PROGRAM ENTRY (Transition Point 1)
In order to be admitted into the Teacher Education Program, applicants must have:

- grades of "C" or above in EDU-111 and EDU-120, and satisfactorily completed the ED-001 and EDU-120 field experiences;
- met the minimum scores mandated by the South Carolina State Board of Education on the Praxis Core Academic Skills Test for Educators in reading (156), mathematics (150), and writing (162);
- maintained a minimum cumulative grade point average and a minimum grade point average in the major (see table below);
- received clearance based on reports from the Office of Student Life and Office of Academic Affairs (if an undergraduate student);
- any Event/Concern Report resolved (see procedures for Interim Assessment);
- earned a grade of "C" or above in all professional education courses and all courses required for licensure.

Exemption: Teacher candidates who attain an 1100 or above on the two-part SAT or a comparable score of 24 on the ACT are not required to take the Praxis Core; teacher candidates who attain a 1650 or above on the three-part SAT taken after March 1, 2005 are also exempt.

PROCEDURES FOR APPLYING FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM
Applicants will be considered for admission when:

- the applicant has completed the required courses;
- the Education Analyst has received the EDU-120 Dispositions Assessment completed by the supervising teacher and course instructor;
- the Education Analyst has received an official copy of the applicant’s passing score report from the Pre-Professional Skills Tests (PPST, Praxis I) in reading, mathematics, and writing;
- the Education Analyst has received reports from the Office of Student Life and Office of Academic Affairs, and clearance has been determined by the Education Analyst and Department Chair;
- any Event/Concern Report submitted to the Education Analyst, in conjunction with the Department Chair, has been resolved (see procedures for Interim Assessment).

The application to the Teacher Education Program typically will be considered by the Education Department in June of the sophomore year or January of the junior year.

Note: Teacher candidates cannot enroll in upper-level methods courses (with the exception of EDU-305) if their cumulative grade point average is below the minimum required for admission into the Teacher Education Program (TEP). If a candidate’s GPA is below the minimum for admission into the TEP, he/she has the option to submit an appeal to enroll in MTH-301 in the spring term of the sophomore year IF—with the inclusion of spring term grades—his/her cumulative GPA could potentially meet the minimum GPA for admission into the TEP.

EVALUATION PROCEDURES
- Members of the Teacher Education Program Admissions Committee will screen each application to determine if the applicant meets the admissions criteria. An applicant with any “not mets” on the EDU-120 Dispositions Assessment cannot be admitted to the program until the dispositions in question have been addressed with the candidate.
- Consensus will be sought on the application, and the Admissions Committee will make recommendations to the entire Education Department. The Department will vote on admission and/or provide constructive feedback to be given to the candidate in a meeting with the candidate’s advisor and the Chair of the Education Department.
- Candidates who believe they have not been assessed fairly may request a second review by two full-time education professors of their choice and the Chair of the Education Department.

ONCE THE TEACHER CANDIDATE HAS BEEN ADMITTED TO THE TEACHER EDUCATION PROGRAM, THE FOLLOWING TRANSITION ASSESSMENTS WILL OCCUR TO MONITOR PERFORMANCE AND GROWTH:

INTERIM ASSESSMENT
Occurs only if a serious single incident or pattern of concerns is identified by Event/Concern Reports or the following criteria are not met at any time after admission into the program and prior to completion of the program. Program continuation requires that:

- the candidate maintain grades of "C" or above in all courses required for licensure (including those required in health sciences; mathematics; art, music, or theater arts);
- the candidate maintain a minimum cumulative grade point average and a minimum grade point average in the major (see table below).

PROCEDURES FOR INTERIM ASSESSMENT
Failure to meet GPA criteria
Submission of an Event/Concern Report

- Education Department faculty members, faculty in other academic disciplines who have taught professional education courses to the candidate, and/or the candidate’s advisor may identify specific areas of concern by completing an Event/Concern Report and forwarding it to the Education Analyst, with a copy to the candidate’s advisor and the Chair of the Education Department.
- The Chair of the Education Department will solicit documented comments from other faculty members who have taught the candidate.
- The Chair, the faculty member initiating the Event/Concern Report, and the candidate’s advisor will meet with the candidate to share the comments with him/her. Consensus will be reached during that meeting on whether: 1) the candidate can remain in the program (on the condition that the candidate meets specific recommendations for continued development/improvement by the next transition point); or 2) the candidate is ineligible to continue in the program.
- Candidates who believe they have not been assessed fairly during the Event/Concern Report process may request a second review by two full-time education professors of their choice and the Chair of the Education Department.
- Concerns raised in Event/Concern Reports must be resolved prior to the candidate’s advancing to the next transition point in the program.

PRE-EARLY EXPERIENCE (Transition Point 2)
Candidates must be admitted into the Teacher Education Program, meet the requirements under Interim Assessment, complete EDU-221 with a grade of “C” or above, and successfully complete lab/field experiences prior to beginning Early Experience.

TEACHING INTERNSHIP (Transition Point 3)
After completion of the Spring Block experience, the transition to the teaching internship further requires that:
- a candidate meet with his/her academic advisor and/or the Department Chair to resolve any “not mets” on the Dispositions Assessment completed by the university supervisor and cooperating teacher at the end of the Senior Practicum.
- the candidate pass the Praxis II assessments, Elementary Education: Instructional Practices and Applications (5015) and Principles of Learning and Teaching: Grades K-6 (0622-paper or 5622-computer), if being considered for an induction year contract;
- the candidate earn a grade of “C” or above in each of the Senior Block courses (the content, assignments, and assessments in these courses provide candidates with the opportunity to demonstrate the knowledge, skills, and dispositions found in the Conceptual Framework, ACEI standards, and ADEPT standards, with particular attention begin paid to the candidate’s ability to effectively teach students with diverse abilities, cultures, and qualities, as well as effectively use technology to enhance instruction);
- concerns raised in Event/Concern Reports must be resolved prior to the candidate’s advancing to the next transition point in the program.

PROCEDURES FOR CONDUCTING TRANSITION TO THE TEACHING INTERNSHIP PERFORMANCE ASSESSMENT
- The Education Analyst will compile grades at the end of the Senior Block. Procedures outlined above for “Interim Assessment” will be followed for any grades below the level of a “C.”

PROGRAM COMPLETION (Transition Point 4)
This assessment point is reached once the candidate has completed the full teaching internship (EDEP-670). Program completion also requires that:
- the candidate receive the designation of “met” or “exceeded” on all the items listed in the Dispositions Assessment completed by the university supervisor and mentor/cooperating teacher at the end of the teaching internship;
- the candidate pass the Praxis II assessments, Elementary Education: Instructional Practices and Applications (5015) and Principles of Learning and Teaching: Grades K-6 (0622-paper or 5622-computer), if not already done so;
- the formative and summative evaluations completed at mid and final points in the teaching internship by the candidate’s mentor (if induction) or cooperating teacher (if fall only) and university supervisor(s) indicate demonstration of growth in pedagogical skills and dispositions, and accurate and appropriate incorporation of content knowledge (based on the program’s conceptual framework, ACEI standards, and ADEPT standards);
- the candidate receive a “met” standard for all Performance Standards on the final ADEPT evaluation;
- the candidate successfully complete a professional portfolio, including artifacts showcasing the candidate’s proficiency on ACEI standards and ADEPT performance standards;
- concerns raised in Event/Concern Reports must be resolved prior to the candidate’s being recommended for initial teacher licensure.

PROCEDURES FOR CONDUCTING PROGRAM COMPLETION PERFORMANCE ASSESSMENT
- The university supervisor will review/assess the candidate’s formative, summative, mid-term & final ADEPT evaluations, as well as the professional portfolio. For ADEPT purposes, the portfolio will be evaluated based on a uniform scoring guide/rubric made available to candidates. ADEPT scores for the portfolios will be communicated to the ADEPT coordinator.
- Scores for the midterm and final ADEPT evaluations will be communicated to the Education Analyst.

GPA Table for Admission and Continuance in the Teacher Education Program

<table>
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<tr>
<th>Furman Entry Date*</th>
<th>Cumulative/Major GPA for TEP Admission</th>
<th>Cumulative/Major GPA for TEP Continuance</th>
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*Furman Entry Date is the time when the candidate first enrolled/matriculated at Furman University.*