



# **Guide to Educator Preparation at Furman University 2018-2019**

*Revised January 2019*

**Education Department  
Suite 101 Hipp Hall  
864-294-3086**

## Table of Contents

Vision and Mission of the Educator Preparation Program	3
Program's Commitment to Technology and Diversity	5
Undergraduate Program for the Initial Preparation of Teachers	5
Performance Transition Points and the Assessment System	6
• Grade Point Average Criteria for Admission to and Continuation in the Program	7
• Event Concern Report	8
Field and Clinical Experiences	10
• Conduct for Candidates Engaged in Field Experiences and Internships	12
• Knowledge or Suspicion of Child Abuse or Neglect	12
• Student Teaching Internship Options	13
○ Music Candidates	13
○ Elementary, Secondary, Foreign Language Candidates – Teacher to Teacher Residency Program	14
Application and Recommendation for Licensure	15
Appeals	16
Graduate Program for Continuing Preparation of Teachers and other School Personnel	16

Other information may be found on the Department of Education's website:  
<http://www.furman.edu/academics/Education/Pages/default.aspx>

## Vision and Mission of the Educator Preparation Program

### Vision Statement

*The Educator Preparation Program at Furman University prepares educators who are scholars and leaders.*

### Mission of the Program and Furman University

Furman University's mission is to provide students a distinctive education in fine arts, humanities, social sciences, mathematics and the sciences, as well as select professional disciplines. The University's signature program, *The Furman Advantage*, seeks to guarantee every student an unparalleled education that combines classroom learning with real-world experiences and self-discovery. This integrated four-year pathway, guided by a diverse community of mentors, prepares students for lives of purpose and accelerated career and community impact—demonstrating in concrete terms the value of a Furman education. Furman's Educator Preparation Program is anchored in the University's mission and embodies *The Furman Advantage*.

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. Specifically, educators who are scholars and leaders have in-depth knowledge and understanding of their discipline; use evidence-based practice for effective teaching and communication; and are caring and thoughtful individuals who respond sensitively to the needs and experiences of all students and others with whom they interact.

### Program Standards

Furman University prepares educators who exemplify proficiency in standards related to educator effectiveness. The program of teacher preparation aligns to the South Carolina Expanded ADEPT<sup>1</sup> and PADEPP<sup>2</sup> standards for educators and the defining characteristics of the *Profile of the South Carolina Graduate: world-class knowledge, world-class skills, and life and career characteristics*. Furman's program aligns to national standards including InTASC<sup>3</sup>, ISTE<sup>4</sup>, NBPTS<sup>5</sup>, CAEP<sup>6</sup> standards for accreditation, SPA standards for specialized programs, and Professional Standards for Educational Leaders, formerly ISLLC<sup>7</sup>. Furman's program of teacher preparation is nationally recognized by NCATE<sup>8</sup>, now CAEP.

---

<sup>1</sup> ADEPT – Assisting, Developing, and Evaluating Professional Training

<sup>2</sup> PADEPP – Program for Assisting, Developing, and Evaluating Principal Performance

<sup>3</sup> InTASC – Interstate Teacher Assessment and Support Consortium

<sup>4</sup> ISTE – International Society for Technology in Education

<sup>5</sup> NBPTS – National Board for Professional Teaching Standards

<sup>6</sup> CAEP – Council for the Accreditation of Educator Preparation

<sup>7</sup> ISLLC – Interstate School Leaders Licensure Consortium

<sup>8</sup> NCATE - National Council for Accreditation of Teacher Education

Candidates develop mastery of the InTASC core teaching standards as they progress through the program:

- *The Learner and Learning*
  - Learner Development
  - Learning Differences
  - Learning Environments
- *Content Knowledge*
  - Content Knowledge
  - Application of Content
- *Instructional Practice*
  - Assessment
  - Planning for Instruction
  - Instructional Strategies
- *Professional Responsibility*
  - Professional Learning and Ethical Practice
  - Leadership and Collaboration

In addition, candidates are mentored to ensure they can respond effectively and sensitively to the needs and experiences of all students and others with whom they interact. Upon acceptance to and throughout their program of study, undergraduate and graduate candidates are expected to demonstrate the following key dispositions:

- Timeliness/Time Management
- Attendance
- Appearance/Dress
- Confidentiality
- Honesty/Integrity
- Poise/Attitude/Self-Efficacy
- Caring/Rapport
- Communication
- Caring
- Sensitivity to Individual Differences
- Sensitivity to Cultural Differences
- Reflectiveness/Responsiveness
- Initiative/Leadership
- Active Learner

## **Program's Commitment to Technology and Diversity**

### *Technology*

In preparing educators as scholars and leaders, Furman's Educator Preparation Program acknowledges the crucial role of technology as a means to locate information, transmit knowledge, gain conceptual understanding, and achieve occupational ambitions. School leaders, 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 effectively. This objective is all the more urgent in light of the explosive growth of digital media, as well as the impact of emerging technologies. Furman's program aligns to ISTE standards and candidates are assessed on the ability to use technology for learning.

### *Diversity*

Furman's Educator Preparation Program is committed to preparing educators who, as scholars and leaders, understand and appreciate the diverse nature of learners and their cultures. Furman recognizes the continuing role that schools, teachers, and school leaders play in fostering acceptance and celebration of diversity, both individually and collectively. As a result, we are committed to diversifying our own pool of teacher candidates, as well as their field placements. Candidate dispositions, including *Caring*, *Sensitivity to Individual Differences*, and *Sensitivity to Cultural Differences*, are assessed at program transition points.

## **Undergraduate Program for the Initial Preparation of Teachers**

This guide to the Educator Preparation Program at Furman University will assist you in understanding the teacher licensure requirements that are part of the education major or the major in another academic department. It is to be used as a supplement to the *Furman Catalog* and the policies, procedures, and regulations published in the "Student Handbook." (<http://www.furman.edu/studentlife/studentlife/studenthandbook/Pages/default.aspx>).

The Education Department offers a major in education (elementary licensure, grades 2-6); secondary licensure for grades 9-12 in biology, chemistry, English, mathematics, physics, and social studies (through completion of a major in history); and licensure for grades PK-12 in French, Spanish, and music. The Educator Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE; now known as the Council for the Accreditation of Educator Preparation, or 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).

Our assessment system collects data determining the extent to which the Educator Preparation 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 licensure program and the Educator Preparation 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. Clinical and 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 Educator Preparation Program of Furman University has a professional responsibility to ensure that its programs offer candidates the highest quality of preparation. The Educator Preparation Program must also assure that its graduates have demonstrated proficiency in all areas, including a positive impact on student learning. For purposes of gauging the entrance level and continued growth of candidates toward 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 the following:

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/Licensure Recommendation

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, unit or lesson plans, video clips, and self-assessments). These data are aggregated and analyzed by the Department's Program Assessment and Review Committee (PARC), and other program committees and groups per the Quality Assurance Assessment System, for confirmation of candidate proficiency and indications of trends that may result in a need for program improvements. Table 1 provides an overview of the program's performance assessment and transition points. Candidates are expected to demonstrate the required level of mastery at each transition point.

Specific to candidate dispositions, the Educator Preparation Program has identified attitudes and behaviors that embody professional teaching. As 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: 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).*

### **Grade Point Average Criteria for Admission to and Continuation in the Program**

Per South Carolina Department of Education guidelines, students who entered Furman during the 2015-16 academic year and after must have a cumulative grade point average of at least 2.75, and a minimum grade point average of 2.75 in the major in order to gain admission to the licensure program. The same grade point average criteria applies to candidates who have been admitted to the program.

Candidates and prospective candidates are expected to earn a grade of C or above in all professional education courses required for licensure

(<http://www.furman.edu/academics/education/program-overview/Pages/Programs-of-Study.aspx>).

Prospective candidates who earn a grade of C- or below in professional education courses or other courses that fulfill licensure requirements may not be admitted to the program unless the instructor or chair of relevant department determines that knowledge of content was mastered at the C level or above despite the grade earned, or until candidates demonstrate mastery of the courses' content at the C level or above. Admitted candidates who earn a grade of C- or below in professional education courses or other courses that fulfill teacher licensure requirements may not continue to take courses required for licensure unless the instructor or chair of relevant department determines that knowledge of content was mastered at the C level or above despite the grade earned, or until candidates demonstrate mastery of the content at the C level or above.

Although some departments allow mastery to be demonstrated via successful completion of a comprehensive exam, mastery of content in methods courses is demonstrated in most cases – at the discretion of the relevant department - when students retake the course(s), by means of an audit. Auditing of courses will be allowed with the stipulation that candidates, or prospective candidates attend class, complete all assignments and fieldwork, and take all exams as if they were taking the course(s) for the first time. Although the grade recorded in the transcript will not be changed, the course instructor will be asked to determine whether the performance of the candidate, or prospective candidate, qualifies for a grade of C or above.

Candidates, or prospective candidates, who demonstrate mastery of the content at the C level or above will be allowed to request admission, or re-admission, to the program. Candidates, or prospective candidates, who do not demonstrate mastery of the content at the C level or above will not be allowed to continue taking courses leading to teacher licensure. If a candidate receives a grade below a C in the Internship, the candidate will not receive a recommendation for a South Carolina teaching license.

*Exception Note:* Candidates certifying to teach physics at the secondary level, enroll in two two-course sequences in the list of required physics courses, PHY 311-312 (Classical Mechanics I and II) and PHY 321-322 (Electromagnetic Theory I and II). Candidates certifying to teach chemistry at the secondary level enroll in two two-course sequences in the list of required chemistry courses, CHM 110-115 (Foundations of Chemistry and Kinetics,

Thermodynamics and the Environment) and CHM 120-220 (Organic Chemistry and Bio-Organic Chemistry). Prospective or admitted candidates who earn a passing grade lower than C in the first course of a sequence may demonstrate mastery of the content by earning a higher grade in the second course so that, together with the grade in the first course, they obtain an average of a C or better in the sequence.

*Exception Note:* Candidates certifying to teach music in grades PK-12 enroll in a four-course Music Theory sequence (MUS 111-112, MUS 211/212) designed to build skills in rhythmic reading, sight-singing, ear training, rudimentary keyboard skills and harmonic analysis. Prospective or admitted candidates who earn a passing grade lower than C in the Music Theory Sequence may demonstrate mastery of the content by earning higher grades in the second, third and fourth courses so that, together with the grade in the first course, they obtain an average of a C or better in the sequence.

### **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 s/he does, 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 the identified concern(s). A follow-up meeting will be scheduled to determine whether the 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. Education Program Transition Points (for specific program transition points see website)**

Transition Point	Year/Semester	Requirements for Transition Point
<p><b>Point #1. Admission to Education Program</b>  <i>Register to take Praxis Core spring of the sophomore year if candidate does not meet exemption criteria</i></p>	<p>Admission decisions made June of sophomore year to June of junior year, depending on program<sup>1</sup></p>	<ul style="list-style-type: none"> <li>✓ Completed Admission to Education Program application<sup>1</sup></li> <li>✓ Grade of “C” or above in EDU-111, EDU-120, and EDU-221, and completion of connected field experiences</li> <li>✓ Minimum 2.75 cumulative and major grade point average</li> <li>✓ Earned grades of "C" or above in all professional education courses and all courses required for licensure</li> <li>✓ Recommendation from the major department (all programs except elementary)</li> <li>✓ Satisfactory Dispositions Assessment scores from EDU-221. Any unsatisfactory scores are considered in Teacher Education Admissions Committee decisions</li> <li>✓ Department review of Event/Concern Report, if pertinent<sup>3</sup>, in Teacher Education Admissions Committee decisions</li> <li>✓ Passing Praxis Core scores if candidate does not meet exemption criteria below<sup>2</sup></li> <li>✓ Clearance on reports from Student Life and Academic Affairs</li> <li>✓ Teacher Education Admissions Committee recommendation and faculty vote</li> </ul>
<p><b>Point #2. Entry to Senior Practicum</b>            (omit this point for music candidates)</p>	<p>End of fall term senior year</p>	<ul style="list-style-type: none"> <li>✓ Successful completion of Early Experience</li> <li>✓ Maintained grades of “C” or above in all courses required for licensure completed since admission</li> <li>✓ Maintained minimum 2.75 grade point average</li> <li>✓ 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</li> <li>✓ Resolution of any new or existing Event/Concern Reports<sup>3</sup></li> </ul>
<p><b>Point #3. Entry to Internship</b></p>	<p>End of spring term senior year (End of fall term for music candidates)</p>	<ul style="list-style-type: none"> <li>✓ Maintained grades of “C” or above in all courses required for licensure completed since admission</li> <li>✓ Maintained minimum 2.75 grade point average</li> <li>✓ Demonstration of growth in content knowledge, pedagogical skills, and professionalism evaluated by both the cooperating teacher and the university supervisor, including satisfactory performance leading to internship recommendation on SCTS 4.0 final evaluation</li> <li>✓ Satisfactory Dispositions Assessment evaluation</li> <li>✓ Successful completion of practicum and other requirements as specified in program guides and handbooks</li> <li>✓ Passing scores on Praxis Subject Assessments for option of induction year employment/internship</li> <li>✓ Any “Unsatisfactory” or “Unacceptable” evaluation performance scores may result in an Event/Concern Report<sup>3</sup> and/or delay program continuation</li> </ul>
<p><b>Point #4. Program Completion/ Licensure Recommendation</b></p>	<p>End of fall 5th year (Induction year or fall only experience/spring senior year for music candidates)</p>	<ul style="list-style-type: none"> <li>✓ Earned grade of C or above in Internship</li> <li>✓ Satisfactory demonstration of content knowledge, pedagogical skills, and professionalism evaluated by both the cooperating teacher and the university supervisor, including meeting the minimum passing total score on SCTS 4.0 final evaluation</li> <li>✓ Satisfactory Dispositions Assessment and Candidate Use of Technology evaluation</li> <li>✓ Successful completion of all internship requirements</li> <li>✓ Any Event/Concern Report<sup>3</sup> resolved</li> <li>✓ Passing scores on Praxis Subject Assessments (and OPI for foreign language candidates) for fall-only candidates if not previously passed</li> </ul>

<sup>1</sup> **Admission to Teacher Education Program form:** provided by Charmaine Moore, Education Analyst, [charmaine.moore@furman.edu](mailto:charmaine.moore@furman.edu).

<sup>2</sup> **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. For the class of 2021 and after, please refer to the application checklist for current exemption requirements.

<sup>3</sup> **Event/Concern Report:** See the *Teacher Education Program Guide* and the *Event/Concern Report* form on the Department of Education website.

## Field and Clinical Experiences

Candidates complete a minimum of 60 hours of fieldwork in foundations courses. Candidates begin in the first course with class observations, tutoring, and small group instruction. In the following courses, candidates build upon these experiences and add individual student observations and after-school program work.

Prior to the teaching internship, elementary, secondary, and foreign language (PK-12) candidates complete a minimum of 480 hours of incremental field experiences fully integrated into coursework and the Senior Block. Many candidates spend more than the required weekly visits during 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 8 weeks, and the teaching internship takes place the following fall for approximately 14 weeks. In the practicum, candidates spend a minimum of three weeks full-time teaching.

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.

The Education Program ensures candidates participate in a sequenced set experiences of increasing depth and breadth in multiple types of settings, including settings with diverse populations. Field and clinical experiences coursework, hours, and types of experiences are provided in Table 2. Specifics about the Early Experience, Practicum, and Internship are provided in the Early Experience, Practicum and Block Courses, Internship Guide.

*Note: 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.*

**Table 2. Courses with Field/Clinical Experiences Requirements Updated 9/11/18**

Type(s) of Experience	Course	Days/Weeks/Hours
<b>Foundations</b>		
Class observations, Tutoring, Small group instruction	EDU 111 Perspectives on American Education	1-2 days/week=15 hours
Class observations, Individual student observations, Tutoring, Small group instruction, After-school program	EDU 120 Human Growth and Development	1-2 days/week=15 hours
Class observations, Individual student observations, Tutoring, Small group instruction	EDU 221 Education of Students with Exceptionalities	1-2 days/week=20 hours
	<b>Total Hours</b>	<b>50 +</b>
<b>Methods</b>		
Class observations, Individual student observations, Tutoring, Small group instruction	<p><u>Elementary (20 hours per course, 1-2 days/week):</u>                      EDU 305 Arts Integration in Elementary Grades                      EDU 330 Literacy Foundations and Instruction PK-3                      EDU 331 Literacy Processes and Instruction 2-6                      EDU 332 Social Studies in Grades PK-6                      EDU 333 Science in Grades PK-6                      MTH 302 Mathematics for Elementary School Teachers II</p> <p><u>Secondary/Languages:</u>                      EDU 350 Curriculum and Methods of Teaching Grades 9-12 (20 hours, 1-2 days/week) AND                      (the following overlap with Practicum hours so not counted in total here)                      EDU 452 Teaching English in Grades 9-12 OR                      EDU 453 Teaching Social Studies in Grades 9-12 OR                      EDU 454 Teaching Science in Grades 9-12 OR                      EDU 455 Teaching Mathematics in Grades 9-12 OR                      MLL 450 Teaching Foreign Language PK-12</p> <p><u>Music:</u>                      MUS 352 Basic Conducting (4 hours)                      MUS 431 Vocal and Choral Methods (12 hours) AND</p> <p><u>Instrumental:</u>                      MUS 353 Instrumental Conducting/MUS 331 Woodwinds Methods/MUS 332 Brass Methods/MUS 333 Percussion Methods OR MUS 333 Guitar Methods (4 hours each)                      MUS 330 String Methods (2 hours)                      MUS 432 Instrumental Music Methods (20 hours)</p> <p><u>Choral/General:</u>                      MUS 354 Choral Conducting/MUS 450 Vocal Pedagogy/                      MUS 334 Guitar Methods (4 hours each)                      MUS 433 Music Education Methods (12 hours)                      MUS 434 Elementary Music Methods (10 hours)</p>	<p>Total Hours</p> <p>Elementary: 120 hours</p> <p>Secondary/Languages: 20 hours</p> <p>Music Instrumental: 54 hours</p> <p>Music Choral/General: 50 hours</p>
	<b>Total Hours</b>	<b>20 (Secondary/Languages), 120+ (Elementary), 50-54 (Music)</b>
<b>Clinical Practice (Practicum &amp; Internship)</b>		
<u>Senior Practicum</u>	Early Experience AND  EDU 470 Practicum in Teaching OR EDU 472 Practicum: Secondary Teaching	Full days 2 weeks=75 hours  8 weeks, Full days 6 weeks (minimum 3 weeks full-time teaching) = 225 hours
<u>Internship/Student teaching (Teacher to Teacher Program Internship, Option 1)</u>	EDEP 670 Teaching Internship	Full days 14 weeks/ full-time teaching minimum 8 weeks full-time teaching = 525 hours
<u>Internship/ Teacher of record (Teacher to Teacher Program Induction Year, Option 2)</u>	EDEP 670 Teaching Internship	Full days 14 weeks/ full-time teaching = 525 hours
<u>Internship/Student teaching (Music candidates only)</u>	EDU 505 Teaching Internship	Full days for 14 weeks/ 8 weeks full-time teaching = 525 hours
	<b>Total Hours</b>	<b>825 (Elementary, Secondary/Languages), 525 (Music)</b>

Note: EDU 222 Nature of Learning Disabilities or EDU 223 Nature of Emotional/Behavioral Disorders may be taken by 5<sup>th</sup> year elementary majors who are MA students in Special Education and EDU 225 Teaching and Learning: Early Primary Years, 1-2 days/week=+20 hours may be taken by 5<sup>th</sup> year elementary majors who are MA students in Early Childhood. These are categorized as **Class observations, Individual student observations, Tutoring, Small group instruction, Clinical practice.**

## ***Conduct for Candidates Engaged in Field Experiences and Internships***

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 follow the guidelines listed below:

- 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 in the program for initial licensure.
- Candidates must exhibit integrity and character consistent with the ["Standards of Conduct for South Carolina Educators"](#) as set forth by the South Carolina Department of Education.
- Candidates 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 or suspicion of abuse. Furman

University students are required to:

- 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, and
- 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***

Teaching internships for elementary, secondary, and foreign language candidates are scheduled in the fall term only. A state-mandated requirement for licensure, the internship 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 licensure, and potentially employed, earlier.

### **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, and Foreign Language Candidates

### *Teacher to Teacher Residency Program*

Approved by the State Department of Education, Furman's *Teacher to Teacher Residency Program* sometimes referred to as the "program extended into the fifth year," involves a partnership with local school districts. All elementary, secondary, and foreign language candidates are eligible to participate.

See section at the end of this document titled *Graduate Program for the Continuing Preparation of Teachers and Other Professional School Personnel* for additional 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 the Induction Teacher.

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 licensure area; the candidate must receive passing scores on Praxis Subject and PLT exams and meet all requirements for Educator Preparation 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 Residency Program* participants are granted a one-year Intern Teaching Certificate by the South Carolina Department of Education. Upon successful completion of the teaching internship and all other Educator Preparation Program requirements, the induction teacher then 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 licensure 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. Candidates spend full days for 14 weeks in the classroom and spend a minimum of 8 weeks full-time teaching. Fall-only candidates also have the option of completing a master's degree at Furman.

Elementary, secondary, and 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 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.*

Option 2. If recommended and a position is available, elementary, secondary, and foreign language candidates may apply for an induction year contract in a partner school district. If hired, candidates participate in a fall term internship as part of their first year (i.e., "induction year") of teaching while serving as the teacher of record in their classrooms. As the teacher of record, they receive partial compensation and full benefits. They also receive supervision and assistance from a school district mentor and a university supervisor.

As teacher of record, candidates spend full days full-time teaching. The minimum requirement for licensure is 14 weeks.

### **Application and Recommendation for Licensure**

Candidates are required to undergo a state and federal background check one year prior to the teaching internship. In the spring of the junior year for music candidates and the fall of the senior year for elementary, secondary, and foreign language candidates, the Education Analyst notifies candidates of the time frame for completion of the "Application for Educator Certification" (aka, Application for Licensure) and digital fingerprinting. After the candidate completes the online application on the South Carolina Department of Education website and schedules a fingerprinting session with an IdentoGO center, he/she is responsible for providing the Education Analyst with the following: (a) evidence of online application fee payment; (b) fingerprinting receipt provided by an IdentoGO center at the scheduled fingerprinting session; and (c) a photocopy of the Social Security card, which is required as part of the application for licensure. Additionally, near the end of the teaching internship, the Education Analyst will ask

candidates to complete requests 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 an Educator Preparation 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 add-on licensure. Master of Arts in Education program concentration options include Early Childhood Education; Special Education (offered with two licensure tracks: emotional/behavioral disorders and learning disabilities); TESOL; 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 licensure tracks: Educational Leadership (superintendent licensure) and School Leadership (principal licensure).

*Teacher to Teacher Residency Program* candidates who have completed their required prerequisites as undergraduates may add additional areas of licensure and graduate with an M.A. degree. Several programs may be completed in approximately 15 months after receiving the B.A. degree, but candidates may elect to extend the program of study over 2-3 years. In the *Teacher to Teacher Residency Program*, candidates earn between six and nine graduate hours during their induction year that may apply to the M.A. degree at Furman University.

*Teacher to Teacher Residency Program* candidates who satisfactorily complete all Senior Block courses (including the Practicum experience) and who are eligible to enroll in EDEP-670: Teaching Internship may gain provisional graduate admittance for study in the 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 the *Graduate Studies Catalog* for policies and procedures related to Furman’s graduate programs (<http://www.furman.edu/academics/graduate-studies/Documents/GraduateStudiesinEducationCatalog1.pdf>).