriate program faculty to consider the appeal.
8. The TEDU Associate Chair sends the appeal decision to the candidate and copies the advisor, the Director of OSSC and the EHHP dean.
9. If the candidate’s appeal is denied and the candidate subsequently completes the criteria for continuation in the teacher education program or placement into a clinical practice internship, the candidate may reapply for admission or placement.

7.A.5.d. Continuation in a Program following Appeal

If a candidate receives a positive decision from the Appeals Committee, s/he may continue in the program the next semester but must adhere to any requirements set forth as a result of the Appeal. There is, however, an exception if a candidate is in the final semester before clinical practice.
If a candidate is admitted into the program and is approved for placement in clinical practice but then drops below the required GPA immediately prior to clinical practice, the candidate will receive a letter canceling his/her clinical practice placement. The candidate may appeal if there are extenuating circumstances associated with the drop in GPA using the form below.

If this situation occurs at the end of the fall semester prior to clinical practice, time is of the essence. Any delay by the candidate in initiating the appeals process can result in the appeal hearing taking place after the starting date for clinical practice in the spring. If such is the case, the candidate will not be approved for clinical practice for that semester even if the outcome of the appeal is in the candidate’s favor. However, they may participate in clinical practice the semester following a positive decision for the appeal.

Borderline candidates who are experiencing any extenuating circumstances or difficulty with their GPA during their final semester prior to clinical practice are directed to meet immediately with their advisors to consider a potential plan of action.

7.A.5.e. Candidate Complaints

When a candidate has a complaint related to any aspect of the Teacher Education Program, the candidate should follow this sequence of events to resolve the issue:

1. The candidate with the complaint makes an appointment to discuss the complaint with the associate department chair of the teacher education program. If the complaint is related to certain aspects of field experiences or clinical practice, such as placement issues, the candidate may first discuss the issue with the director of the Office of Student Services and Certification. If the issue cannot be resolved, the candidate is referred to the associate department chair.
2. If the complaint cannot be resolved with the associate department chair, such as an issue with a faculty member, the candidate is referred to the department chair.
   a. The candidate makes an appointment with the department chair to discuss the issue.
   b. The department chair coaches the candidate, practicing with them how to talk to the person with whom they have the problem or complaint.
   c. The candidate makes an appointment with the person in question to resolve the issue. The candidate can return to the department chair for further interaction if the meeting with the faculty member does not result in a satisfactory outcome.
   d. If the issue is still not resolved, the student is referred to the dean of the school, who will address the problem pursuant to policy outlined in the College of Charleston Student Handbook: A Guide to Civil and Honorable Conduct.
3. Student complaints are recorded in the offices of the department chair and associate department chair.
TEACHER EDUCATION CANDIDATE APPEALS  
Candidate Appeals Checklist

Name of Candidate:_____________________________________________ ID # ___________________

This checklist ensures 1) that the appeal submitted to the Associate Department Chair by the candidate and the process followed during the accumulation of documentation and thereafter is completed in a timely manner and 2) that the candidate is fully aware of the actions necessary for a formal appeal.

<table>
<thead>
<tr>
<th>Appeal Action Sequence</th>
<th>Date/Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate receives notification from Office of Student Services and Certification (OSSC) that s/he has not met the requirements to continue in the Teacher Education Program</td>
<td>Candidate date/initial</td>
</tr>
<tr>
<td>Candidate acquires Appeals Form from OSSC</td>
<td>Candidate date/initial</td>
</tr>
<tr>
<td>Candidate initiates appeal by contacting education advisor <strong>within 10 working days of receipt of notification</strong>. The candidate and advisor discuss the dismissal and determine a plan. The advisor provides a letter of opinion concerning the appeal (should the advisor not be available, candidate will contact program director or associate department chair).</td>
<td>Faculty Advisor date/initial</td>
</tr>
</tbody>
</table>
| Candidate delivers prepared packet of materials through email to the TEDU Associate Department Chair with the following materials:  
  • _____formal letter of appeal from the candidate containing  
    1. A description of exception request  
    2. A rationale for request outlining the **extenuating circumstances**  
    3. Any other materials the candidate feels substantiates there request  
    4. The names of candidate’s advisor  
    5. The candidate’s student id number, current address, telephone, and email  
  • _____Any prior appeal request-related paperwork  
  • _____A copy of candidate’s transcript or degree audit from DegreeWorks  
  • _____A letter of opinion from the candidate’s advisor (sent directly through email to the Associate Chair) | Candidate date/initial |
| Associate Chair initiates review process                                                                                                                                                                               | Assoc. Chair date/initial |

**Appeal Decision**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Chair</td>
<td>Sign</td>
</tr>
</tbody>
</table>
7.B. Teacher Education Course Policies and Procedures

7.B.1. Undergraduate and Graduate Grading Scales

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<td>A</td>
<td>93-100%</td>
<td>4.0</td>
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<td>B+</td>
<td>89-92%</td>
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<td>3.3</td>
<td>B</td>
<td>85-88%</td>
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</tr>
<tr>
<td>B</td>
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<td>3.0</td>
<td>C+</td>
<td>81-84%</td>
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<tr>
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<td>C</td>
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<tr>
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<td>F</td>
<td>0-76%</td>
<td>0</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.

7.B.2. Professional Behaviors/Dispositions

Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

7.B.3. Attendance

Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.
7.B.4. Missed Course Assessments

If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a makeup. It is the responsibility of the student to make arrangements with the instructor for any makeup work.

7.B.5. Due Dates

All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

7.B.6. Final Examinations

The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7.B.7. Course Papers

All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

7.B.8. Honor System

All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook. Students are responsible for reading, understanding, and adhering to the Code of Conduct. Ignorance is no excuse. Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

- http://writing.wisc.edu/Handbook/QPA_paraphrase.html,
- https://www.indiana.edu/~istd/example1paraphrasing.html, and
- http://owl.english.purdue.edu/owl/resource/619/01/

7.B.9. ADA Accommodations

In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

7.B.10. Mission

The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.
Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching. **Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.**

- **ETC1: Understanding and valuing the learner**  
  - Standard I: Evidence theoretical and practical understanding of the ways learners develop

- **ETC2: Knowing what and how to teach and assess and how to create an environment in which learning occurs**  
  - Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas  
  - Standard III: Evidence a variety of strategies that optimize student learning  
  - Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

- **ETC3: Understanding ourselves as professionals**  
  - Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession  
  - Standard VI: Communicate effectively with students, parents, colleagues, and the community  
  - Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

Approved 091303  
Amended 061504, 082704, 091704, 063005, 061411, 030812, 071912