Teacher Education
Undergraduate Program Guide
2016-2017

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Other information can be found on department website:  
[http://www.furman.edu/academics/Education/Pages/default.aspx](http://www.furman.edu/academics/Education/Pages/default.aspx)
Conceptual Framework

Vision Statement

The Teacher Education Program at Furman University prepares educators who are scholars and leaders.

Mission of the Program

Furman University prepares teachers and administrators to be scholars and leaders who use effective pedagogy, reflect thoughtfully on the practice of teaching, and promote human dignity. Furman is committed to a program of teacher education that calls for collaborative, interdependent efforts throughout the academic community.

Furman’s Teacher Education Program is anchored in the university’s commitment to the liberal arts—encompassing the humanities, fine arts, mathematics, and social and natural sciences as the essential foundation for developing intellectually competent educators. Furthermore, all candidates develop the following Proficiencies as they progress through the Teacher Education Program:

- mastery of subject matter
- mastery of pedagogical knowledge
- the ability to teach diverse learners
- the ability to reflect on scholarship and practice
- the belief that all learners can succeed
- fair and respectful behavior

Philosophy

Our educational past … is not to be viewed as completed, or isolated from our educational present. Rather, the varying contexts in which leading educators, philosophers, and ideologists interacted with their environments are viewed as episodes in an ongoing educational experience. (Gutek, 2001, p. 4)

The works of many educators, philosophers, researchers, and practitioners give direction to the program of teacher preparation at Furman University. Inspired by the scholarship of Dewey (1904, 1933, 1938) and the work of Bruner (1960, 1966), Piaget (1954, 1970), Vygotsky (1978), Bronfenbrenner (1972, 1979), and Gardner (2006), among others, we embrace the historical shift in pedagogy from teaching as a mechanical process of delivering information to a concept of more informed practice based on thinking, reflecting, and understanding (Aaronsohn, 2005; Marzano, 2012; Schon, 1987; van Manen, 2003; Zemelman, Daniels, & Hyde, 2012). We are involved in the efforts to promote an education profession in which practice is grounded in theoretical understanding, research (Boyer, 1990; Duckworth, 2006), and extensive field experiences (Posner, 2009). We endorse the work of those who have promoted the importance of depth of subject matter knowledge in the preparation of teachers (Leung, 2002: Sherin, 2002; Shulman, 1987).

Furthermore, we believe that learning is cultural and social, and that one of the greatest challenges in educating children for the 21st century is the search for a socially-just curriculum.
that engages all students and brings meaning to their lives (Darling-Hammond, 2010; Gay, 2010; Nieto, 2004; Oakes & Lipton, 2006). We believe that changes in the educational system can be brought about by educators who are caring and thoughtful (Noddings, 1984; Oakes & Lipton, 2006; Posner, 2000; van Manen, 2003); inspire others to participate actively in school improvement (Gurthrie & Schuermann, 2010; Marzano, Waters, & McNulty, 2005); and join their colleagues for purposes of renewing schools and teacher preparation programs (DuFour, DuFour, & Eaker, 2005; Goodlad, Mantle-Bromley, & Goodlad, 2004; Sato, Wei, & Darling-Hammond, 2008).

Further, this philosophy is augmented by additional commitments to technology and diversity in all aspects of education:

**Technology**

*Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.* (International Society for Technology in Education (ISTE)nets-t, 2008, p. 1).

In preparing educators as scholars and leaders, Furman’s teacher education program acknowledges the crucial role of technology as a means to locate information, transmit knowledge, gain conceptual understanding, and achieve occupational ambitions. Teachers and students must therefore acquire the knowledge, skills, and dispositions that will enable them to solve problems and use technology as a tool for collaborating and communicating. This objective is all the more urgent in light of the explosive growth of digital media, including personal handheld computing devices, notepads, and “cloud” computing.

Following the lead of the International Society for Technology in Education (ISTE)nets-t, 2008, Furman’s teacher education program, in defining technological literacy as a requirement for its candidates, incorporates a broad definition. Thus, we believe that technological literacy involves:

- competence in operating information technologies;
- the ability to use technology in creative and innovative ways;
- the ability to assess and apply a variety of technologies in the classroom based on student needs and learning styles;
- appreciation of technology as a means, rather than an end, in the instructional process;
- competence in using technologies for collaboration and communication;
- understanding of, and sensitivity to, the social, ethical, and economic issues related to technology, including the concept of “digital citizenship.”
- competence in using technology for functional skill development (e.g., eye contact for social skills, functional math, functional reading).

**Diversity**
Any student who emerges into our culturally diverse society ... with a monocultural perspective on the world can legitimately be considered educationally ill-prepared. (Nieto 2004, p. xv)

Furman’s teacher education program is committed to preparing educators who, as scholars and leaders, understand and appreciate the diverse nature of learners and their cultures. Our society’s concern for addressing diversity can be traced to the common school movement of mid-nineteenth-century America. Horace Bushnell, a leading thinker of the time, expressed the widespread concern that popular prejudices would be reinforced unless students were exposed to diversity: “Never brought close enough to know each other, the children, subject to the great well known principle that whatever is unknown is magnified by the darkness it is under, have all their prejudices and repugnancies magnified a thousand fold” (Bushnell, 1853, p. 184). So, too, did Horace Mann believe that common schools would promote tolerance and democracy: “It is here [in the common school] that the affinities of a common nature should unite [children] together so as to give the advantages of pre-occupancy and a stable possession to fraternal feelings, against the alienating competitions of subsequent life” (Mann, 1837, cited in Cremin, 1957).

The teacher education program at Furman recognizes the continuing role that schools and teachers play in fostering acceptance and celebration of diversity, both individually and collectively. Recent studies suggest that teachers unable to model these dispositions cannot transmit or promote positive attitudes toward diversity among their students; nor can such teachers impart to their students the academic and social skills necessary for understanding, or competing in, a diverse world (Banks, 2007; Darling-Hammond, 2010; Lindsey, Robins & Terrell 2009). In addition to enhancing their instructional repertoire, we believe that exposure to diversity will enable candidates to confront and, if necessary, modify their own attitudes toward different cultures. This not only leads to more effective teaching, but it also promotes the larger cause of inclusiveness (Giroux, 2005; Rasool & Curtis, 2004; Marshall & Oliva, 2010).

Content, Pedagogy, and Dispositions

The Teacher Education Program of Furman University prepares educators who are scholars and leaders, based on the following Indicators:

1. **Educators who are scholars and leaders** have in-depth knowledge and understanding of the fundamentals and concepts of their discipline. *(CONTENT) They:

   a) demonstrate content knowledge, as well as the historical, political, social, and philosophical foundations of education, through inquiry, synthesis, and critical analysis;
   b) understand the interrelationship of curriculum, instruction, and assessment to help all students learn;
   c) know and can implement national/state/district curricula and learning standards;
   d) are able to meet the standards set by all national/state/ and district content assessments;
   e) use accurate and current content from multiple sources to make subject matter meaningful to all students*.
* The Unit uses the phrase *all students* to encompass students who represent all characteristics of diversity, including but not limited to, gender, race, religion, creed, sexual orientation, geographic origin, socioeconomic background, and varied abilities.

2. **Educators who are scholars and leaders use evidence-based practice for effective teaching and communication. (PEDAGOGY)** They:

   a) articulate their own philosophy of education and use it to guide their practice;
   b) demonstrate effective long- and short-range planning using appropriate organization and time management strategies;
   c) establish and maintain high expectations for all students;
   d) use a variety of assessments to inform instruction;
   e) implement differentiated instructional strategies that address multiple learning styles;
   f) demonstrate ethical use of current educational technologies to enhance instruction, assessment, and student performance;
   g) consider school, family, and community contexts, and adjust practice based on students’ experiences, interests, and relationships;
   h) analyze individual student, classroom, and school performance data, making data-driven decisions about strategies for teaching and learning;
   i) create, nurture, and maintain a classroom environment that promotes learning;
   j) use effective and appropriate classroom management strategies;
   k) demonstrate respectful and productive communications with diverse families and care-givers;
   l) communicate effectively and professionally in writing, orally, and through various electronic media;
   m) reflect on curricula, the nature of learning and teaching, and their own practice for professional self-renewal;
   n) demonstrate initiative to extend responsibilities beyond the classroom and into the school and community;
   o) engage in collaborative work with colleagues, other professionals, and community members.

3. **Educators who are scholars and leaders are caring and thoughtful individuals who respond sensitively to the needs and experiences of all students and others with whom they interact. (DISPOSITIONS)** They:

   a) are aware of, and sensitive to, community and cultural diversity;
   b) are timely, respectful, and responsible in meeting professional expectations;
   c) acknowledge and accept feedback, responding appropriately to improve practice;
   d) reflect thoughtfully and frequently on their own attitudes and actions;
   e) exemplify passionate commitment to teaching, continuous learning, and professional involvement;
   f) model appropriate professional conduct;
   g) use sound judgment and display confidence in practice;
   h) are advocates for the well-being of all students;
i) treat all students fairly and equitably;
j) exhibit cooperative and productive work relationships with students and colleagues;
k) value civil engagement in decision making with students, colleagues, and community members.

Undergraduate Program for the Initial Preparation of Teachers

Welcome to the Teacher Education Program of Furman University. This guide will assist you in understanding the teacher certification requirements that are part of the education major or the major in another academic department. This guide is to be used as a supplement to the Furman Catalog and the university information and regulations published in the *Helmsman*.

The Education Department offers a major in education (elementary certification, grades 2-6) and secondary certification for grades 9-12 in biology, chemistry, English, mathematics, physics, social studies (through completion of a major in history) and for grades K-12 in French, Spanish, and music. The Teacher Education Program of Furman University is accredited by the National Council for Accreditation of Teacher Education (NCATE; NCATE has now merged with TEAC to form CAEP) and the South Carolina Department of Education. Additionally, the Department of Education is a member of the American Association of Colleges of Teacher Education (AACTE).

The Teacher Education Program prepares educators who are scholars and leaders. Our Conceptual Framework is constructed to address that preparation by cultivating relevant content knowledge, pedagogical skills, and dispositions in certification candidates. Likewise, our assessment system collects data determining the extent to which the Teacher Education Program and candidate performance reflect development of scholarship, leadership, and evolving mastery of the South Carolina ADEPT (Assisting, Developing, and Evaluating Professional Teaching) standards as well as national standards including InTASC (Interstate Teacher Assessment and Support Consortium), SPA (specialty professional association), and CAEP (Council for the Accreditation of Educator Preparation) standards that govern each certification program and the Teacher Education program as a whole.

Faculty within Furman’s Department of Education and faculty in Furman University’s Arts, Sciences and Humanities have responsibility for teacher preparation program courses and general education courses. Adjunct faculty teach one or more courses a year depending on their area of expertise. Faculty and adjunct faculty also serve as University Supervisors to supervise practicum and internship candidates. Within the Department of Education, a Department Chair serves as Director of Teacher Education.

Performance Transition Points and the Assessment System

The Teacher Education Program of Furman University has a professional responsibility to ensure that its programs offer candidates the highest quality of preparation. The Teacher Education Program must also assure that its graduates have demonstrated proficiency in all areas including a positive impact on classroom student learning. For purposes of gauging the entrance level and continued growth of candidates towards proficiency in content knowledge,
pedagogical skills and dispositions, periodic program transition points including common assessments and other performance measures are used. Each transition point includes assessments and performance measures that are aligned to the multiple state and national standards identified above. The transition points for all initial undergraduate programs include:

Transition Point #1: Admission to Education Program  
Transition Point #2: Entry to Senior Practicum (all programs except Music)  
Transition Point #3: Entry to Senior Internship  
Transition Point #4: Program Completion

At each transition point, multiple sources of evidence are required. Quantitative data include: a minimum grade point average; minimum grade requirements in professional education courses and in the major; passing Praxis Core scores (or approved minimum scores on the SAT or ACT); passing Praxis Subject and PLT test scores; and satisfactory performance on ADEPT, SPA, Dispositions assessments and other CAEP common assessments. These knowledge, skills and dispositions performance-based assessments are completed by Education unit faculty, cooperating teachers/mentors, and university supervisors (e.g. evaluations of field experience performance, recommendations of faculty, reflective journal entries, unit work samples, video clips, and self-assessments). These data are aggregated and analyzed by the Department’s Program Assessment and Review Committee (PARC) for confirmation of candidate proficiency and indications of trends that may result in a need for program improvements. Table 1 below provides an overview of a program’s performance assessment and transition points.

Specific to candidate dispositions, the Teacher Education Program has identified attitudes and behaviors that embody professional teaching. Like with knowledge and skills assessments, if a candidate receives any unsatisfactory scores on any of the dispositions, an Event/Concern Report and/or delay in program transition may result.

Note that elementary candidates must take and pass the Praxis Core and have a cumulative GPA of 2.75 to enroll in upper level methods courses (EDU 330, 331, 332, 333, MTH 302).

**Event/Concern Reports**

Event/Concern Reports (E/CR) are generated on an as-needed basis to document concerns by advisors, faculty, cooperating teachers/mentors, and/or university supervisors. It is anticipated that a candidate will not receive any E/CRs during his/her preparation as a prospective teacher; however, if they do, the candidate will meet with the Department Chair, the advisor, and the faculty member(s) 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 determine if issues cited in the E/CR are resolved and if the candidate can move to the next program transition point. Completed E/CRs are submitted to the Education Analyst for placement in the candidate’s record.
## Table 1. Program Performance Assessment System

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>Year/Semester</th>
<th>Requirements for Transition Point</th>
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</thead>
<tbody>
<tr>
<td><strong>Point #1. Admission to Education Program</strong>&lt;br&gt;Register to take Praxis Core spring of the sophomore year if candidate does not meet exemption criteria</td>
<td>Admission decisions made June of sophomore year to June of junior year, depending on program</td>
<td>✓ Completed Admission to Education Program application¹&lt;br&gt;✓ Grade of “C” or above in EDU-111, EDU-120, &amp; EDU-221, and “satisfactory” completion of connected field experiences&lt;br&gt;✓ Recommendation from the major department (all programs except elementary)&lt;br&gt;✓ <strong>Satisfactory dispositions assessments from foundations courses. Any unsatisfactory scores are considered in Teacher Education Admissions Committee decisions.</strong>&lt;br&gt;✓ Department review of Event/Concern Report, if pertinent¹&lt;br&gt;✓ <strong>Passing Praxis Core scores if candidate does not meet exemption criteria below²</strong>&lt;br&gt;✓ Met minimum grade point averages³&lt;br&gt;✓ Earned grades of &quot;C&quot; or above in all professional education courses &amp; all courses required for licensure&lt;br&gt;✓ Clearance on reports from Student Life &amp; Academic Affairs&lt;br&gt;✓ Teacher Education Admissions Committee recommendation &amp; faculty vote.</td>
</tr>
<tr>
<td><strong>Point #2. Entry to Senior Practicum</strong> (omit this point for Music candidates)</td>
<td>End of Fall term Senior Year</td>
<td>✓ Successful completion of Early Experience&lt;br&gt;✓ Maintained grades of “C” or above in all courses required for licensure completed since admission.&lt;br&gt;✓ Maintained minimum grade point averages³&lt;br&gt;✓ Satisfactory performance and demonstration of growth in knowledge, pedagogical skills and dispositions in methods coursework. Any unsatisfactory performance during methods courses may result in delay in program continuation&lt;br&gt;✓ Resolution of any new or existing Event/Concern Reports⁴</td>
</tr>
<tr>
<td><strong>Point #3. Entry to Internship</strong></td>
<td>End of Spring term Senior Year (End of Fall term for Music candidates)</td>
<td>✓ Maintained grades of &quot;C&quot; or above in all courses required for licensure completed since admission including methods courses&lt;br&gt;✓ Maintained minimum grade point averages³&lt;br&gt;✓ Demonstration of growth in content knowledge, pedagogical skills, and dispositions evaluated by both the cooperating teacher and the university supervisor with overall “met” recommendation in practicum (for Music candidates not practicum but other courses)&lt;br&gt;✓ Satisfactory dispositions assessment evaluation&lt;br&gt;✓ Statement of philosophy (music only)&lt;br&gt;✓ Successful completion of practicum and other requirements as specified in program guides and handbooks&lt;br&gt;✓ Any new or existing Event/Concern Report resolved&lt;br&gt;✓ Passing scores on Praxis Subject Assessments for consideration of internship in the Teacher to Teacher program induction year employment&lt;br&gt;✓ Any unsatisfactory or unmet evaluation performance items may result in an Event/Concern Report and/or delay program continuation</td>
</tr>
<tr>
<td><strong>Point #4. Program Completion</strong>&lt;br&gt;End of Fall 5th Year (Induction Year or Fall only)&lt;br&gt;Experience/Spring for Music Candidates</td>
<td>✓ Earned grade of C or above in Internship&lt;br&gt;✓ Satisfactory demonstration of content knowledge, pedagogical skills, and dispositions evaluated by both the cooperating teacher and the university supervisor with overall &quot;met&quot; recommendation in practicum&lt;br&gt;✓ Satisfactory dispositions assessment evaluation&lt;br&gt;✓ Successful completion of all internship requirements.&lt;br&gt;✓ Any Event/Concern Report resolved&lt;br&gt;✓ Passing scores on Praxis Subject Assessments (and OPI for foreign language candidates) if not previously passed by Fall only candidates&lt;br&gt;✓ Candidates who have not met program requirements will not receive recommendation for SC teaching licensure.</td>
<td></td>
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</tbody>
</table>

¹ Admission to Teacher Education Program form: provided by Charmaine Moore, Education Analyst, charmaine.moore@furman.edu.
Praxis Core Exemption: Teacher candidates who attain an 1100 or above on the two-part SAT or a score of 24 on the ACT may exempt the Praxis Core. Teacher candidates who attain a 1650 or above on the three-part SAT taken after March 1, 2005 are also exempt.

GPA for Admission and Continuance in the Teacher Education Program

<table>
<thead>
<tr>
<th>Furman Entry Date (when the candidate first enrolled/matriculated at Furman University)</th>
<th>Cumulative/Major GPA for TEP Admission (Point #1)</th>
<th>Cumulative/Major GPA for TEP Continuance (Points #2-#4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Fall 2014</td>
<td>2.5/2.5</td>
<td>2.5/2.5</td>
</tr>
<tr>
<td>2014-2015 Academic Year</td>
<td>2.6/2.6</td>
<td>2.6/2.6</td>
</tr>
<tr>
<td>2015-2016 Academic Year</td>
<td>2.75/2.75</td>
<td>2.75/2.75</td>
</tr>
</tbody>
</table>


Field and Clinical Experiences

Elementary candidates and secondary/foreign languages candidates complete a minimum of 480 hours of incremental field experiences prior to the teaching internship that are fully integrated into coursework and the Senior Block (with practicum). Many candidates spend more than the required two hours a week in their methods courses. Prior to the Senior Block, teacher candidates have an Early Experience in a local school at the beginning of the senior year, prior to the opening of fall term at Furman University; that same placement is used throughout the other courses/practica during the senior year. The senior year practicum takes place in the spring for approximately six weeks, and the teaching internship takes place the following fall for approximately 14 weeks.

Music candidates complete a minimum of 140 hours of field experiences integrated with professional education courses prior to the Teaching Internship. The Teaching Internship begins with an Early Experience at the beginning of the senior year, prior to the opening of fall term at Furman University, and is continued during the spring term of that year for the teaching internship.

*Furman University students are not permitted to contact schools to arrange their own field placements, including internships. Also, field experiences, including internships, are not allowed at a high school attended by the candidate or in any school in which there is a family member employed.*

Field and clinical experiences coursework, hours and types of experiences are provided in Table 2 below.
Table 2. Courses with Field/Clinical Experiences Requirements

<table>
<thead>
<tr>
<th>Type(s) of Field &amp; Clinical Experience</th>
<th>Course</th>
<th>Days/Weeks/Number of Hours</th>
</tr>
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<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td></td>
<td></td>
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<tr>
<td>Class observations, Tutoring, Small group instruction</td>
<td>EDU 111 Perspectives on American Education</td>
<td>1-2 days/week=20 hours</td>
</tr>
<tr>
<td>Class observations, Individual student observations, Tutoring, Small group instruction, After school program</td>
<td>EDU 120 Human Development</td>
<td>1-2 days/week=20 hours</td>
</tr>
<tr>
<td>Class observations, Individual student observations, Tutoring, Small group instruction</td>
<td>EDU 221 Students with Exceptionalities</td>
<td>1-2 days/week=20 hours</td>
</tr>
<tr>
<td>Class observations, Individual student observations, Tutoring, Small group instruction (Optional for Elementary 5th year MA, Special Education)</td>
<td>EDU 222 Nature of Learning Disabilities OR EDU 223 Nature of Emotional/Behavioral Disorders</td>
<td>1-2 days/week=20 hours</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class observations, Individual student observations, Tutoring, Small group instruction</td>
<td>Elementary: EDU 305 Arts Integration in Elementary Grades EDU 330 Literacy Foundations &amp; Instruction PK-3 EDU 331 Literacy Processes &amp; Instruction 2-6 EDU 332 Social Studies Methods EDU 333 Science Methods MTH 302 Math Methods Secondary/Languages: EDU 350 Curriculum &amp; Methods of Teaching 9-12 AND EDU 452 Teaching English 9-12 OR EDU 453 Teaching Social Studies 9-12 OR EDU 454 Teaching Science 9-12 OR EDU 455 Teaching Mathematics 9-12 OR MLL 450 Teaching Foreign Language PK-12 Music: MUS 431 Vocal/Choral Methods AND Additional methods courses for emphasis area</td>
<td>1-2 days/week=20 hours per course=120 hours</td>
</tr>
<tr>
<td>Class observations, Individual student observations, Tutoring, Small group instruction, Clinical practice (Optional for Elementary 5th year MA, Early Childhood)</td>
<td>EDU 225 Teaching and Learning: Early Primary Years</td>
<td>1-2 days/week=20 hours</td>
</tr>
<tr>
<td><strong>Clinical Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical practice</td>
<td>Early Experience EDU 470 Practicum in Teaching -Elementary OR EDU 472 Practicum: Secondary/ Languages</td>
<td>Full days 2 weeks=75 hours 8 weeks, Full days 6 weeks (minimum 3 weeks full-time teaching)=225 hours</td>
</tr>
<tr>
<td>Internship/Student teaching and Teacher of record (Teacher to Teacher Program Induction Year, Option 1)</td>
<td>EDEP 670 Teaching Internship</td>
<td>Full days 14 weeks/ full-time teaching=525 hours</td>
</tr>
<tr>
<td>Internship/Student teaching (Teacher to Teacher Program Internship, Option 2)</td>
<td>EDEP 670 Teaching Internship</td>
<td>Full days 14 weeks/ full-time teaching minimum 3 weeks full-time teaching=525 hours</td>
</tr>
<tr>
<td>Internship/Student teaching (Music candidates only)</td>
<td>EDU 505 Teaching Internship</td>
<td>Full days for 14 weeks/4-5 weeks full-time teaching=525 hours</td>
</tr>
</tbody>
</table>

Conduct for Candidates Engaged in Field Experiences and Internships

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The cooperating teacher is legally responsible for the classroom students at all times. Because of this legal responsibility, it is very important that the cooperating teacher be in or near the classroom at all times. *If the cooperating teacher is absent, the school must provide a substitute.*

The principal of a school is legally responsible for all that takes place within the school and on immediate property. Classroom teachers and other school personnel are directly responsible to the principal. Candidates and university faculty are guests in the schools and must therefore fit into the school community and abide by the school’s policies and expectations. For this reason, candidates must be familiar with the guidelines listed below that must be followed:

- The primary purpose of the public school is to facilitate student learning and development according to South Carolina Board of Education regulations, state standards, and district expectations. Therefore, the welfare of students must be the first priority.
- University students and teacher candidates are to conduct themselves as professional individuals in accordance with expectations for faculty members in the school.
- The school has final jurisdiction over all aspects of the educational program in that school.
- University students and teacher candidates are to be well-groomed and maintain their professional appearance according to the acceptable standards for faculty members of the school. It is the candidate’s responsibility to become familiar with and adhere to standards governing dress and grooming in that school.
- Unexcused absences are not allowed in field experience situations, and candidates must notify the school and university faculty member ahead of time if they must miss a scheduled field experience appointment.
- Candidates are expected to refrain from becoming involved with students in their school placements in social activities not sponsored by the school. This includes activities that might occur after school and while the candidate remains an undergraduate student at the university."
- Candidates must exhibit integrity and character consistent with the “*Standards of Conduct for South Carolina Educators* and Professional Practices” as set forth by the South Carolina Department of Education and the standards of ethical principles set forth by appropriate professional associations.
- Candidate should refrain from any inappropriate contact or communication with students, on or off school grounds. If there is any doubt as to what constitutes “inappropriate,” you should confer with the cooperating teacher and/or university instructor/supervisor.

**Knowledge or Suspicion of Child Abuse or Neglect**

According to S.C. Code Chapter 7, Article 1, sub-article 3: Section 20-7-501 any person acting in a professional capacity in contact with children and who has a “reason to believe that a child’s physical or mental health or welfare has been adversely affected by abuse and neglect” must report said abuse, either orally by telephone or otherwise, to the county department of social services or to a law enforcement agency.

As practicum students, interns, or volunteers, Furman University students may develop relationships with students that will result in knowledge of abuse. Furman University students are required to:

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• notify the classroom (cooperating teacher) of the suspicion or child’s admission of the abuse
• notify the university instructor or supervisor over the said program that a student has acknowledged said abuse and that this has been reported to the cooperating teacher
• ask the teacher (or the school administrator if the matter is referred to him/her) to verify, in writing, that you have reported this and that the school will notify county authorities.

If the school fails to act on the information the candidate has provided, or refuses to acknowledge the candidate’s report in writing, the candidate is required to make a report to DSS or county law enforcement (under the direction of the university supervisor) reporting the claim.

As mandated by law, any knowledge or suspicion of abuse must be reported. Different schools and districts may have different procedures, and we encourage all of our candidates to abide by these procedures; however, a report must be filed.

All abuse reports offered by students must be credible. As an approved guest in the school, it is the candidate’s responsibility to report the student’s story of abuse or neglect to the cooperating teacher and principal and for them to qualify the veracity of a student’s report. It is not the candidate’s job to investigate or determine if the student’s report is, indeed, abuse or neglect. The law requires the candidate to report suspected abuse or neglect, and for the appropriate state agency to investigate.

Often, students will come to Furman candidates and say, “I’ve got a secret but I don’t want you to tell anyone. Will you keep my secret because... I’m scared, afraid,” etc. The standard response should be, “Thank you for trusting me enough to keep your secret; however, if this is about someone hurting you or your being in any type of danger, I can’t keep that a secret. I need to do what is best to protect you.”

Student Teaching Internship Options

Music Candidates

Music certifiers complete their program of preparation on the undergraduate level by participating in the Teaching Internship with a cooperating teacher during the spring term of their senior year.

Elementary, Secondary/Foreign Language Candidates

Teacher to Teacher Program

The Teacher to Teacher Program is Furman’s extended local school districts’ partnership program of Teacher Education for elementary and secondary/foreign languages candidates.

See section at the end of this document titled Graduate Program for the Continuing Preparation of Teachers and Other Professional School Personnel for addition information on graduate programs. During the Teaching Internship, candidates earn six hours of graduate credit for EDEP-670 (Teaching Internship). Candidates with induction contracts earn three additional hours for EDEP-640 (Best Practices for Beginning Teachers).
In order for a candidate to be offered an induction year contract, a local school district must have a vacancy (and funding for the vacancy) in the candidate’s certification area; the candidate must receive passing scores on Praxis Subject and PLT exams and meet all requirements for Teacher Education Program Transition Point #4; and Furman and school district officials must endorse the candidate as eligible for an induction year contract. Participating school districts will not honor contracts that might have been previously offered to candidates if the candidate does not successfully complete all aspects of the Senior Block/Practicum, as indicated by the cooperating teacher and university supervisor on the candidate’s final evaluation.

To be an induction teacher in a K-12 public school classroom, Teacher to Teacher Program participants are granted a one-year Intern Teaching Certificate from the South Carolina Department of Education. Upon successful completion of the Teaching Internship and all other Teacher Education Program requirements, the induction teacher receives Furman’s endorsement for an Initial South Carolina Teaching Certificate.

Until successful completion of the Teaching Internship (which usually occurs in early December), Furman candidates serving as induction teachers are compensated by a local school district at approximately 75 percent of the salary of fully-certified first-year teachers.

Note: Furman University is not directly involved or influential in the offering of contracts for the induction year and therefore cannot be held responsible for those who may not be employed as induction teachers in a partner school district. The process of employment is separate from the completion of the certification requirements.

Elementary and secondary/foreign language certifiers complete their program of preparation on the post-baccalaureate level, after graduation, by pursuing one of two Teaching Internship options:

Option 1. Candidates participate in a fall-only internship with a cooperating teacher (with additional supervision and guidance provided by a university supervisor).

Some candidates choose a fall-only internship for personal reasons; others do fall-only internships because there is a consensus among all concerned parties that the candidate is not yet ready to undertake the responsibilities of an induction teacher. Still other candidates are placed in a fall-only internship because they have been unable to secure an induction year contract approximately four weeks prior to the start of the school year. In the fall-only internship, students are assigned a cooperating teacher and a university supervisor in one of Furman’s partner schools. Fall-only is an ideal choice for candidates who may wish to pursue graduate programs or teaching positions in other locations (locations outside the partner Greenville and Spartanburg districts). The requirements for completing the internship are the same for all candidates. Fall-only candidates also have the option of completing a master’s degree at Furman.

Elementary and secondary/foreign languages fall-only internship candidates who have been recommended by Furman for an induction year position may continue to interview for the position after the fall-only internship has begun provided they schedule interviews so that interviews do not conflict with the regular school day. Candidates must inform the university supervisor and the cooperating teacher prior to any interviews. State Board of Education regulations require that an educator be under contract and employed full-time for 152 days out

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of a 190 day school year in order to receive experience credit for a full year. If a candidate is a late hire and the contract does not meet this specification, the candidate will not receive credit for a full year of experience. If recommended and a position is available, candidates may apply for an induction year contract in a partner school district. See Option 2 for additional information should an induction year contract be offered to a fall-only candidate.

Option 2. Candidates participate in a fall term internship as part of their first year (i.e., “induction year”) of teaching in a local school district. In this option, teacher candidates serve as the teacher of record in their classrooms (i.e., they receive partial compensation and full benefits), with supervision and assistance provided by a school district mentor and a university supervisor. This is part of the Teacher to Teacher Program (see below for more information).

Internships for elementary and secondary/foreign language candidates are scheduled in the fall term only. The internship, a state-mandated requirement for certification, is offered in the fall term in order to: (a) enable students to best demonstrate the knowledge, skills, and dispositions learned during the spring practicum; (b) collaborate with peers and facilitate collegial dialogue among peers and university supervisors participating in seminars held throughout the semester; and (c) facilitate coordination between partnership school districts and Furman University so that staff and resources can be used effectively and efficiently. In scheduling the internship immediately following the spring practicum, student expenses are reduced; it also permits students to be recommended for certification, and potentially employed, earlier.

The process of employment is separate from the completion of the certification requirements.

Application and Recommendation for Certification

Candidates are required to undergo a state and federal background check one year prior to the student teaching internship. The Education Analyst in the Education Department notifies candidates of the time frame for completion of the online application for the Initial Teaching Certificate and digital fingerprinting. The Education Analyst notifies music candidates during the spring of the junior year, and during the fall of the senior year for elementary, secondary, and languages candidates. After the candidate has completed the online application for certification on the South Carolina Department of Education website and scheduled a fingerprinting session with an IdentoGO center, he/she is responsible for providing the Education Analyst with: 1) evidence of online application fee payment; 2) fingerprinting receipt provided by an IdentoGO center at the scheduled fingerprinting session; and 3) a photocopy of their Social Security card, which is required as part of the application for certification. Additionally, near the end of the Teaching Internship, the Education Analyst will request candidates to complete request(s) for official transcripts from Furman University and a “Request/Change Action form” to be included with the candidate’s South Carolina “Verification of College Preparation Recommendation for the Teacher Certificate.”

Appeals

A candidate who wishes to make an appeal for an exception to a Teacher Education Program policy and/or transition point progression may write a formal letter to the Education Department Chair. Appeals for exceptions to program policies set by the Teacher Education Committee will be brought to the attention of the Department by the Department Chair. A formal letter of
response will be provided to the candidate with the appeal and placed in the candidate’s record.

Graduate Program for the Continuing Preparation of Teachers and Other Professional School Personnel

Furman offers several graduate degree programs for teacher education add-on licensure. Master of Arts in Education program concentration options include Early Childhood Education, Special Education (emotional/behavioral disorders or learning disabilities), and TESOL. Additional concentrations are offered in Literacy for licensure as “literacy teacher” or “literacy coach”, Curriculum and Instruction, and School Leadership for principal licensure. An Ed.S. is offered with two tracks: Educational Leadership (superintendent licensure) and School Leadership (principal licensure).

Candidates in the Teacher to Teacher Program may elect to enter either the Early Childhood or one of the Special Education programs to add an additional area of certification and to graduate with the M.A. degree within approximately 15 months after receiving the B.A. degree. Alternatively, candidates may elect to enter the Literacy, Early Childhood, TESOL, Curriculum & Instruction, or a Special Education program and extend the course work and experiences over more than the 15 months. In the Teacher to Teacher Program, candidates earn between nine and twelve graduate hours during their induction year that may apply to the M.A. degree at Furman University.

Teacher to Teacher Program candidates who satisfactorily complete all Senior Block courses (including the Practicum experience), and who are eligible to enroll in the Teaching Internship (EDEP-670), may gain provisional graduate admittance for study in summer session prior to the completion of the teaching internship. Successful completion of all Senior Block courses is required before students are allowed to enroll in graduate level courses. Candidates are advised to consult with the Graduate Studies Catalog for policies and procedures related to the Education graduate programs.