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 and department chairs
meet 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 School of Education, Health, and Human
Performance 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.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. Individual departments can
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.

· FACULTY WORKLOAD

4.A. Definition of Faculty Workload

Faculty workload has three components: teaching, service, and scholarly activity. Teaching is the central
mission of the institution and faculty are also expected to engage in scholarly 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 scholarship
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
informal administrative duties, scholarly activities, 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 - EDIT

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 will impact 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 - EDIT

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 is in the process of developing tenure and promotion standards. All candidates are referred to the appropriate pages of the current manual and approved EHHP standards for further clarification.

Within EHHP, the department chair meets with each candidate individually to review the process, answer specific questions and to assist candidates with packet development. Annual faculty evaluation is not mentioned elsewhere.

6. TEACHER EDUCATION CANDIDATE ADMISSIONS, CONTINUATION, AND PROGRAM COMPLETION

6.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.

6.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