I. Overview and Conceptual Framework

I.1.A. Institutional Mission. Furman University is a selective, independent, coeducational liberal arts college located in Greenville, South Carolina. Its mission is to offer a distinctive undergraduate education encompassing the humanities, fine arts, social sciences, mathematics, the natural sciences, and selected professional disciplines, of which teacher education is prominent. Engaged learning is a hallmark of the curriculum. It emphasizes problem-solving, project-oriented, and research-based experiences in which both students and faculty are involved.

I.1.B. Historical Context. Founded in 1826 by the South Carolina Baptists, Furman is named for Richard Furman (1775-1825), a prominent pastor in Charleston, who was president of the nation's first Baptist Convention and a leader in Baptist higher education. The Southern Association of Colleges and Schools (SACS) accredited Furman in 1924, and in that same year the university became a perpetual beneficiary of (partial) funding from the Duke Endowment. In 1958 Furman University moved from downtown Greenville to its present campus, which is five miles north of the city. It is surrounded by the remnants of mill communities, as well as more affluent areas around Paris Mountain. Furman University received a chapter of Phi Beta Kappa in 1973, and today ranks among the leading liberal arts colleges in the nation.

I.1.C. Unique Characteristics. At the heart of the undergraduate course of study is Furman's general education program. Its purpose is to ensure that all undergraduates will be introduced to the major methods of inquiry that characterize liberal study. Currently, approximately half of the undergraduate curriculum is designated for the general education program. Additionally, more than forty majors are offered.

The 1897-1898 Furman Catalog included a program of Pedagogics among those listed in the university curriculum. Education, which first appeared as a department in 1919-1920, was a program of study consisting of four courses. In 1936, through a collaborative effort among Furman, the School District of Greenville County, and the Greenville Woman's College, the program expanded to become the present Education Department. Furman's Master of Arts degree in education was established in 1938 and the Education Specialist degree was established in 2010.

Furman has 2,662 undergraduate students. Women account for 57 percent of the undergraduate population. Ninety-six percent of undergraduates reside on campus. The racial/ethnic composition of the undergraduate population includes the following: Eighty-one percent White; five and one-half percent Black; four percent Asian; three percent Hispanic; two percent multiracial; non-Hispanic; and four percent of unknown race/ethnicity. Sixty-nine percent of the undergraduates are from out of state, excluding the international students. Eighty percent of
this year's entering freshmen had a 3.0 GPA or above. Forty percent graduated in the top tenth of their class. Nine and one-half percent scored between 1400 and 1600 on the SAT, and 54 percent of freshmen scored between 1200 and 1399.

There are 240 full-time and 28 part-time undergraduate instructional faculty. Nineteen-five percent of the full-time faculty holds the doctorate or other terminal degree. The percentage of full and part-time faculty who represent minority racial or ethnic groups is 11.2 percent, with less than one percent who are international. Women constitute 37 percent of the full- and part-time faculty.

I.2.A. **Summary of the Professional Education Unit.** The Education Department and the Graduate Studies Program at Furman University constitute the Unit. They are the only entities that prepare professional educators and other school personnel at Furman. There is a very small Master of Arts in chemistry program, and while it operates under the auspices of the Graduate Studies Program, it does not prepare educators or other school personnel.

I.2.B. **Unit Mission.** The Unit's mission is to prepare teachers and other school personnel who are scholars and leaders. As scholars and leaders, they use effective pedagogy, reflect thoughtfully on the practice of teaching, and promote human dignity. The Unit is especially known for its Teacher to Teacher Program, which permits qualified candidates the chance to complete their Clinical Practice during the first half of a collaboratively supported first year of teaching.

I.2.C. **Relationship to Other Units.** The Unit works closely with colleagues in the arts, sciences, and music (secondary/foreign language and music certifiers must major in a content discipline) who are involved in teacher preparation at Furman. The Unit Head remains in contact with the chairs of relevant departments, and liaisons from those departments serve on the Teacher Education Committee, which meets regularly to monitor the Unit's progress.

The advanced programs at Furman complement and enhance the effectiveness of the initial programs through shared faculty, facilities, equipment, and other resources. These programs serve teachers and other school personnel, the majority of whom are full-time professional educators pursuing graduate studies on a part-time basis; thus, graduate candidates are exclusively non-residential students. Because of the nature of Furman's graduate population, enrollment varies from term to term. In the spring 2013 term, there were 153 graduate students.

I.3.A. **Programs Offered by the Unit.**

The Unit offers a total of 14 programs (seven initial, seven advanced) for the preparation of education professionals. Among the initial programs, all but Music are completed on the post-baccalaureate level.

The initial teacher preparation programs are:

- Elementary Education
- English
The advanced programs are:

- Curriculum and Instruction
- Early Childhood
- Learning Disabilities and Behavior Disorders
- Literacy
- TESOL
- Educational Leadership (district level—superintendent)
- School Leadership (building principal and supervisor)

I.3.B. **Status of State Approval.** All programs have been approved by the State of South Carolina.

I.3.C. **National Recognition.**

Early Childhood, English, Languages, Learning Disabilities and Behavior Disorders, Science, School Leadership, and Social Studies are *Nationally Recognized* until February 1, 2022.

Literacy is *Nationally Recognized with Conditions* until February 1, 2014 (a *Response to Conditions Report* was submitted in March of 2013).

Elementary Education and Mathematics Education are *Nationally Recognized with Conditions* until February 1, 2015. *Response to Conditions Reports* for those two programs will be submitted in the early fall of 2013.

The status of Educational Leadership—District Level, Superintendent is *Further Development Required.*

The status of TESOL is *Recognized with Probation.*

I.3.D. **Other National Accreditation Associations.**

Music is Nationally Recognized by the National Association of Schools of Music until 2019.

The Unit planned and implemented a new master's degree concentration in Curriculum and Instruction in 2010, which has proven to be a good M.A. option for candidates with initial certification on the secondary level. It is not connected with a specific Specialized Professional Association (SPA), although it adheres to the National Board for Professional Teaching Standards.
I.4. Conceptual Framework Tenets. The Vision Statement for the Unit's Conceptual Framework (CF) is: "Preparing educators who are scholars and leaders." This vision is incorporated into the undergraduate, post-baccalaureate, and graduate programs of study. The Unit's Mission Statement (as noted above in I.2) flows logically from the Vision Statement, emphasizing that the Unit prepares educators who "use effective pedagogy, reflect thoughtfully on the practice of teaching, and promote human dignity." The Mission Statement also affirms the need for "collaborative, interdependent efforts throughout the academic community."

The Conceptual Framework (CF), which is based on the Vision and Mission Statements, identifies six broad proficiencies that candidates must be able to demonstrate for successful completion of initial and advanced programs of study. In turn, these proficiencies are subdivided into 32 Indicators.

I.4.B. Institutional Standards. The CF's six Proficiencies are: 1) mastery of subject matter; 2) mastery of pedagogical knowledge; 3) the ability to teach diverse learners; 4) the ability to reflect on scholarship and practice; 5) the belief that all learners can succeed; and 6) fair and respectful behavior.

The first two Proficiencies refer to candidate knowledge, knowledge not only about the content that is taught, but also about the most effective ways to teach that content. Proficiencies 3 and 4 refer to the skills candidates should be able to demonstrate: the ability to teach a wide range of students and the ability analyze data and one's own pedagogical practices in ways that lead to continuous self-improvement. The last two Proficiencies are connected to candidate dispositions: the belief (as evidenced in practice) that all students are capable of learning and patterns of behavior that demonstrate fairness and respect (for others and for oneself).

As noted above, the six Proficiencies are grouped in three pairs in order to reflect a candidate's knowledge, skills, and dispositions. The CF provides Indicators for each of these three areas: 5 for knowledge, 16 for skills, and 11 for dispositions. These indicators were informed by standards issued by the Interstate Teacher and Assessment Consortium, the National Board for Teaching Standards, and the South Carolina ADEPT Performance Standards (Assisting, Developing, and Evaluating Professional Teaching). ADEPT (based on ten "Performance Standards") is part of the state-mandated evaluation system used to assess the performance of novice teachers, as well as initial teacher candidates during Clinical Practice.

I.4.C. Connections to Knowledge, Skills, and Dispositions. The CF (with references to specific Indicators) is embedded in course syllabi, assignments, assessments, rubrics, and surveys. Where appropriate, it is aligned with ADEPT, NCATE, and SPA standards.

Consistent with the notion of continuous improvement, the Unit views the CF as an evolving document. The CF's most recent revisions (undertaken in 2012 by the Program Review Committee in response to faculty and candidate feedback) centered on three areas: 1) making the Indicators more specific; 2) reducing redundancies and vagueness; and 3) formulating the six Proficiencies from the goals that were articulated in the previous version of the CF. The Unit
believes that these changes have helped candidates to continue to meet state, national, and professional standards.

The CF Proficiencies are assessed in a variety of ways in initial and advanced programs, typically (but not always) at various Unit Transition Points/Checkpoints that mark candidates' satisfactory progress through their particular program. This includes the Unit's commitment to monitor and guide candidates' development of dispositions that are valued by the faculty and university as a whole. Unit data in 2010 indicated that some of the most significant problems that candidates have faced have been connected to their dispositions. For that reason, the Unit has revised an instrument known as an Event/Concern Report (E/CR), which is aligned with various CF Indicators. Although it is anticipated that a candidate will not receive any E/CRs during his/her preparation as a prospective teacher, there is now a formal protocol that must be followed if they do. Because the Unit values the CF dispositions so strongly, concerns raised in E/CRs must be resolved prior to the candidate's advancing to the next stage in his/her program.

The Unit's commitment to technology is part of the CF narrative, which addresses technology in two important Indicators that speak to candidate skills: 1) the ability to "demonstrate ethical use of current educational technologies to enhance instruction, assessment, and student performance" and 2) the ability to "communicate effectively and professionally in writing, orally, and through various electronic media." These Indicators also represent the faculty's commitment to remain abreast of technological developments and to use technology wisely and ethically. The Unit has a Technology Committee to oversee technology development and to insure that candidates are required to demonstrate effective and appropriate use of technologies in course work and field experiences.

CF Indicators also address the Unit's commitment to diversity. These Indicators are based on the belief that the preparation of educators who are scholars and leaders (within the context of a democracy) requires a genuine commitment to affirming all persons, irrespective of socioeconomic status, sexual orientation, ethnicity, race, gender, language, exceptionality, religion, or geographic origin. The Unit, through its CF, challenges candidates to broaden their experiences and worldviews, insures that they are exposed to a wide variety of settings and populations.

**Standard 1. Candidate Knowledge, Skills, and Professional Dispositions**

_Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards._

**1.1.A. Content Knowledge for Teacher Candidates.** Assessment data demonstrating candidates' knowledge, skills, dispositions, and impact on student learning are derived from internal and external evaluations, and are based on professional, state, and institutional standards. Summaries contained in this report and the Specialized Professional Association (SPA) program
reports, including (but not limited to) assessment descriptions, rubrics, alignment matrices, and multiple terms/cycles of data, provide the evidence that candidates are meeting the criteria set forth in Standard 1.

Evaluations of (SPA) reports provide one indication of our candidates' content (& pedagogical) knowledge, skills, and dispositions. Seven programs (Early Childhood, English, Languages, Learning Disabilities and Emotional/Behavior Disorders, School Leadership, Science, and Social Studies) were "nationally recognized"; three programs were "nationally recognized with conditions" (Elementary Education, Secondary Mathematics, and Literacy); one program was designated "further development required" (Educational Leadership); one program has been placed on "temporary probation" (TESOL). Programs with conditions will resubmit their reports by September 2013. The Music Education Program is accredited by the National Association of Schools of Music through 2019.

In initial programs, candidate content knowledge is assessed through course grades and PRAXIS II exams. At all four transition points, candidates must maintain a minimum 2.5 GPA in their major. Average GPAs at the Unit's four Transition Points indicate that candidates major GPAs are significantly above that (3.46-3.55). Furthermore, all candidates must maintain a grade of "C" or higher in all courses required for certification (both content and pedagogy). In 2012-2013, only 5.9 percent (n=1) of candidates had below a "C" in a content course.

Title II reports indicate that the Unit's Praxis II content scores are consistently above NCATE's 80 percent criterion. Candidate content knowledge is further confirmed by triangulation with the required Portfolio and Final (ADEPT) Clinical Practice Evaluations (96 percent and 96.6 percent of candidates "met" content knowledge elements on those assessments, respectively). Employer and Alumni Surveys (see content knowledge items) and Year-2 ADEPT evaluations of Furman graduates also confirm mastery of content knowledge.

Candidates in advanced programs demonstrate in-depth knowledge of the content in their fields and professional areas. Content knowledge of advanced program candidates is assessed through grade point averages (GPA) in required program courses. Candidates must maintain a 3.0 GPA to remain in all programs. Content knowledge is also assessed through Praxis II scores and key program assessments.

Advanced program alumni are surveyed bi-annually, and qualitative results from the 2012 survey show that alumni were highly satisfied with the preparation they received in the CF's proficiencies, including those related to content knowledge.

1.1.B. Pedagogical Content Knowledge and Skills and 1.1.C Professional and Pedagogical Knowledge Candidates in initial programs can apply the pedagogical content and the professional/pedagogical knowledge and skills reflected in national, state, and institutional standards. In addition to course grades and Praxis II scores, core assessments used to evaluate CF proficiencies show candidate mastery of elements in Standard 1.B. and 1.C, including (but not limited to) the ability to consider school, family, and community contexts, as well as prior student experiences, in constructing lesson/unit plans that present content in a clear and meaningful manner. They also gain experience incorporating technology into their lesson
plans/instructional practices, which are based on major schools of thought and the ability to analyze research findings. Specific core assessments in the initial programs include a tutoring reflection, philosophy of education paper, Unit Work Sample, technology project, and digital portfolio. In 2012-2013, pass rates at the "met" or "exceeded" standard level on these assessments were 100, 97.5, 94, 100, and 96.4 percent, respectively. Additional performance evidence is supplied in successful completion of the final ADEPT evaluation administered at the end of the Clinical Practice. In 2012-2013, 96.6 percent of candidates passed this assessment.

Candidates' mastery of pedagogical content and the professional/pedagogical knowledge and skills is further confirmed by triangulation with Employer and Alumni Surveys, as well as data supplied by the ADEPT evaluations of Furman graduates teaching in their second year. (Over the past five years, Furman alumni have had a 95 percent pass rate on Year-2 ADEPT evaluations.)

Candidates in advanced programs for teachers also display mastery of pedagogical content and the professional/pedagogical knowledge and skills that are aligned with the CF and SPA standards. Data are collected at Checkpoints that are linked to program admission (Checkpoint 1), admission to candidacy (Checkpoint 2), and program completion (Checkpoint 3). For example, candidates must meet the minimum GPA requirement to gain program admission and have a minimum of two references that show knowledge of content and the profession.

Candidates in advanced programs for teachers develop expertise in certain aspects of professional knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues. All program completers are required to complete EDFD-879: Master’s Seminar. One key assessment component of that course requires an oral presentation that includes CF and professional indicators.

1.1.D. Student Learning for Teacher Candidates. Measuring candidate impact on student learning is an additional component of demonstrating candidate mastery of pedagogical knowledge and skills. All candidates in initial programs complete a Unit Work Sample (UWS), which is the primary measure of candidate impact on student learning. Based on state standards and CF proficiencies and indicators, the UWS provides candidates the opportunity to develop meaningful learning experiences that take into account students' developmental levels and prior experience. During 2012-2013, 94 percent of candidate "met" or "exceeded" standard on these elements of the UWS.

All candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data in required core courses, EDFD-604: Statistics and EDFD-606: Educational Research. Through collaborative peer projects in both courses, they make data-driven decisions about strategies for teaching and learning so that all students learn.

1.1.E. Knowledge and Skills for Other School Personnel.
Candidates for other professional school roles (School Leadership, Educational Leadership, and Literacy) have an in-depth understanding of knowledge in their fields as required in professional and state standards (ELCC, IRA). Candidates collect and analyze data related to their work,
reflect on their practice, and use research and technology to support and improve student learning. Examples include the Curriculum Mapping project in EDSL-730 (Assessment 5), the Reading and Writing Case Study in EDRD-965 (Assessment 5), and District Leadership Action Plan in EDSL-879 (Assessment 5).

1.1.F. Student Learning for Other School Professionals. Candidates in advanced programs have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. All advanced program candidates take EDFD-604: Statistics and Measurements in Education and EDFD-606: Research in Education. As part of this required sequence, candidates must use data analysis of student learning as a key component of a research project. Candidates in all advanced programs (except for Curriculum and Instruction) complete at least one practicum in which they apply knowledge, skills, and dispositions to impact student learning directly.

1.1.G. Professional Dispositions. Data from the Dispositions Assessment (administered three times for each candidate except for music) indicate that initial candidates possess the dispositions delineated in national, state, and institutional standards. These dispositions are also grounded in two broad CF proficiencies, "Belief that all learners can succeed" and "Responsibility and Fairness. During 2012-2012, the range of "met standard" percentage on these dispositions ranged from 81.25 to 100 percent. Scores on Final ADEPT Evaluations during Clinical Practice (see especially APS 8a, 10a, and 10c), as well as Alumni and Employer Surveys, also reflect candidate attainment of these dispositions.

Assessment of dispositions in advanced programs was implemented prior to the last re-accreditation visit. At Checkpoint #1 applicants must provide two recommendations from current or former supervisors that, among other things, address dispositions. Candidates who receive low ratings in any area or have a poor recommendation are not accepted into the program. At Checkpoint #2, candidates must submit grades from the first three courses completed in the program; these courses are aligned with dispositional expectations. At Checkpoint #2, candidates must submit the recommendation form signed by the Program Coordinator or a professor who has taught him/her (GS3). If there are any concerns over dispositions, the candidate must meet with the Program Coordinator and the Director of Graduate Studies before they may be admitted to candidacy. At Checkpoint #3 candidates are asked to complete a multi-media project in the Master's Seminar that requires them to provide a self-assessment of their performance on all CF Proficiencies, including dispositions.

1.2.B. Continuous Improvement. The Unit regularly uses data and feedback obtained from course evaluations; Exit, Alumni, and Employer Surveys; Program Review Committee (PRC) and Teacher Education Committee (TEC) meetings; and state and national assessments to make changes that have led to continuous improvement of candidate performance and program quality. We hope to sustain and enhance continuous improvement as articulated in this standard through the following ongoing and projected activities, grouped in five areas:

1. Enhancing Pedagogical Knowledge and Skills (Elements 1.B & 1.C)
2. Greater Focus on Candidate Dispositions (Element 1.G)
3. Greater Focus on Technology (Elements 1.C)

5. Programmatic Expansion (Element 1.A)

1. Enhancing Pedagogical Knowledge and Skills: We remain satisfied with the pedagogical knowledge and skills of our candidates, abilities that were most recently acknowledged by the fact that five of our alumni were selected as Teachers of the Year by their schools during the 2012-2013 academic year. Nevertheless, we want to enhance our candidates' pedagogical knowledge and skills whenever possible. For example, in South Carolina full implementation of Common Core State Standards (CCSS) in mathematics and English language arts is scheduled for the 2014-2015 school year. On Exit Evaluations, candidates in initial and advanced programs have expressed an understandable desire to possess the ability to address the CCSS as effective educators. The Unit has already begun incorporating these components in EDU-330: Reading and Writing Processes and Instruction in Grades PK-3, EDU-331: Reading and Writing Processes and Instruction in Grades 2, and in the required courses for the Literacy program. We hope to expand these efforts to include the general pedagogy courses taken by secondary/foreign language and music candidates, with appropriate field-based assessments.

With respect to foreign language candidates (Spanish and French), we have noted that some of them do not achieve an "advanced-low" rating the first time that they take the Oral Proficiency Interview, which is required for program completion. Because even academically successful students sometimes struggle to achieve an advanced-low rating, our coordinator for foreign language certification has developed an assistance protocol for candidates. We are currently piloting this protocol, and will review the results, making changes as needed.

In responding to the need to augment our candidates' pedagogical content and skills associated with diverse learners (expressed by candidates in Clinical Practice feedback), the Unit is currently in the process of requiring all candidates to complete a Multicultural Inquiry Project. For several years, this project has been a required assessment for elementary candidates, receiving uniformly positive responses from candidates. Secondary/foreign language candidates and faculty expressed a desire for greater exposure to, and pedagogical strategies related to, diversity, which was one of the primary reasons for deciding to ask all candidates to complete a Multicultural Inquiry Project. Secondary candidates presented their projects at the annual campus-wide student research symposium, Furman Engaged, this past spring (2013). The Unit will continue to monitor this initiative, with the possibility of making the Multicultural Inquiry Project an additional CF assessment.

2. Greater Focus on Candidate Dispositions: Since the last re-accreditation visit, the Unit has made revisions to its comprehensive assessment instrument for measuring candidate dispositions at various Transition Points within the program. Candidates typically perform well on all dispositions, especially those related to NCATE Standard 1 ("Fairness" and "Belief that all students can learn"). However, concerns have occasionally been raised about a few candidates who do not meet the standards for "timeliness" and "attendance" dispositions. We have noticed (informally) a high correlation between concerns with these dispositions and subsequent (related) problems demonstrated by candidates in the Senior Practicum and Clinical Practice. The Unit is therefore focusing on addressing these dispositional concerns in a more effective manner. To achieve that purpose, we have instituted a follow-up protocol to Event/Concern Reports (EC/Rs),
which are the mechanism for identifying concerns with candidates at any point during their progress through the program (see Standard 2 section). We hope that this additional protocol will reduce the possibility of significant concerns arising during the extended field experiences, including Clinical Practice.

3. Greater Focus on Technology: The Unit prepares candidates with the pedagogical knowledge and skills to incorporate technology as an instructional strategy to enhance student learning. All schools where candidates are placed for field experiences have a wide range of technology. The Unit (prompted by Exit Evaluations and feedback provided by candidates) also attempts to provide candidates with access to state of the art technology. The Unit has recently acquired a Sharp Aquos Interactive Display Board with ActivEnspire software to mirror what teachers have in their classrooms with Promethean Boards. Two graduate courses are now offering online capabilities: EDSL-854: Leadership for Social Justice, which uses synchronous Adobe NetMeeting Connect software, and EDFD-602: Learning Process, which uses asynchronous with Moodle. (Note: neither of these courses is an actual online course.) Furthermore, the new liaison between the Unit and Furman's ITS department is a former secondary teacher and alumnus of the TEP; we anticipate that he will be a good resource as we attempt to maximize the exposure our candidates have to educational technology.

4. Enhanced Opportunities for Professional Growth: The Unit encourages candidates in the initial and advanced programs to pursue a variety of ways to enhance their growth as scholars and leaders. For example, fifth-year elementary and secondary/foreign language candidates present their digital portfolios at the end of their Clinical Practice to faculty and graduating seniors, providing an excellent opportunity to share their pedagogical knowledge and skills and to inspire candidates who will shortly be participating in the Senior Practicum. The Unit hopes to investigate ways to formalize this event so as to increase attendance and to provide music candidates with an opportunity to participate.

In a related vein, the Unit has been encouraging as many candidates as possible to participate in the campus-wide student research symposium known as Furman Engaged. Participation can take the form of a presenting a scholarly paper/poster or by serving as a discussant in a panel session. The Unit believes that participation in Furman Engaged is an excellent way to demonstrate content and pedagogical knowledge.

The Unit is particularly proud of sponsoring the Upstate Schools Consortium. The Director of the Upstate Schools Consortium (a full-time faculty member in the Unit) plans professional development seminars in concert with other faculty and school district representatives. Nationally recognized consultants, as well as regional and local educators, lead these professional development activities. Attendance at the seminars has increased by 250 percent, with as many as 800 people in attendance. Although candidates have attended in the past (and continue to attend), we hope to increase the number who are able to do so in the future, as per candidate feedback.

Finally, the Unit plans to continue the professional development courses offered through the Office of Graduate Studies (in partnership with eighteen Upstate South Carolina school districts) that provide teachers with professional development credits for certificate renewal and
advancement. Our own alumni (via email messages) have expressed a desire to participate in what they call "refresher courses," which the Unit hopes to be able to offer in the summer of 2014.

5. Programmatic Expansion: In the years subsequent to the last re-accreditation visit, the Unit received feedback (Exit Evaluations) from secondary candidates regarding the option to pursue a master's degree in education at Furman. The advanced programs that were available for secondary candidates at the time of the last visit were Early Childhood, Learning Disabilities and Emotional/Behavior Disorders, TESOL, and Literacy. Nonetheless, with the exception of Literacy, which was a good fit for secondary English certifiers, the other programs were not a good fit for secondary certifiers. As a result, in collaboration with faculty, candidates, and other stakeholders, the Director of Graduate Studies planned and implemented a new master's degree (advanced) program in Curriculum and Instruction, which has proven to be a good professional option for a range of individuals. Similarly, the Unit also responded to the community and candidates who requested that the Unit establish an Ed.S. degree, which was indeed created in 2010. This will provide individuals to gain a professional credential that will allow them to pursue options for employment in district-level positions. Although this program is currently undergoing further development, the Unit hopes to recruit greater enrollment in it, as well as possibly decreasing the timeframe for completion.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2.2.A. Assessment System. The Unit has a centralized, comprehensive Performance Assessment System (PAS) that collects and analyzes data on: a) applicants for admission to the preparation programs; b) on candidate and graduate performance throughout the course of programs; and c) on unit operations.

Assessment data are derived from both internal and external evaluations: a) candidate proficiencies based on the Unit's Conceptual Framework (CF); b) Transition Point/Checkpoint assessments (e.g., maintaining a minimum grade point average); c) program evaluation reports by Specialized Professional Associations (SPAs); d) Praxis II specialty area test results; e) Exit Evaluations and Employer & Alumni Survey results referencing content knowledge; and f) South Carolina ADEPT scores for teaching interns and second-year alumni.

Candidates in all initial programs pass through a uniform sequence of four Transition Points. These Transition Points are based on the demonstration of appropriate knowledge, skills, and dispositions. The Director of Program Development and Evaluation (DPDE) and the Unit Head monitor candidate progress throughout the Transition Points, which are as follows:

Transition Point #1: Program Admission
Transition Point #2: Transition to Early Experience
Transition Point #3: Transition to Clinical Experience (Internship)
Transition Point #4: Transition to Program Completion (Recommendation for Certification)

In the initial programs, the Education Analyst (EA) also plays a significant role in monitoring candidate progress. The EA schedules Teacher Education Program (TEP) orientations, assists candidates in applying to the TEP, reviews GPA and Praxis data, and submits various state and federal reports regarding candidate enrollment and progress.

Advanced programs have similar "checkpoints," monitored by the Director and Assistant Director of Graduate Studies:

Checkpoint #1: Program Admission
Checkpoint #2: Admission to Candidacy
Checkpoint #3: Degree Audit (Program Completion)

At Program Entry, initial and advanced candidates receive a letter confirming their admission to the TEP or a request for a meeting with the Unit Head (or Director of Graduate Studies) and their advisor to discuss conditions for admission or concerns related to their admission. After Program Entry, candidate status is audited each term, with notification if there is an issue jeopardizing program continuation. Additional details regarding the Transition Points/Checkpoints, including the criteria and assessments used for candidate advancement, are described in Exhibit 2.4.a1.

At any point (including prior to admission to initial or advanced programs), a candidate may be asked to address issues raised in an Event/Concern Report (E/CR). E/CRs are generated on an as-needed basis to document incidents that trigger concerns by advisors, faculty, or supervisors about teacher candidates. The form itself is aligned with the Unit's CF and the Interstate New Teacher Assessment and Support Consortium (INTASC). It is anticipated that a candidate will not receive any E/CRs during his/her program of study; however, if he/she does, the candidate will meet with the Department Chair, his/her advisor, and the faculty member who generated the report to discuss the event/concern and to formulate an action plan to address that concern(s). A follow-up meeting will be scheduled to discuss whether the action plan was a success. Completed E/CRs are submitted to the Education Analyst for placement in the candidate’s record. A copy is also forwarded to the candidate’s academic advisor. Concerns raised in reports must be resolved prior to the candidate’s advancing to the next transition point in the program.

2.2.B. Data Collection, Analysis, and Evaluation. The DPDE is responsible for producing and distributing summary data reports for all assessments and evaluations (including field experiences) on an annual (sometimes semi-annual) basis to Unit faculty, the Program Review Committee (PRC), and the ADEPT Coordinator. (The PRC is an umbrella committee appointed by the Unit Head that is composed of faculty members, the Education Analyst, a P-12 member, and a student representative.) With assistance from the Director of Graduate Studies, the DPDE also provides summary data reports on the Unit's advanced programs and candidates. The DPDE, in collaboration with the PRC, is also responsible for the creation, collection, and distribution of summary data in regard of to Unit surveys (e.g., survey of
employers and alumni). Finally, with the assistance of the EA, the DPDE compiles and distributes Unit admissions data on a semi-annual basis. Administrative assistants provide help with data entry. A variety of software, including Datatel and LiveText, is used to collect and archive candidate data and artifacts.

Various entities conduct reviews of data on an annual and semi-annual basis. Unit faculty and program coordinators are among the first to review assessment data. They communicate concerns to the PRC, which reviews summaries from all assessments, evaluations, and surveys. This allows the Unit to benefit from ongoing assessment, which—in turn—gives the Unit the opportunity to make programmatic revisions as necessary, particularly (but not exclusively) in regard to maintaining the assessment system's accuracy, fairness, and reliability. Substantive changes to assessments, evaluations, surveys, and curricula are subject to approval in accordance with the Unit's (and, in some cases, the university's) governing structure. These changes are noted in meeting minutes and other documents (e.g., The Teacher Education Program Guide, Policies and Procedures Manual, and the Early Experience/Senior Practicum/Internship Handbook).

The Teacher Education Committee (TEC) is charged with monitoring the Unit's assessment system. Chaired by the Unit Head, the TEC consists of faculty representing each certification program (arts/ sciences, humanities, and education faculty), as well as teacher candidates in at least two different certification programs. It reviews the Unit's policies, provides feedback, and endorses necessary changes made to teacher education policies.

Faculty and clinical supervisors associated with the Unit are committed to insuring that fairness, accuracy, consistency, and the elimination of bias characterize the Unit's assessment system. As noted above, candidates' performance is monitored at key points throughout their program of study. Additionally, multiple sources of assessment data are used at each point to inform decision-making. Originally based on the generally accepted rubric recommended by McLaughlin and Vogt (1996), the Unit has implemented a three-level scoring guide that is used for most assessments: "1" corresponds to "does not meet standard”; "2" to "meets standard”; and "3" to "exceeds standard." In some cases the term "expectation" is used in place of "standard." It also has a uniform rubric for assigning letter grades. Other measures to insure fairness, accuracy, consistency, and the elimination of bias are described in Exhibit 2.4.e1.

At any point, candidates may submit a complaint or appeal concerning any matter regarding program continuation. There is an official process for resolving/addressing the complain/appeal. For details, see Exhibit 2.4.e1.

2.2.C. Use of Data for Program Improvement. The Unit regularly uses data, including information acquired from candidate performance evaluations, to assess courses, program preparation, and unit operations. When indicated, these data are used to initiate changes in the Unit's policies and programs.

Data about the efficacy of courses comes from candidate Exit Evaluations and from individual course evaluations ("Surveys of Student Opinions"). The latter employ both multiple choice questions (based on a Likert scale), as well as free response questions. These
data are reviewed each term by faculty and the Unit Head in order to determine if course or faculty performance needs to be adjusted.

University supervisors and cooperating teachers confer regularly discuss candidate performance data during field experiences, especially Clinical Practice, which can result in programmatic changes. For example, candidate performance data on the midterm ADEPT evaluation during Clinical Practice indicated that candidate knowledge of the ten ADEPT Performance Standards (APSs) was not optimal. In response, the Unit created a new assessment instrument (completed by university supervisors) that indicates how well candidates have been prepared at the start of Clinical Practice in each of the ten APSs. This is providing useful information about which APSs need to be discussed and explored more thoroughly in upper level methods courses.

Faculty have access to candidate assessment data and data systems. In the initial and advanced programs, program coordinators share assessment concerns with other faculty and the DPDE. They also communicate ongoing results of SPA assessments (and program reviews). Faculty can ask for any pertinent assessment information about specific candidates from the Education Analyst (initial programs) or the Assistant Director of Graduate Studies (advanced programs).

Candidates in the initial programs typically meet with their advisors at least once per term. Advisors share information concerning the candidate's progress through the program (based on performance data, including grades) and discuss course scheduling. Candidates in the advanced programs also meet with their advisor or program coordinator on a regular basis; they are apprised of their performance and/or any concerns that might have arisen.

2.2.B. Continuous Improvement. The Unit has made changes, modifications, and/or clarifications to certain aspects of the Performance Assessment System (PAS) since the last re-accreditation visit. We believe that these changes have led to clarifications regarding candidate performance and improvements in several other aspects of the Unit's functions. These changes can be grouped in four areas:

3. Use of Assessment Data to Improve the Monitoring and Evaluation of Candidate Dispositions (Elements 2.B and 2.C)
4. Use of Exit Evaluations and Alumni Surveys to Enhance Program Quality for Secondary Candidates (Element 2.C)

1. Use of Candidate Performance Data to Revise Assessment Instruments and Procedures. All candidates in initial programs used to complete a Unit Work Sample (UWS) during Clinical Practice. Scores on the UWS indicated that candidates were unable to complete the assignment in an optimal manner in light of the other demands of Clinical Practice. The UWS assignment was therefore moved to the Senior Practicum (only music candidates
continue to complete the assignment during Clinical Practice). Candidate performance on the UWS has consequently improved. To maintain continuous improvement in this area, the Unit is monitoring music candidate performance on the UWS in order to determine if a similar change needs to be made for them.

Questions on course exams and performance on lesson planning assignments indicated that candidate knowledge and skills in regard to South Carolina's Education and Economic Development Act (EEDA) and the South Carolina Safe Schools Climate Act (SCSSCA) were unsatisfactory. Based on these data, the PRC made a change in the candidate assessment system: elementary and secondary/foreign language candidates now learn about the EEDA and SCSSCA during an intensive unit that is part of the Senior Block. Assessment is based on quiz results and an application paper. Initial data indicate that this revision has been successful. Music candidates will be similarly assessed in their upper level methods courses beginning in the fall of 2013. The Unit will continue to analyze assessment data in order to maintain PAS performance in this area.

2. Use of Candidate and Faculty Feedback to Revise Assessment Instruments and Procedures: Candidate feedback and data (via Exit Evaluations and Alumni Surveys) in the years following the last re-accreditation visit indicated the need to improve communication about the Unit's PAS, despite the fact that the Unit had already enhanced the ways in which it made candidates aware of program and licensure requirements. To that end, the Unit augmented information about the PAS during the orientation sessions conducted for prospective (initial and advanced) program applicants in the fall and spring term of each year. At these sessions (divided in groups by program level/area), attendees receive verbal and printed information about the certification program of interest, the CF, and Transition Points/Checkpoints within the PAS. Additional information about the assessment system is provided at meetings for program candidates held during the spring of the junior year and prior to the start of the senior year. We plan to maintain these changes as a way to enhance Unit functioning and candidate understanding in the future.

The Unit uses the ADEPT system in developing the necessary skills, knowledge, and dispositions for prospective teachers. During 2007-2008, the Unit became aware (primarily through Exit Evaluations, Alumni Surveys, Clinical Practice Performance, and informal faculty feedback) that candidates were not fully cognizant of how the Unit uses ADEPT throughout the TEP. As a result, the Unit revised its ADEPT orientation sessions, particularly with reference to when and how candidates would be responsible for demonstrating the ten ADEPT Performance Standards (and why their performance would be an integral part in determining whether they meet the criteria for program completion). The Unit also added a question to the program Exit Evaluation in regard to the quality of the ADEPT orientation itself. Data from these assessments will be used to adjust instruction in upper-level methods courses, particularly those that are part of the Senior Block, as a way to maintain improved Unit and candidate performance.

An additional change to the PAS that the Unit is contemplating (to enhance Unit operations) concerns the use of LiveText, an electronic data collection and archiving tool. Since fall of 2004, the Unit has used LiveText for key course assessments that are based within courses
(e.g. standards-based lessons and units, portfolios, projects, teacher work samples, reflections) and for exhibits of candidate work to support Unit and program standards. Candidate and faculty evaluations of LiveText's ease of use, reliability, effectiveness, and efficiency have often been negative. Though useful to some degree in performing data analysis, LiveText is not crucial for performing many other tasks, given the relatively small number of candidates in Furman's TEP. For that reason, the PRC has begun investigating the potential use of an alternative software program such as "Box," which Furman University is currently piloting. Ultimately, the PRC decided to delay a potential shift from LiveText until after the onsite re-accreditation visit in the spring of 2014, fearing that such a change could potentially disrupt our presentation of program data during a critical evaluation period.

The most extensive change in the Unit's PAS has been the reorganization of data collection, analysis, and review, largely as a result of feedback supplied by program coordinators. The PRC became increasingly concerned because this feedback suggested a need for greater centralization and coordination of data collection. For the most part, data collection and analysis were being performed by each program coordinator, with some (but not extensive or in-depth) review by the PRC. As a result, it was easy to determine how a specific program was functioning at any given time, but not so easy to discern how the Unit as a whole was functioning. Therefore, the PRC restructured data collection in a more centralized system overseen by the DPDE. A specific timetable was created for data collection, analysis, and review. In addition, a set of master data tables for the entire Unit was created. These revisions have contributed to the continuing improvement of the Unit's performance, which the PRC is monitoring.

3. Use of Assessment Data to Improve the Monitoring and Evaluation of Candidate Dispositions: At the time of the last re-accreditation visit, the Unit was piloting a Dispositions Assessment of initial program candidates. This Dispositions Assessment (a written evaluation instrument aligned with the CF) is conducted at three Transition Points by a faculty member and cooperating teacher: six total assessments, except for music candidates, for whom the DA is completed at two Transition Points for a total of four assessments, given the fact that they complete their preparation program on the undergraduate level.

Dispositions Assessment data have been collected and analyzed since the last re-accreditation visit, and the results have been used for program improvement. For example, one important change that the PRC has made is to require candidates to resolve any "not met" disposition elements before being allowed to move to the next Transition Point in the program. Furthermore, candidates must now resolve any "not met" disposition elements prior to being endorsed for certification by the Unit. A procedure has also been established in case the university supervisor and the district mentor/cooperating teacher do not agree on their assessment of a candidate's dispositions. The Unit will revise that procedure if necessary, depending on whether there are any problems the first time it occurs. Finally, Unit Faculty are placing additional emphasis on the disposition of "timeliness," as that seems to be a weakness among some candidates.

As noted above, part of the PAS includes an Event/Concern Report (E/CR). However, given recidivism among some candidates (revealed by annual E/CR summaries), the PRC decided
to implement a mandatory follow-up E/CR meeting (typically several weeks after the initial meeting) to determine whether the candidate's issue or issues have been resolved. The PRC is currently monitoring this change.

4. Use of Exit Evaluations, Senior Block Feedback, and Alumni Surveys to Enhance Program Quality for Secondary Candidates: The Unit has used feedback provided by secondary candidates to make TEP improvements. A general concern of secondary candidates is that they do not feel sufficiently integrated into the TEP, at least not relative to the experience provided to elementary candidates. As a result, faculty members associated with the Senior Block have begun planning a series of pedagogical workshops that will occur during the spring term of the junior year and the fall term of the senior year for secondary candidates. This will provide an opportunity to discuss topics that would be useful for the successful completion of the Senior Practicum, and also an opportunity to interact with the Unit's faculty at an earlier point in the program. This is yet another way that the Unit hopes to maintain and/or enhance program operations.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1.A. Collaboration Between Unit and School Partners. The Unit collaborates with school partners in a variety of settings to deliver field experiences and Clinical Practice that enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn.

The Unit's relationships with its surrounding school districts have grown as a result of the creation of the Teacher to Teacher Program in 2000, an extended post-baccalaureate program for elementary and secondary/foreign language certifiers. The Teacher to Teacher Program permits candidates in initial programs, if qualified, to concurrently complete their Clinical Practice as an induction (first-year) teacher of record in a local classroom. (Candidates who are not qualified to do so complete their Clinical Practice in a cooperating teacher's classroom.)

The Teacher to Teacher Program resulted after intense collaboration with the South Carolina Department of Education and partner school districts, particularly Greenville County and Spartanburg 6. A major component of this program is the collaborative relationship between university supervisors and district mentors (the latter being devoted exclusively to the Unit's candidates who are induction teachers). Another element of this program is a comprehensive field experience called the Senior Practicum, which involves 4-6 weeks of full-time teaching in a cooperating teacher's classroom during the spring term of the candidate's senior year.

A long-standing partnership in collaborative practice is also the foundation of Furman's advanced programs. For example, the advanced programs in School and Educational Leadership
are the direct results of the local demand for highly qualified school leaders. To cite another example, the Unit's TESOL concentration began as a collaborative program with the Greenville County Schools as a means to increase the number of highly qualified ESOL teachers in the community.

The Unit and its partner school districts jointly determine the specific placement of student teachers and interns for other professional roles. Each faculty member in the initial and advanced programs who teaches a course that includes a field experience has the primary responsibility for coordinating candidate placements with P-12 personnel. The Teacher to Teacher Coordinator cooperates with designated P-12 officials to arrange the placements of initial elementary, secondary/foreign language candidates for Early Experience (a two-week full-time practicum prior to the senior year), the Senior Practicum, and Clinical Practice. Placements for music candidates are made cooperatively between the music faculty liaisons and school district personnel via recommendations that are forwarded to them by the Unit's Education Analyst. In the advanced programs, Clinical Practice is arranged by the program coordinator and school officials.

University supervisors, cooperating teachers, and (as necessary) school district officials share expertise by collaboratively monitoring candidate performance during field experiences and communicating about specific candidates. Expertise is also collaboratively shared in the advanced programs, where district curriculum coordinators, principals, and other school personnel work closely with candidates and university supervisors during field experiences.

### 3.1.B. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

All of the Unit's programs are committed to meaningful field experiences. In the initial programs, field experiences are typically 20 hours per course, while in the advanced programs the number of hours varies depending on the program. These experiences provide opportunities for candidates to observe in schools and other agencies (e.g., EDU-120), tutor students, participate in education related community events, interact with families of students, attend school board meetings (e.g, EDU-111), and assist teachers or other school professionals. These experiences are incremental, allowing candidates to apply theory to practice in pedagogically meaningful ways.

The Unit's governance structure insures that field experiences and Clinical Practice meet high standards aligned with the Unit's Conceptual Framework (CF) and South Carolina's ADEPT (Assisting, Developing, and Assisting Professional Teaching) evaluation program. The Program Review Committee (PRC), which meets throughout the year, is the committee that oversees the field experiences required of teacher candidates. The PRC monitors the implementation of ADEPT, as well as the number of hours, diversity of experiences, and the quality of supervisory faculty to insure consistency across field experiences with respect to providing candidates with the ability to develop the content, professional, and pedagogical dispositions articulated in state and national standards. The PRC oversees and collaborates with two other committees, the Senior Block Review Committees and the TEAM-Internship Committee (TEAM stands for Teacher Encourager Advisor Mentor), which also monitor ongoing candidate performance in the Senior Practicum and Clinical Practice, respectively.
The Graduate Advisory Committee is the counterpart of the PRC for field experiences in the advanced programs.

Clinical Practice in both the initial and advanced programs is long enough (14-16 weeks) and intensive enough to allow them to master the skills associated with the role for which they are preparing (in School Leadership and Educational Leadership, it is twice the prescribed length). This includes the use of technology to support teaching and learning, and multiple opportunities to interact with teachers and school administrators, district personnel, university supervisors, and peers.

Advanced program candidates work as colleagues with school personnel at their own school site or at assigned sites through the summer practicum or full year internship programs. Additional requirements in specific assignments may also include time spent at central or district offices. All candidates in advanced programs (except for Curriculum and Instruction) complete at least one culminating three-credit course designated solely as a practicum experience. These experiences allow candidates to critique and synthesize educational theory related to classroom practice based on their own applied research. Furthermore, in all programs except Curriculum and Instruction, candidates apply their knowledge, skills, and dispositions to impact student learning directly.

For example, candidates in Literacy and TESOL complete a 3 credit, field-based experience in their home schools. Literacy candidates also have a second practicum at Furman (students come to campus). Special Education candidates participate in a Clinical Experience housed in a local school while Early Childhood candidates participate in a field-based Clinical Practice housed in area child development centers. Candidates in School and Educational Leadership complete year-long field based internships (Clinical Practice) in their assigned school or district office.

The selection of cooperating teachers and mentors is a collaborative effort between the Unit and partner school districts. Selection criteria are based on state requirements, best practices, and the CF; these criteria are listed in the Unit's handbooks and Memoranda of Understanding. Cooperating teachers and district mentors are provided at least two training sessions (one connected to Early Experience and the other related to ADEPT) that familiarize them with the Unit's expectations and procedures.

3.1.C. Candidates Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn. During field experiences and Clinical Practice, candidate knowledge, skills, and dispositions are assessed at multiple times and in multiple ways. All programs have entry and exit criteria for Clinical Practice that are indicated in Transition Point 3 for initial programs and Checkpoint 3 for the advanced programs. Uniform formative and summative assessment instruments are used to insure that candidates meet professional, state, and institutional standards identified in the CF and that affect student learning. These assessments, particularly the midterm and final ADEPT evaluations during Clinical Practice in initial programs, are jointly conducted by university supervisors and P-12 personnel. In the initial programs, all candidates must complete a Unit Work Sample (UWS) that requires them to collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.
The Unit and its partner school districts are committed to providing candidates with field experiences and Clinical Practice that provide candidates with the knowledge, skills, and dispositions exposing candidates to help all students learn. Throughout the initial and advanced programs, placements are made (through a new placement database) so as to insure that candidates are exposed to diverse learners, including those with exceptionalities and from different socioeconomic groups. Assessment instruments, tied to the CF and SPA standards, require that candidates address their ability to instruct a wide range of learners. In the UWS, candidates must identify the accommodations that they have made for special learning needs.

Field experience and clinical practice in advanced programs are specifically designed to insure candidates have diverse experiences. The Literacy and TESOL programs specifically recruit children with diverse abilities in order for candidates to apply necessary skills and strategies. Clinical practica for other programs are held in diverse schools and other settings. Experiences for other school personnel (as per ELCC standards) require that candidates work with a broad range of students, parents, and community members.

3.2.A. Listed below are quoted excerpts from the rubrics for Standard 3 that describe the Unit's target level performance. Following those excerpts are summaries of: 1) activities and their impact on candidate performance and/or program quality; and 2) plans and/or timelines for sustaining target level performance.

**Element 3a: Collaboration Between Unit and School Partners.**

The Unit and its P-12 partners "are involved in designing, implementing, and evaluating the Unit's Conceptual Framework and the school program."

1. Target performance has been reached by providing multiple points when P-12 teachers and other school personnel have the opportunity to provide feedback about the Unit's initial and advanced programs, as well as candidate performance. This occurs through surveys completed by cooperating teachers and mentors after field experiences, the Senior Practicum (an extended field experience during the senior year for initial elementary and secondary/language candidates), and surveys after Clinical Practice. Collaboration also occurs through meetings of Unit faculty and P-12 personnel, especially through the Unit's Program Review Committee (PRC), TEAM-Internship Committee, the Graduate Advisory Committee, and annual Unit retreats; teachers, mentors, and/or other school personnel participate in all of these meetings.

Target performance has been enhanced by placing the Coordinator of Furman's Teacher to Teacher program on the PRC (that position is split between Furman and a partner school district); creating the TEAM Committee was (it reviews candidate performance during Clinical Practice; and by establishing the annual Unit retreats. These changes have created greater collaboration among the Unit and its partner school districts, as well as necessary changes in the CF (dispositions) and evaluation instruments (candidate evaluations of cooperating teachers/mentors). This has benefited candidates by providing them with greater clarity with
respect to the expectations (based on the CF) that the Unit and cooperating teachers/mentor share about their performance.

2. The Unit plans to maintain the collaboration noted above. Contemplated changes include the inclusion of a Greenville School District personnel member of the PRC and increasing the frequency that the TEAM Committee meets.

The Unit and its school partners participate in each other's "professional development activities and instructional programs for candidates and for children."

1. Target level performance has been achieved through creation and/or participation in numerous professional development activities. Unit faculty in the initial and advanced programs participate in, among other things, school improvement committees (SIC), statewide SIC training sessions, Title I task forces, and Core Curriculum workshops. For their part, P-12 personnel attend professional development programs sponsored by the Unit, including ADEPT seminars & orientations, Holocaust Institutes, virtual storytelling institutes, and the Upstate Schools Consortium. (The Consortium, founded in 1986 by the Unit, hosts nationally recognized consultants, as well as regional and local educators, who conduct professional development seminars for local P-12 personnel. Attendance at these seminars is often as high as 800 individuals.)

These activities have provided unit faculty and local P-12 personnel with greater understanding of evolving state, national, and SPA standards/mandates. Besides enhancing their own knowledge, participation thus allows P-12 educators and unit faculty to model and communicate those standards more effectively to candidates.

2. The Unit plans on continuing to encourage faculty to provide professional development activities for P-12 personnel, and to participate in P-12 professional development activities, especially those that focus on areas that address candidate needs or interests.

Element 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice.

The Unit insures that "both field experiences and Clinical Practice extend the Unit's Conceptual Framework into practice through modeling by clinical faculty and well designed opportunities to learn through doing."

1. To reach target performance, all field experiences, including Clinical Practice, have been meticulously aligned with the Unit's CF. Candidates in the initial programs (elementary and secondary) are now provided with incremental opportunities to learn through doing as they complete 336 hours of field experience prior to Clinical Practice. In EDU-111, EDU-120, and EDU-221 (required foundations courses), they tutor low-performing students, work with small groups, and assist in whole-group instruction. In upper-level methods courses and the Senior Practicum they are given greater opportunities to plan and teach lessons, create assessments, and analyze learner outcome data. In Clinical Practice, they assume all the instructional and administrative responsibilities of the classroom teacher (and, if provided an induction contract,
candidates are themselves the teacher of record during Clinical Practice). Clinical faculty model effective pedagogy during instructional time, as well as during conferences with candidates.

The weekly evaluation form used by cooperating teachers/mentors during Clinical Practice was revised so that candidate performance can be monitored and documented more closely. The course evaluation form for Clinical Practice was also revised for the same reason.

Creation of EDU-460: Critical Issues in Second Education has also allowed the Unit to meet target performance. This course was created to expand the opportunities for secondary/language candidates to incorporate technology and classroom management skills during the Senior Practicum.

2. The PRC will be monitoring continued use of the revised forms noted above during the fall of 2013. It also plans on conducting a comprehensive review of all field experience assessments during the 2012-2013 academic year.

“Advanced program candidates for teachers participate in field experiences that require them to critique and synthesize educational theory” based on classroom practice and their own applied research.

1. Target performance has been reached by establishing and maintaining rigorous field experiences to provide opportunities to critique and synthesize educational theory. For example, advanced program candidates in TESOL and Literacy participate in Clinical Practice at their home school and work in partnership with identified students requiring additional skill-based assistance in literacy or ESOL. University supervisors conduct at least two field-based observations during this period. The Literacy program also conducts a clinical practicum the following summer in which partner-school referred students come to campus for direct, one-on-one tutorials called The Literacy Corner. Literacy candidates plan, direct, and assess the learning of two learners each morning for four weeks during this setting. Examples of assessed impact on student learning include the Reading and Writing Case Study (Literacy) and the SIOP lesson plan (TESOL).

Advanced program candidates in Learning Disabilities & Behavior Disorders also participate in a clinical practicum with identified students referred from our partner schools. Housed in a local elementary school, The Learning Center is a four-week, half-day intensive tutorial setting designed to allow special education candidates to apply theory, instructional strategies and assessments to improve students’ learning.

Advanced degree candidates in Early Childhood also conduct a field-based practicum located in assigned partner child development centers each summer. Degree candidates are partnered with a local mentor and develop a project-based classroom for four weeks. Typically, candidates work in classrooms for two- through five-year-olds, five mornings per week. Instructional planning, assessment, and review occur outside of the direct teacher hours in the program.

2. Annually, program coordinators in the advanced programs review, along with the PRC, key components of the program's internship requirements, including assessment data, and make
recommendations to the Graduate Council regarding adjustments to field-based and Clinical Practice in the advanced programs.

Advanced program candidates in programs for other school professionals participate in field experiences and Clinical Practice requiring them "to design, implement, and evaluate projects related to the roles for which they are preparing."

1. Field-based practica for other school personnel participate in a twelve-month intensive internship. School Leadership complete more than 300 direct hours of participation with their on-site school administrators who serve as mentors. Candidates complete specific tasks and assessments aligned to ELCC standards.

Educational Leadership candidates (Ed.S.) also complete a year-long internship working with area superintendents or assistant superintendents who serve as mentors. They log more than 200 direct hours of participation at the school district level. Since many of these candidates are already administrators at the local school level, directed tasks must be specifically coordinated with district school partners.

In these advanced programs, target performance has been reached by requiring candidates to complete projects that meet specific school, site, or program needs. For example, School Leadership candidates complete field-based projects in data assessment and instructional supervision during their internships that require them to evaluate and assess curriculum and instruction on site. By doing so, they demonstrate the application of learning and supervision theories to improve instruction and student achievement. Superintendent candidates in the Ed.S. program work closely with mentors to perform a district-wide needs assessment, and then design a solution-based project that focuses on a district need or shortcoming directly tied to student learning and development. Using technology and multi-media for data collection and analysis, candidates complete the internship by presenting their projects, including timelines for implementation, directly to district leadership and staff.

2. Annually, coordinators of programs for other school personnel review, along with the PRC and selected partner school district administrators, key components of the program internship requirements, including assessment data, and make recommendations to the Graduate Council regarding adjustments to field-based practice in these specific advanced programs.

Element 3c. Candidates Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn.

The Unit provides "fields experiences and Clinical Practice" that "facilitate candidates' explorations of their knowledge, skills, and professional dispositions related to all students."

1. The Unit has reached target performance by providing numerous opportunities for candidates to be exposed to, teach, and otherwise work with diverse learners. In initial programs this begins with field experiences connected to required foundations courses. In EDU-111 candidates are given tutoring assignments at schools with high rates of free and reduced lunches, while in EDU-221 candidates are given similar assignments working with special needs students, either in
traditional classroom settings or at specialized schools/centers. In upper-level methods courses, the Senior Practicum, and (in all programs) Clinical Practice placements are based on previous placements, so as to insure that all candidates have an opportunity of working with two or more ethnic/racial groups. Assignments and assessment (for example, a Unit Work Sample) are designed to assist candidates in teaching diverse learners.

The creation of a new placement tracking database is greatly assisting the Unit in achieving Target level performance in this area. The PRC undertook a year-long investigation of field placements, having become concerned that some candidates might not be receiving diverse placements. After considering several options, the PRC worked with Furman's IT department to create a multi-field database similar to the one offered by LiveText for tracking candidate field placements. Candidates are now required to submit detailed information about their placements and cooperating teachers. These data will be input into the database by department assistants, and reports will be generated each term. In turn, these reports with allow Unit faculty, the Teacher to Teacher Coordinator, and the advanced program coordinators to make placements in all programs that maximize candidates' exposure to diversity.

2. The Unit will prioritize the continued input of data into the candidate placement database during the fall of 2013. It will then meet in early January of 2014 to assess the effectiveness of the database, gathering feedback from both candidates and faculty, and making adjustments as necessary.

The Unit insures that "candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effect on student learning with the goal of improving practice."

1. Target performance in this area has been achieved in several ways. In all programs, candidates are provided with opportunities to reflect on their practice with other candidates and clinical faculty. Candidates in initial programs are required to do guided reflections in the Senior Practicum and Clinical Practice. They also meet regularly with university supervisors, both on-site and in seminars, to discuss their performance and impact on student learning during the Senior Practicum and Clinical Practice. Candidates are also in frequent communication and collaboration with cooperating teachers/district mentors during Clinical Practice. Seminars held during Clinical Practice provide additional opportunities for candidates to critique and reflect on each others' practice with the goal of improving practice. They are required to submit videotapes of their teaching, which are then viewed and critiqued by their peers. Candidates indicate that this has proven quite effective in improving their performance. Debriefs held at the end of Clinical Practice serve a similar purpose.

Candidates in advanced programs complete a culminating project that is a personal reflection on professional practice. Target performance has also been reached by creating a penultimate course in all advanced programs that is a discussion-based seminar requiring reflection on learning theory and practice.
2. The Unit plans to investigate the expanded use of Edmodo (a social learning platform) during the spring of 2014 as an additional way of allowing candidates in the initial programs to reflect and collaborate with one another about their practice.

**Standard 4. Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

**4.1.A. Design, Implementation, and Evaluation of Curriculum and Experiences.** The Unit has consciously and continuously worked towards integrating content and experiences necessary to prepare candidates in proficiencies necessary to facilitate learning of diverse students, including English Language Learners (ELLs) and students with exceptionalities. This goal is embedded in the Unit's Conceptual Framework (CF), especially in items 1.b, 1.e, 2.c, 2.e, 2.g, 2.k, 3.a, 3.h, and 3.1.

Course expectations and assignments are aligned with the CF's Proficiencies regarding diverse learners (#3, #5, & #6). Specific course topics and standards related to diversity and multicultural issues are highlighted in yellow in the Unit's syllabi. Furthermore, as part of the CF assessment system, all initial program candidates complete required assignments that are aligned with Proficiencies #3, #5, & & #6. These include a tutoring reflection, philosophy of education paper, Unit Work Sample, technology project, and digital portfolio (diversity data highlighted in yellow). In 2012-2013, pass rates at the "met" or "exceeded" standard level on these assignments were 100, 97.5, 94, 100, and 96.4 percent, respectively.

Candidates in initial programs must meet all ADEPT Performance Standards (PSs) as part of their successful completion of Clinical Practice (see esp. APS 1, 4, 5, 7-10). Key Elements within individual PSs the need for candidates to be able to: 1) work with diverse groups of students; 2) exhibit fairness and consistency; and 3) demonstrate responsiveness to students' cultural perspectives and backgrounds. For 2012-2013, 96.6 percent of the candidates met all ADEPT PDSs as an exit criterion for Clinical Practice.

In initial programs, the Unit's Performance Assessment System includes a Dispositions Assessment (DA) The DA includes five items that are strongly targeted at the candidate's abilities to work with diverse learners (items 7, 8, 10-12). These items stress the candidates' ability to demonstrate the skills and dispositions related to the belief that all students can learn and fairness. The most recent data indicate that almost 100 percent of candidates were assessed as having "met" expectations for those five items.

Each year candidates in initial programs are asked (on Exit Evaluations) to rate their level of preparation in broad areas related to the CF, including diversity. Data for 2012-2013 indicate that
96 percent believed that they had been prepared to meet the diverse learning needs of all students (see question #3).

Unit alumni from initial programs are surveyed annually to see how well the Unit has prepared them with respect to diversity proficiencies. The most recent Alumni Survey data (Class of 2009—alumni are not sent surveys until three years after graduation) indicate 100 percent of the respondents believed that the Unit had "met" or "exceeded" standards related to preparing them to address issues related to diversity (see esp. ques. 22, 30, 35, 36).

Employers of Furman alumni are also surveyed every three years. Employer Survey questions are linked specifically to the CF. Data from 2013 indicate that 94.4 percent of the responses for survey items related to diversity indicated that Unit alumni are "meeting" or "exceeding" standards on those items (see items 2g, 2k, 3a, 3h).

The Unit also addresses the need for candidates in advanced programs to understand and honor diversity. Candidates are asked to demonstrate the ability to work effectively with students, parents, and colleagues from various backgrounds and belief systems. Both the Unit's CF and the professional standards for the advanced programs specify that candidates need to respect all students and treat them fairly.

Within the Learning Disabilities & Behavior Disorders and Early Childhood programs, required courses focus on the needs of diverse learners and the assessments that address those needs. For instance, EDEC-746: Methods and Materials for Educating Young Children with Diverse Abilities, requires a Child Case Study (Key Assessment 6), while EDEX-741: Procedures for Teaching Individuals with Exceptional Learning Needs requires candidates to create an Individualized Education Plan (Key Assessment 6). Candidate performance on the assessment in EDEC-746 was 100 percent at the "met" or "exceeded standard" level during the summer term of 2012. Candidate performance on the EDEX-741 assessment was 100 percent at the “met” or “exceeded standard” level during the summer term of 2012.

The School Leadership and the Ed.S. programs address the administrator's role as instructional and district leaders charged with assuring equal access to education and encouraging appropriate ways of meeting the needs of all students. Specifically, EDSL-854: Leadership for Social Justice in the Ed.S. program requires district-leadership candidates to participate in a “The Cultural Plunge” (Key Assessment 6). This activity provides candidates with the challenge of working with a group from another culture and expanding their knowledge and experience through direct interaction. Candidate performance at the "met" or "exceeded standard" level was 100 percent during the summer terms of 2011, 2012, and 2013.

The TESOL program focuses primarily on the growing diversity in South Carolina's classrooms, and seeks to prepare teachers to meet the needs of ELLs. Key Assessment 6, which requires a written philosophy on the teaching of ELLs, is a reflective assignment in which candidates demonstrate their knowledge and experiences in working with the diverse population of English Language Learners. Candidate performance at the "met" or "exceeded standard" level was 100 percent during the spring term of 2010. Data were not available for 2011 or 2012.
4.4.B. Experiences Working with Diverse Faculty. Approximately six percent of the Unit faculty who teach only in the initial and only in the advanced programs are African American (twice the institutional percentage), while the Unit's Native American (she teaches in both initial and advanced programs) is one of only three Native American faculty in the entire institution. The Unit's professional education faculty also represent diversity in geographic region of origin, religion, language, and sexual orientation. Candidates thus interact with faculty of diverse backgrounds in a variety of settings. However, every attempt is made, when new positions become open, to maintain and (preferably) increase the diversity of the Unit's faculty. The Unit has also made the recruitment of diverse faculty and candidates the top priority in its Diversity Plan.

Field experiences and Clinical Practice offer opportunities for candidates to interact and work with diverse P-12 clinical faculty and other school personnel. The Unit consciously attempts to place candidates with personnel, faculty, and staff who represent diverse groups. Our partner districts, as in most locales nationally, are challenged to employ the number of educators who approximate student demographic data. (As of the 2010 census, the Greenville-Spartanburg-Anderson Combined Statistical Area was 76.3 percent white, 17.4 percent African-American, 1.5 percent Asian, and 5.6 percent Hispanic/Latino of any race.) As noted in Standard 3, the Unit is piloting a new database in hopes of maximizing candidates' exposure to diverse P-12 personnel, faculty, and staff.

4.4.C. Working with Diverse Students. Like many liberal arts colleges, Furman faces the ongoing challenge of diversifying its student body. For example, student demographic data for the entire institution in 2012-2013 were as follows: 81 percent were White (non-Hispanic), 5.5 percent African American, 4 percent Asian, 3 percent Hispanic, 2 percent multiracial, and 4 percent were of unknown race/ethnicity. Candidates in the Unit's initial programs for that same period of time represented a slightly lower percentage of African Americans and a slightly higher percentage of Hispanics; in the advanced programs, there was a lower percentage of Hispanics, but a higher percentage of African Americans. In addition, candidates in the advanced programs come from more varied socioeconomic backgrounds. Candidates have often had experiences in diverse settings (different states or even different countries) where they have taught in a variety of schools, public and/or private.

As mentioned above, the Unit has made the recruitment of diverse faculty and candidates the top priority in its Diversity Plan.

4.4.D. Experiences Working with Diverse Students in P-12 Schools. As indicated in the responses to Standard 3: Field Experiences and Clinical Practice, all initial and advanced program candidates have opportunities to work with diverse students in P-12 schools. During 2012-2013 approximately 81 percent of the schools where candidates (initial and advanced) completed their practica, including Clinical Practice, had 10 percent or more students with disabilities; 46 percent had 40 percent or more minority enrollment; and 39 percent had 10 percent or more students who were English Language Learners.
Early Childhood, Special Education, and Literacy candidates also benefit from required practicum experiences in summer classes that allow them to work in applied settings of special need that might not be available in their own schools or districts.

In the School Leadership program, candidates complete a yearlong internship that emphasizes the need to promote diversity in a number of ways. Candidates for the Ed.S. degree also complete a yearlong internship that is designed to bring the relationship of theory and practice into focus. As part of the internship, candidates must cite evidence of meeting all seven ELCC standards, including the standard that pertains to diversity (ELCC Standard 5). Other advanced program course requirements allow candidates to work within their own schools for special projects and observation.

4.2.B. Continuous Improvement. The Unit takes seriously the need to insure continuous improvement of candidate performance and program quality related to the knowledge, skills, and dispositions necessary to help all students learn. We hope to sustain and enhance continuous improvement as articulated in this standard by focusing on these three areas:

1. Maintain Strong Diversity Components Throughout the Unit's Curriculum (Element 4.A)
2. Continue good faith efforts to diversity Unit faculty and candidates (Element 4.B & 4.C)
3. Continue to Use Program Data and Feedback to Address Diversity Issues (Element 4.A & 4.D)

1. Maintain Strong Diversity Components Throughout the Unit's Curriculum: Based on the Dispositions Assessments, Candidate Exit Evaluations, Alumni Surveys, and Employer Surveys, the Unit will continue and enhance several initiatives and programs:

EDU-111: Perspectives on American Education, a required course for all candidates for initial certification, now confers credit for a Poverty Studies minor. This means that there is added emphasis in EDU-111 on the influence of socio-economic status on educational attainment and achievement.

As part of EDU-331: Reading and Writing Processes and Instruction in Grades 2-6, candidates are required to complete a project in connection with the book, *A Long Walk to Water*, by Linda Sue Park, which is based on the "lost boys" of the Sudan. As part of the project, candidates listen to a guest speaker from the Mothering Across Continents organization and engage in pen pal dialogues. There are plans to expand this project to include additional candidates.

A high percentage of candidates have participated in a "poverty simulation" conducted by Our Eyes Were Opened, the poverty education program of United Ministries of Greenville (South Carolina). The Unit is considering making this participation a requirement for all elementary, secondary/foreign language, and music candidates.

The Unit is continuing to collaborate with the Greenville Early College (GEC). The GEC is a 6th-12th grade program within Greenville County Schools that currently (2012-2013 academic
year) serves 35 sixth graders, with priority given to targeted students who: 1) have scored between the 20th and 40th percentile on state assessments; 2) are eligible for free/reduced meals; and 3) will be the first members of their immediate family to attend college. University partners, including Furman, host a "College Connection" that allows students to visit campus each semester; during these visits, enrichment and academic activities are provided. The Unit hopes to increase candidate involvement in the GEC by having candidates participate in the Summer Day Camp that is scheduled for July 29-August 2, 2013.

The Unit is very excited about an overseas study opportunity that it launched in May of 2011. This three-week study-away program focuses on schooling in New Zealand, particularly as it relates to Maori and Pacifica culture. Out of the nineteen students who participated in the inaugural trip, thirteen were Unit candidates. This is providing an opportunity to certification candidates to gain additional knowledge about, exposure to, and interaction with diverse learners in a very different part of the world.

In the Unit's advanced programs, diversity is a primary component in many areas. To give a few examples, the TESOL program focuses on the linguistic and cultural diversity of ELLs. The newly created Ed.S. program (2010) emphasizes social justice and diversity in EDSL-854: Leadership for Social Justice. And the programs in Learning Disabilities & Behavior Disorders stress the physical, cognitive, and emotional needs of individuals with exceptionalities. In addition, all M.A. candidates must complete EDFD-879: Masters Seminar in Education, which underscores key elements of diversity, including race, socio-economic status, exceptionalities, sexual orientation, and social justice (100 percent "met" standard in the spring of 2013). At the end of the seminar, all candidates must submit a written analysis that includes how Furman's graduate program has influenced their ability to address diversity within school settings.

2. Continue good faith efforts to diversity Unit faculty and candidates: Furman University and the Unit continue to be strongly committed to diversifying faculty. Furthermore, Furman has a comprehensive non-discrimination policy and an affirmative action program. Position vacancies are advertised in a variety of sources, which include (but are not limited to) schools, agencies, veterans' organizations, and minority/women's organizations. In a related development, the Unit has begun utilizing the expertise of an adjunct faculty member who is a retired African American administrator/teacher. He is currently teaching EDU-431: Diverse School Cultures and the diversity component of EDU-460: Critical Issues in Secondary Education. The Unit hopes to continue using this adjunct faculty member, perhaps even expanding his role in the Unit.

Each semester, the Unit conducts orientation sessions for students interested in Furman's teacher education programs. Individuals from under-represented groups (including, but not limited to) racial minorities are encouraged to attend and, if so, to consider teaching as a possible career choice. The Unit has already begun conversations with Furman's Assistant Dean for Diversity and Inclusion to determine how we can enhance these efforts.

To insure that the Unit is welcoming to students with any special needs, we will continue to request electronic and in-person updates from the Office of Disability Services regarding ADA regulations and related guidelines concerning provision of student accommodations. Moreover, any student needing extra academic assistance in studying for Praxis I or Praxis II can borrow the
Unit's test preparation materials. These individuals are also counseled to seek help from the Office of Academic Assistance, which has a close working relationship with the Unit.

The Unit has recently joined the Project CREATE consortium. Project CREATE is a Personnel Preparation Project, funded by South Carolina's State Department of Education's Office of Exceptional Children and Division of Educator Quality and Leadership. This program seeks to assist teachers who desire to obtain add-on, alternative, or initial certification in Special Education by providing course tuition and textbook costs.

3. Continue to Use Program Data and Feedback to Address Diversity Issues: Qualitative information provided on Exit Evaluations and Alumni Surveys indicated the potential need for the Unit to consider providing secondary/foreign language and music candidates with additional preparation in addressing the needs of diverse learners. Therefore, the Program Review Committee (PRC) decided to require secondary/foreign language and music candidates to complete a Multicultural Inquiry Project based on a similar project that is required of elementary candidates. This project has been piloted in the Secondary/Foreign Language Senior Block (spring of 2013), and will be piloted with music candidates in their upper-level methods courses in the fall of 2013. This project is aligned with the Unit's CF.

The Unit has also begun providing a two-hour bullying workshop for all elementary, secondary/foreign language, and music candidates. Among other things, this workshop covers the South Carolina Safe Schools Climate Act (SCSSCA, 2006). Furthermore, a pilot unit on the SCSSCA was introduced in the spring of 2013 into the Elementary and Secondary/Foreign Language Senior Blocks; afterward, candidates were assessed on their knowledge of the SCSSCA and given an opportunity to discuss how they would implement its provisions in their subsequent teaching. This unit will be piloted with music candidates in their upper-level methods courses in the fall of 2013.

As previously noted under Standard 3, the Unit has created a new database for tracking the field experiences of all candidates. One of the main reasons for this undertaking was to determine if and how placements could be made in such a way as to further maximize candidates' exposure to diversity. The Unit is monitoring the preliminary use of this new database so that we can insure that all candidates in all programs have a field experience or Clinical Practice that provides them with the opportunity to work with students from ethnically/racially diverse groups, students from different socio-economic backgrounds, English Language Learners, and students with exceptionalities.

4. Monitor Implementation of a Revised Diversity Plan: Unit members are serving, or have served, as members and chairs of committees devoted to diversity, including the Admission Committee, the Diversity Committee, and the Gay, Lesbian, Bisexual & Transgender Issues Committee. Most recently, a Unit member served on the university committee that drafted a new Strategic Plan for Diversity. Initiatives under this plan include the recruitment of more low-SES students, establishment of a Bias Incident Reporting Team, and allocation of funding and support for students to attend conferences sponsoring themes on diversity. The Unit took this opportunity to revise its own Diversity Plan, which will complement and extend Furman's Strategic Plan for Diversity. Initial steps have included reviewing field experience placement data; analyzing
candidate and faculty demographics; and (as noted above) beginning a dialogue with Furman's Assistant Dean for Diversity and Inclusion.

**Standard 5. Faculty Qualifications, Performance, and Development**

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

5.1.A. **Qualified Faculty.** The professional education faculty are highly qualified in their respective fields. Within the Education Department, 100 percent of the full-time, tenure-track faculty who teach in the initial programs hold doctoral degrees. Faculty who teach upper-level methods courses or supervise Clinical Practice have experience teaching in the area(s) and level(s) that pertain to the pertinent subject matter.

During the 2012-2013 academic year, 13 full-time, 2 part-time, and 12 adjunct faculty taught in the advanced programs. Eighty-five percent of these individuals hold terminal degrees. Those who do not have earned doctorates have demonstrable and exceptional expertise in the areas in which they teach. For example, one individual in the TESOL program is a veteran teacher who is currently a district TESOL coordinator. Another is National Board Certified and was the South Carolina Special Educator of the Year (2000). All faculty without Ph.D.s, whether in the initial or advanced programs, are involved on a daily basis in work in the public schools, either as teachers, administrators, or district personnel.

5.1.B. **Modeling Best Practices in Teaching.** Furman faculty model many different instructional strategies: cooperative learning; think-alouds; electronic journaling and discussion; inquiry-based teaching; problem-based teaching; electronic storybooks or portfolios; the project approach; hands-on teaching and learning; critical analysis; lecture and discussion; team teaching with other faculty; and team teaching with master teachers. Faculty engage candidates in these strategies, and then discuss appropriate classroom applications. Through sabbatical leaves and release-time opportunities, professional education faculty avail themselves of opportunities to teach or do other work with children/youth in P-12 settings. Current research, feedback from P-12 practitioners, and input from candidates help faculty adjust instruction and improve practice.

Technology is used to enhance classroom instruction and demonstrate the effective use of technology. The latter occurs both on campus and in specific school sites that are using technology effectively. All faculty and candidates use LiveText, a suite of web-based tools that allows the Unit to: develop, manage, and assess the program and the work of candidates; access state and national standards; make assignments available to faculty responsible for reviewing assessments; and create databases for reviewing purposes. Faculty and candidates use other software, such as Edmodo and Moodle, to enhance instructional delivery and communications.
Professional education faculty are recognized on campus for their teaching and mentoring skills related to teaching. In the spring of 2013, two of the Unit's members received Furman's top honors, the Meritorious Teaching and the Meritorious Advising Awards.

5.1.C. Modeling Best Practices in Scholarship. The professional education faculty in both the initial and advanced programs engage in a number of different scholarly activities: they write for refereed publications; participate in grant-writing; hold leadership positions in professional organizations; participate in collaborative research with colleagues and candidates; review programs for accreditation; participate on state and national committees and task forces to improve teacher education practices; and acquire expertise in new technologies appropriate to their teaching.

In keeping with the university's expectation of high standards, full-time professional education faculty in the initial programs are actively involved in scholarly work related to teaching, learning, and their fields of expertise. Recent publications by education faculty include books, chapters, and refereed journal articles. In the arts, professional education faculty give performances and host exhibits, and are recognized locally, regionally, and nationally for their expertise.

Faculty in the advanced programs adhere to university guidelines regarding scholarly expectations for part-time and adjunct faculty. Thus, their scholarly productivity more often takes the form of school district program evaluation reports, funded grants, monographs, and papers written for presentations.

Professional education faculty in both the initial and advanced programs offer leadership within the university by serving on faculty committees, task forces, and by performing special assignments. Currently, one faculty member is serving as the chair of the First Year Seminar Assessment Committee, another faculty member is the university's Director of National and International Scholarships, while a third member is the Assistant Academic Dean for Advising.

5.1.D. Modeling Best Practices in Service. All professional education faculty in both the initial and advanced program have had meaningful and structured activities in P-12 school settings within the last three-five years. This includes supervision of candidates in practica or Clinical Practice; teaching professional development courses at a P-12 school; collaborating with school personnel on inquiry projects; team teaching with master teachers; observing field experiences associated with courses; or becoming an integral part of the school culture through special assignments.

Faculty reflect on their own teaching and involvement in the schools as a model for candidates and as a source of potential improvements in their practice, as demonstrated in annual or biennial self-evaluations submitted to the Unit Head and Faculty Status Committee.

Because the Unit's faculty are recognized as outstanding teachers within the larger professional community, they serve on Teacher-of-the-Year committees and have served as pedagogical consultants to partner school districts. Furman's professional education faculty also work with
colleagues in professional associations (state, national, international) on issues related to P-12 education, teacher education, and the intersection of the profession and the public.

**5.1.E. Unit Evaluation of PEF Performance.** The assessment of professional education faculty performance includes systematic and comprehensive evaluations by candidates and peers. In the initial programs, full-time tenure-track faculty do almost all of the teaching. The university's Faculty Status Committee (FSC) conducts formal reviews (annually for untenured, and bi-annually for tenured faculty) of their self-evaluations, department chair evaluations, and course evaluations (annually for untenured, and bi-annually for tenured faculty).

Moreover, the Education Department matches new faculty members with experienced ones to provide support and to encourage innovations in teaching, participation in professional development, and the creation of scholarly work. In addition to yearly evaluations, new tenure-track faculty (initial and advanced programs) undergo an extensive evaluation by the tenured members of the Education Department after their first three years of service. In addition, the Faculty Development Committee also offers a formal year-long mentoring program for new faculty.

In the advanced programs, faculty represent a combination of full-time (see above) and part-time/adjunct positions. Selection of adjunct/part-time faculty is based on stated criteria in position announcements, and takes place after review of vitae, transcripts, and three letters of recommendation for each applicant. Adjunct/part-time faculty are observed by the Unit Head (initial programs) or the Director of Graduate Studies (advanced programs), who also review course evaluations and submit annual evaluations of teaching performance to the Vice President for Academic Affairs/Dean. Other regulations/procedures affecting adjunct/part-time faculty are listed in Furman's Adjunct Faculty Handbook.

Cooperating/mentor teachers are evaluated through a variety of instruments, including candidate assessments. Criteria for selection of cooperating teachers are delineated in the Unit's internship handbooks, Policies and Procedures Manual, and in Memoranda of Understanding with partner schools districts.

In advanced programs, candidates (usually teachers in the field) are supervised other P-12 faculty during their field-based practica, except for the School and Educational Leadership programs, in which superintendents and principals serve as mentors. These superintendents and principals have to be trained in the internship rubric and the ELCC standards in order to serve as a mentors for candidates. Faculty/program directors of those programs conduct these training sessions. All mentors have been principals, assistant superintendents, or superintendents for a minimum of three years in order to mentor a leadership candidate.

**5.1.F. Unit Facilitation of Professional Development.** Furman's Faculty Development Committee (FDC) and Center for Teaching and Learning offer programs to help faculty consider and improve their instructional practices. The FDC and the Research and Professional Growth Committee offer mini-grants to faculty who submit proposals that are aimed at enhancing their own teaching, research, and/or continued learning. With financial assistance from the university ($1,500 per year), Unit faculty make annual presentations at teacher education conferences and
at conferences in their field of specialization or expertise. In addition, two faculty members recently participated in a year-long seminar on character pedagogy sponsored by Furman's Center for Vocational Reflection. The Unit encourages faculty to take advantage of these opportunities.

Both full- and part-time faculty in the advanced programs are invited (where applicable) to participate in all of the professional development programs noted above. The Unit Head and Director of Graduate Studies are also able to provide Unit resources to advanced program faculty for the purpose of professional development.

5.2.B. Continuous Improvement. The Unit regularly uses data and feedback obtained from a variety of sources to make changes that have led to continuous improvement in the areas covered by the elements in this standard. Continuous improvements in this standard are grouped and discussed in the following areas:

1. Recruitment of Faculty (Faculty Quality)
2. Enhanced Involvement in the Furman Advantage Program (Best Practices in Scholarship)
3. Greater Collaboration with/Participation in University-Wide Teaching/Assessment Initiatives (Best Practices in Teaching)
4. Increased Involvement in/Sponsorship of Furman's Cultural Life Program Events (Best Practices in Service)
5. Encourage Continued Scholarly and Pedagogical Growth (Facilitate Professional Growth)
6. Enhance Faculty Understanding of the Tenure/Promotion Process (Unit Evaluation of Faculty Performance)

1. Recruitment of Faculty: During the past five years, there has been only one full-time vacancy among the professional education faculty, and the Unit was able to recruit its top choice (an international) from a field of highly qualified applicants. That faculty member has already modeled best practices in all three areas referenced in this standard. The Unit remains aware (as per faculty diversity data) of the need to continue to diversity the professional education faculty in both the initial and advanced programs, as noted in the Unit's Diversity Plan (see exhibits for Standard 4). We will continue to search for new strategies to be successful in attaining this goal.

2. Enhanced Involvement in the Furman Advantage Program: For several decades, Furman has provided students with the opportunity to assist faculty in conducting summer research projects. Participation is by competitive application, with a stipend of up to $3,500 for the students. Among other factors, the Furman Advantage Program has helped Furman become one of the leading undergraduate research institutions in the country. The Unit's faculty/candidates eagerly participate in this program. Most recently, two faculty members have worked with Furman Advantage interns who were Unit candidates. One of these faculty members produced a book from this research that was among the first scholarly treatments of graphic novels. The other faculty member is working with her intern on a qualitative study of Furman's pre-service teachers’ experiences with blog assignments completed by fifth grade students who have read a common book that focuses on global diversity. She and her intern hope to generate as many as three separate publications out of this research. Feedback from Exit Evaluations and informal conversations with candidates suggest that candidates desire more opportunities to engage in
such activities. The Unit values and supports these examples of best practices in scholarship and plans to encourage more faculty to become involved in the Furman Advantage Program. The Unit has created a new departmental committee ("Student Research and Presentations") to help realize this goal within the next 2-3 years.

3. Greater Collaboration with/Participation in University-Wide Teaching/Assessment Initiatives: Professional education faculty have always been involved in the university-wide commitment to modeling best practices in teaching. Two of the Unit's faculty members have participated in Furman's Instructional Sharing Initiative (FISI), a program that pairs experienced faculty (known for their high pedagogical standards) with new faculty for a series of classroom observations and conversations. In informal conversations, other faculty have expressed a desire to be involved in these activities. Thus, the Unit has begun a dialogue with the FISI coordinator to determine if more Unit faculty (including those in advanced programs) can be involved in this undertaking, perhaps as early as fall 2013.

Another resource in which Unit faculty have been involved is Furman's Center for Teaching and Learning (CTL). Unit Faculty have attended and given presentations at CTL's annual Teaching and Learning Forum, and also participated in CTL's workshops on designing and teaching First-Year Seminars. Furthermore, CTL coordinates (with the assistance of the Faculty Development Committee) three grant program that can be used to enhance course design and instruction: Faculty Development Grants, Innovation Grants, and Faculty Learning Community grants. At a recent Unit retreat, it became clear that some faculty did not know of these opportunities. Therefore, the Unit hopes to make these opportunities more visible through a special issue of the Unit's newsletter in the fall of 2013. This issue will also highlight Furman's Office of Academic Assistance, operates a peer tutoring program; starting in the fall of 2013, it will be begin providing greater assistance to international students. The Unit believes that professional education faculty and teacher candidates would benefit from knowing more about these services; this information will assist faculty in accommodating all learners in their classrooms and will apprise candidates of the opportunity to participate in the peer tutoring program, a valuable pre-service experience.

4. Increased Involvement in/Sponsorship of Furman's Cultural Life Program Events: Furman hosts co-curricular events (open to the public) as part of the Cultural Life Program (CLP). All students must attend a certain number of these events prior to graduation. The Unit has sponsored and organized a variety of these events with great success, including ones dealing with: 1) South Carolina's so-called "Corridor of Shame" and 2) teaching children who come from circumstances of poverty. Most recently (spring 2013), the Unit joined with College Republicans and College Democrats in organizing a CLP event on gun violence in schools. Furman's president, a noted constitutional lawyer and scholar, participated in the event, which received local news coverage. The Unit hopes to continue and even increase its involvement in sponsoring education-related CLPs in the future, particularly ones that include candidate participation.

5. Encourage Continued Scholarly and Pedagogical Growth: Since the last re-accreditation visit, professional education faculty have taken advantage of a wide range of professional development opportunities. Two faculty members investigated educational systems overseas (China, India, and the Czech Republic), both of whom received grant funding for that purpose. Another faculty
member (as noted in the discussion of Standard 4) has created a New Zealand study-away opportunity for candidates, which has resulted in significant professional growth for faculty members and candidates. Other faculty have used funds from Furman's Research and Professional Growth Committee to extend current research or begin new research projects. The Unit encourages professional education faculty to continue to pursue these and other opportunities. One such opportunity is connected with the Greenville Early College (GEC). As discussed in Standard 4, the GEC is a 6th-12th grade program within Greenville County Schools that currently (2012-2013 academic year) serves 35 sixth graders, with priority given to targeted students who come from at-risk circumstances. In addition to involving the Unit's candidates in GEC as its student population increases, we hope to encourage greater faculty involvement, which we believe would be an excellent professional growth opportunity.

Finally, the Unit believes that it is not only important for Unit faculty to remain active in their certification-specific professional organizations, but also to take advantage of SCATE/SCACTE (South Carolina Association of Teacher Educators/South Carolina Association of Colleges for Teacher Education) conferences and AACTE conferences to give them greater exposure to the larger picture of teacher education. Although faculty regularly participate in these conferences, their annual/bi-annual self-evaluations indicate that this number has been dropping; consequently, we hope to be more intentional in the future by rotating a couple of faculty to attend every year.

6. Enhance Faculty Understanding of the Tenure/Promotion Process: The Unit is fortunate to have three faculty members who have served, or are serving, on the FSC, which is the body that ultimately makes tenure/promotion recommendations to the Dean of the Faculty. We believe that it would be helpful to have these two faculty share their experiences about their service on FSC (observing all the rules of confidentiality) so that professional education faculty will have an even clearer understanding of scholarly, pedagogical, and service expectations concerning tenure/promotion (at a recent Unit retreat, it was noted that there was still some confusion over a few points in the tenure/promotion process). We hope to have such a session during the fall of 2013, with a possible focus on the role of course evaluations ("Surveys of Student Opinions") in the tenure/promotion process. This would include part-time/adjunct faculty in the advanced programs.

**Standard 6. Unit Governance and Resources**

---

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

---

**6.1.A. Unit Leadership and Authority.** The Unit's governance structure allows the Unit to effectively plan, deliver, and operate coherent programs of study. It is a clearly defined collaborative undertaking that includes professional education faculty and P-12 practitioners. As noted in the overview the Unit works closely with colleagues in other departments (secondary/foreign language and music certifiers must major in a content discipline) who are
involved in teacher preparation at Furman. Liaisons from those departments serve on the Teacher Education Committee (see below), which meets regularly to monitor the Unit's progress.

Leadership for governing the preparation of professional educators resides within the Education Department (the Unit). The Unit provides the authority for effectively coordinating all initial and advanced programs of teacher preparation. The Education Department Chair is invested with coordination over the entire Teacher Education Program (TEP) and, as such, serves as the Unit Head. The primary elements within the Unit's governing structure are the following:

The Teacher Education Committee (TEC) is a university administrative committee that is appointed annually by the Vice President for Academic Affairs and Dean. Chaired by the Unit Head, the Committee consists of faculty representing each certification program (arts & sciences and education faculty), as well as teacher candidates in at least two different certification programs. It reviews the Unit's policies, provides feedback, and endorses, as necessary, changes made to teacher education policies.

The Program Review Committee (PRC) is an umbrella committee appointed by the Unit Head that is composed of faculty members, the Education Analyst, a P-12 member, and a student representative. It monitors the ongoing operations of the Unit; develops and revises teacher education policies (including assessment); and provides oversight for other committees within the Unit.

The Graduate Advisory Committee is a committee composed of the Director and Assistant Director of Graduate Studies, the Unit Head, the coordinators of the master's degree programs, two current degree candidates, two recent alumni, and two leaders from eighteen partner school districts. The committee assists in the development of the graduate program's strategic plan; seeks and reviews feedback from the professional community and alumni; and identifies areas for improvement.

The Graduate Council is a committee composed of the Vice President for Academic Affairs/Dean, the Senior Associate Academic Dean, the Director of Graduate Studies, the Unit Head, the Chemistry Department Chair, the Director of the Library, and two at-large faculty members (elected by the faculty). This committee reviews graduate program policies, provides feedback, recommends new graduate courses, and forwards any changes made to the master's degree programs to the faculty for final approval.

The Unit adheres to all university policies and participates fully in faculty governance, working especially closely with the Academic Policies Committee and the Curriculum Committee, which oversee the institution's regulations in their respective areas.

6.1.B. Unit Budget. Despite the severe economic downturn that began in 2008, Furman did not need to excise or furlough faculty. Budget cuts were minimal compared to what occurred at many public and some private institutions. Therefore, the Education Department continues to receive budgetary allocations that allow it to insure that candidates are prepared to meet national, state, and institutional standards. This includes provisions for assessment, technology, and professional development. In terms of professional development, all full-time faculty are eligible
for up to $1,500 per year for travel expenses. Unit funds are used to support professional
development for part-time, adjunct, and clinical faculty. (See below for discussions of
assessment and technology funding.)

Although budget amounts for Furman University departments are not public information, the
Education Department's budget allocations are similar to comparable units on campus, a fact that
can be confirmed by the Vice President for Academic Affairs/Dean. Funding for NCATE
purposes also received regular allocations from Furman's budget. Specific budget figures can be
shared with the Board of Examiners at the time of the on-site visit.

Within the Graduate Studies Program, salaries of regular Furman faculty teaching graduate
courses are paid from the Education Department's salary budget, whereas adjunct and overload
salaries are paid from the graduate budget. Each year the Director of Graduate Studies and the
Director of Continuing Education recommend to the Vice President for Academic Affairs and
Dean salary increases for adjunct faculty and overload payments for regular Furman faculty.
These requests are routinely approved.

6.1.C. Personnel. Policies and workloads permit faculty to be actively involved in teaching,
scholarship, and service, not only within the Unit, but also in P-12 settings. The standard
teaching load for full-time Furman faculty (in initial and advanced programs) is five (four credit-
hour) courses during the regular academic year. Supervision of four to six candidates constitutes
one course. Since the last re-accreditation visit, three faculty members have had the opportunity
to take sabbatical leaves.

The Unit has been fortunate to employ a group of extremely talented and loyal adjunct faculty.
They are able to attend local, state, and national professional development meetings and to
supervise in-service teachers. The Unit Head or the Director and the Assistant Director of
Graduate Studies formally and informally mentor adjuncts who are new to Furman. All adjuncts
are kept abreast of the NCATE re-accreditation process.

The course loads and scholarly/service expectations of adjunct/par-time faculty are modified to
reflect the role of those individuals within the Unit. The Unit embraces all faculty as colleagues
who support the process of continuous renewal. Their input into the preparation of teachers is
regularly sought and their recommendations are seriously considered. The Unit does not employ
teaching assistants.

The expectations for P-12 clinical faculty are based on state and national standards, and are listed

The Unit has excellent support personnel, including two full-time and three part-time department
assistants; a part-time Director of the Teaching Fellows Program; a part-time Coordinator of the
Teacher to Teacher Program; and a full-time Education Analyst (who handles certification and
reporting matters).

6.1.D. Unit Facilities. The Unit has outstanding facilities on campus and with partner schools to
support candidates in meeting standards. The Unit resides in Hipp Hall. It is the newest
instructional building on campus and has the most recent developments in technology, which the faculty regularly use to model appropriate pedagogy. The upper-level methods courses are taught in a double classroom, which is the largest instructional space in Hipp Hall. It contains, among other items, a digital microscope and numerous computer-interfacing probes. Faculty have their own offices, with personal computers that are no more than four years old. Music candidates benefit from several resources, including a specialized library, in the Daniel Music Building.

Faculty and candidates also have access to exemplary library, curricular, and electronic information resources through the James B. Duke Library, which serves the larger academic community. The library catalog, Education Abstracts/Full Text, ERIC, and other databases are available via the library website and can be used by students and faculty from anywhere on or off campus. The Education Curriculum Center (in the library) includes a substantial collection of children's literature, as well as textbooks and other materials that are commonly used in P-12 schools.

6.1.E. Unit Resources Including Technology. The Unit has maintained technological resources for faculty and candidates that are comparable (and in many cases, superior) to other department on campus. All faculty and candidates have email accounts. Furman students have internet access (including library access) throughout the campus. The Unit has 24 laptop computers for candidate use, and candidates also have access to a computer lab in Hipp Hall. The Unit used Gifted and Talented grant funding in 2010-2011 to purchase ten iPads; graduate program funding was used in 2009 to purchase 25 flip cameras; a Furman Innovation Grant was used in 2009 to purchases 10 more flip cameras; and a Furman Innovation Grant was used in 2010 to purchase three iPads.

The Center for Teaching and Learning (CTL), located in the Duke Library, serves the entire university community. It has state-of-the-art technology that permits development of multimedia materials to support teaching and learning. Both candidates and faculty may access this support.

The assessment system is well funded. Candidates pay for Praxis tests and LiveText, but those with financial need are given assistance by the Unit; cooperating teachers receive course vouchers for their service; adjunct faculty serving as supervisors receive the same compensation as other adjunct faculty; and all supervisors receive reimbursement for mileage. The Unit also routinely covers the cost of professional development activities related to assessment. The Education Analyst provide assistance, as needed, with the assessment system.

All Unit candidates have academic advisors to assist them with scheduling their programs of study and other matters. Candidates also have access to counseling services on campus, which they are made aware of via the Education Department's website.

6.2.B. Continuous Improvement. The Unit feels that it has the leadership, authority, budget, personnel, facilities, and resources to prepare candidates to meet professional, state, and institutional standards. Nonetheless, in response to data and feedback, the Unit has identified ways to continually improve under this standard's criteria. These ways are grouped in the following areas:
1. Continue Effective Unit Governance (Element 6.A)
3. Preserve Unit Faculty Levels (Element 6.C)
4. Continue to Aggressively Identify and Obtain Resources (Element 6.1.E)

1. Continue Effective Unit Governance: Since the last re-accreditation visit, the PRC identified redundant and/or inefficient elements within its governing system. Most of this concerned a structure that had too many committees, some of which had unclear or overlapping responsibilities. Once this became clear, the PRC made necessary structural changes. For example, the Field Experiences Committee was eliminated and its responsibilities were placed under the PRC, which had already been reviewing and revising field experience guidelines. The TEAM Committee was merged with the Internship Committee to create the TEAM-Internship Committee, which oversees the Senior Practica and Clinical Practice. In a related action, the PRC asked the Unit Head to appoint a member of the Music Department to the PRC, which was done immediately.

Data from Exit Evaluations and faculty feedback indicated a need to revise the Unit's assessment system and field experience tracking system, which the PRC has accomplished. This has been a fortuitous result of the committee consolidation mentioned above. The PRC will continue to monitor these changes so that candidate preparation to meet state, national, and professional standards will be maintained.

Candidate input through orientation sessions and Exit Evaluations also identified a need to make the Unit's governing structure as clear as possible. To that end, the PRC revised the Policies and Procedures Manual, the Teacher Education Program Guide, and the Early Experience, Senior Block, and Internship Handbook. During the remainder of the summer and fall term (2013), the PRC is going to determine if the Policies and Procedures Manual needs to have expanded coverage of various topics.

In addition to candidate representation on the TEC, candidates also constitute the Student Leadership Team (SLT). The SLT is composed of four to six candidates and serves as an advisory council to the TEP. It meets at least twice per year with the Unit Head to discuss concerns and make recommendations. Thus, the SLT has played a vital role in the governance structure of the Unit. However, candidates have expressed a desire, via Exit Evaluations and informal conversations, the need to strengthen the SLT. We are therefore hoping to provide the SLT with more opportunities to exercise initiative and leadership. This will be the focus of the SLT during the 2013-2014 academic year.

The Unit will continue to model the importance of effective and democratic governance for teacher candidates. The Unit will also continue to stress the importance of academic freedom and integrity, which one faculty member did in a leadership role when he served as the President of the South Carolina Conference of the American Association of University Professors from 2005-2007.

2. Maintain Budget Parody: In June of 2010, Furman University welcomed a new president. He understandably had his own vision for the institution, as well as his own budget priorities. To
complicate matters, this transition coincided with the worst period of the national recession that began in 2008. Despite these factors, the Unit Head and the Director of Graduate Studies were able to maintain budget parity between the Unit and comparable departments on campus (which has been true throughout the period since the last re-accreditation visit). In June of 2013, Furman installed an interim president, who will serve until the Board of Trustees selects a new one. We are confident that during this time of change and transition, the Unit Head and the Director of Graduate Studies will be able maintain the Unit's budget, including provisions for assessment, technology, and professional development.

3. Preserve Unit Faculty Levels: As noted in section 6.1.c, the Unit has policies and procedures that allow faculty to be engaged in professional activities (including teaching, scholarship, assessment, work in schools, and service) and to make professional contributions in the community, state, region, and throughout the nation. In addition, since the last re-accreditation visit, the Unit has been fortunate in being able to fill two tenure-track positions, despite challenging economic conditions. In 2007 the Unit filled a research and statistics position for the advanced programs. That faculty member has compiled an impressive record of scholarship, professional development activities, and successful interactions with both graduate and undergraduate candidates; she was just awarded tenure (spring 2013). In 2010 the Unit filled an undergraduate literacy position. That faculty member has already made a significant impact on the preparation of candidates in meeting state, national, and professional standards. She has also participated in Furman's Instructional Sharing Initiative (referenced in Standard 5) and other professional development activities. In 2013, the Unit received approval to advertise for a literacy/TESOL position. Filling this position will address current needs in the TESOL (advanced) program.

4. Continue to Aggressively Identify and Obtain Resources: As previously mentioned, the Unit has aggressively secured resources for faculty and candidates to strengthen our programs of teacher preparation. Grant funding has been used to insure that candidates and faculty have access to state of the art technology. In addition to iPads and flip cameras, the Unit has recently installed a Sharp Aquos Interactive Display Board for the upper-level methods classroom in Hipp Hall.

The Unit has always assisted candidates who have been unable to afford the purchase of LiveText, which the Unit uses for data storage and analysis. Candidate feedback in 2011 indicated that a large number of candidates were struggling financially, due to the national economic climate. Therefore, the Unit decided (on a one-time basis) to purchase LiveText for all senior candidates (54) for the 2012-2013 academic year.

New scholarship funding is an additional candidate resource that the Unit has assisted in securing. In 2009 the Alfred and Mary Beth Childers Award for Excellence in Teaching was established (it is given annually to two candidates at the end of Clinical Practice), and in 2013 the Waco and Elaine Childers Special Education Scholarship (awarded annually) was established for candidates who wish to teach special needs students.

During a period when external grants and funding have been limited, Unit faculty have been fortunate in being able to pursue institutional resources. One excellent example is the Richard W.
Riley Center for Education Policy and Leadership. Unit faculty have been involved in several Riley Center projects, including "In Their Own Voices: A Public Vision for Educational Excellence in South Carolina" (funded by Hewlett Packard); "New Tech High Schools" (funded by an i3 Innovation Grant); and "Montessori Schools in South Carolina" (funded by the Self Family Foundation). As a result of being collaborators in these projects, Unit faculty have gained valuable experiences working with P-12 schools and personnel. In turn they have been able to use the knowledge gained from these experiences in preparing candidates to meet state, national, and institutional standards. Faculty receive stipends for their involvement in these projects.

Unit faculty have also pursued opportunities with Furman's Center for Vocational Reflection (CVR). For almost ten years, the CVR has been coordinating annual faculty seminars. These year-long seminars (with 15-20 faculty members) engage participants in probing discussions that focus on a central topic. Since the last re-accreditation visit, two Unit faculty have participated in the 2011-2012 seminar ("Character Pedagogy in Higher Education") and two are currently participating in the 2013-2014 seminar ("Vocations of the Professoriate: Are We Called to Engage the Public?"). These particular topics are highly relevant to educational issues (and particularly germane to this standard, which focuses on governance). Knowledge from these seminars has been, and will be, shared with candidates, which will enhance their understanding of pedagogical and professional issues. Faculty receive stipends for their involvement in these seminars.