

School of Education Faculty Handbook

Francis Marion University

Fall 2011

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Preface

The School of Education continues to grow as an independent professional school and yet remains an integral part of Francis Marion University. In our growth we have found it necessary to refine our way of operating to allow for a larger faculty and increasingly diverse programs. This Handbook represents those descriptions, policies, and procedures not covered in the University Faculty Handbook and that are unique to our School. Many of the policies and procedures are relatively new because of the tremendous amount of change within teacher education in general and the FMU School of Education in the last few years. The descriptions, policies and procedures included herein are reflective of University policy as well as internal policy as decided by the School of Education faculty.

Dr. J. R. Faulkenberry, Dean
School of Education
Fall 2011

THE SCHOOL OF EDUCATION MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares competent and caring professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, professional skills and professional dispositions.

PURPOSE FOR THE SCHOOL OF EDUCATION

The purpose of all Teacher Education programs at Francis Marion University is to train **competent and caring teachers**. Caring and professional competence are the twin pillars upon which a successful teaching career is built. A career that lacks either pillar will always lack the effectiveness necessary to produce meaningful learning in students. The programs within the school of education are built around the notion that all educators need to be well grounded in knowledge of learning, learners and the environment in which each takes place. This knowledge is best learned from the professional literature and experienced practitioners. Teacher candidates must capitalize through reflective inquiry on what each domain has to offer. They cannot merely accept old patterns and traditions. They must critically analyze the merit of accepted theory and practice and be prepared to make decisions which are divergent and, in many cases, innovative.

These decisions must be made in both a social and an academic context. The students' diverse cultures must be analyzed and evaluated in terms of its impact on the learning process. A main focus of all programs is on diversity in its many forms - cultural, racial, geographical, academic and social. Tied into this focus is a global, multicultural perspective that fosters tolerance and appreciation of values and lifestyles of various groups.

Another critical focus of all programs in education at Francis Marion University is technology. Technology is not viewed as an end in itself but as a vehicle by which many other ends are met. The purpose of technological enlightenment within the scope of all programs is very utilitarian in that teacher candidates are taught to pursue and apply technology in all teaching/learning environments. In addition, teacher candidates are able to make decisions about optimum use of software programs available through many commercial outlets.

THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Conceptual Framework

*The School of Education prepares
competent and caring teachers.*

Assessment Points for the Conceptual Framework

The School of Education has operationalized what it means by “competent and caring teachers” by specifying the areas below as representative points for focus and assessment:

A competent teacher possess at least these knowledge and skills traits:

- A. Knowledge of content in their area of teaching
- B. Professional knowledge and skills
 - 1. Ability to plan instruction or appropriate interventions
 - 2. Ability to apply skills and knowledge in a clinical setting
 - 3. Ability to cause learning in P -12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty/diversity
 - 6. Ability to use technology

A caring teacher possess at least these five professional dispositions:

- 1. Exhibits professional attributes.
- 2. Respects the learning process in demonstrating instructional/assessment flexibility and accommodations for individual differences reflecting the belief that all students can learn regardless of their backgrounds.
- 3. Upholds ethical and professional standards.
- 4. Shows respect for families, cultures, and communities and demonstrates a sense of fairness and respect to all participants within a group.
- 5. Shows respect for colleagues, P-12 students, faculty and staff.

GOALS FOR THE SCHOOL OF EDUCATION¹

The goals for Teacher Education at Francis Marion University are grounded in a conceptual framework: *The School of Education prepares competent and caring teachers*. To prepare candidates to be competent and caring teachers, the School of Education has adopted the goals listed below. These goals were selected to express the priorities of the School of Education while reflecting the mission and goals of the University itself.

All programs in professional education seek to present each candidate with a logically sequenced series of experiences leading him or her from novice to the early stages of expert professional. Further, all programs will provide in-depth experiences in liberal arts, science, and mathematics targeted toward relevant South Carolina Academic Standards. These experiences will assist each candidate to develop:

Competency Goals

1. A strong and balanced background in fine arts, humanities, mathematics, and natural, social, and behavioral sciences.
2. Facility in oral and written communication.
3. A strong academic background in each student's area of specialization along with the appropriate pedagogical content knowledge for the area.
4. An understanding of the enterprise of education as an institution influenced and molded by historical, social, philosophical and political forces.
5. Facility with the best instructional practices as revealed by current research.
6. Facility with the "wisdom of practice" as determined by systematic observation of and reflection on the practice of experienced teachers.
7. Ability to plan, implement, evaluate and/or revise a variety of instructional approaches based on current research-based best practices and reliable data.
8. Ability to utilize a variety of appropriate techniques to evaluate student achievement.
9. Facility with selected aspects of modern instructional technology.

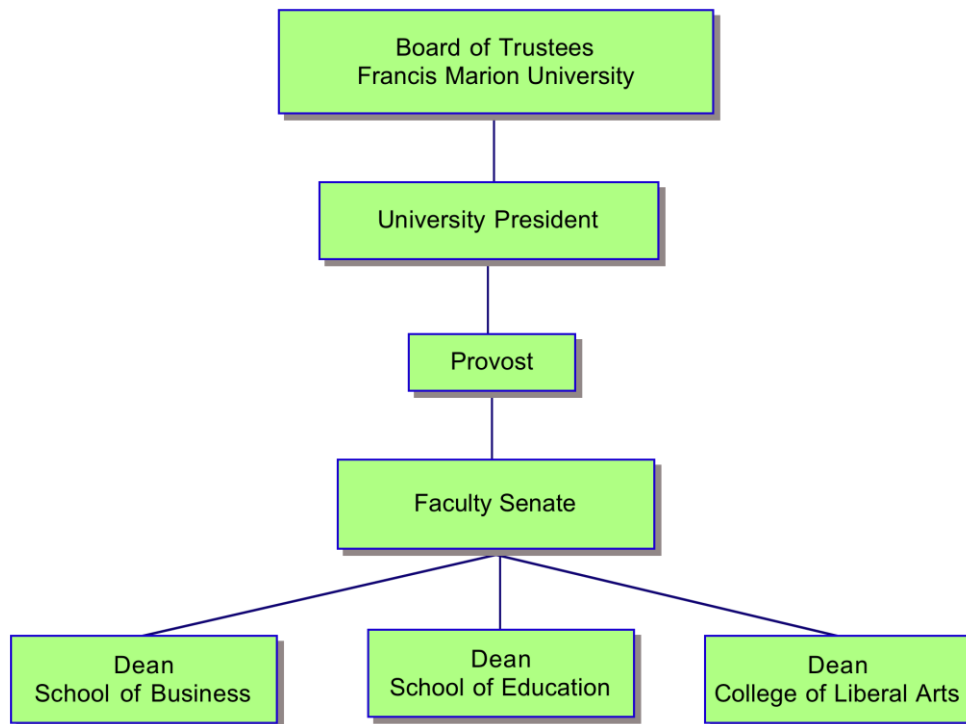
Caring Goals

1. Instructional adaptation to the diversity and similarity of learners, including learning styles, developmental stages, cultural background, and exceptionalities. Adaptation to the diverse needs of children of poverty is a high priority for the School of Education at Francis Marion University.
2. A belief that all students can learn and that fairness to all students is an essential component to professional teaching.
3. Ability to work cooperatively with others including peers, faculty, administrators and faculty.
4. An understanding of teaching as a career-long learning and sharing experience.

¹ Goals for individual programs are provided in Appendix 3.

STRUCTURE AND ORGANIZATION OF THE UNIVERSITY

Authorized as a state-supported institution of higher learning (University of South Carolina at Florence) by the State of South Carolina on June 25, 1969, Francis Marion College was officially established on July 1, 1970. Education was established as one of the original departments. The present academic structure of the University consists of a College of Liberal Arts, a School of Business and a School of Education. The chart below shows the relationship of the School of Education in relation to other schools and departments within the institution. The chart also shows the administrative hierarchical structure at Francis Marion University.



THE UNIVERSITY MISSION STATEMENT²

The mission of the School of Education is highly reflective of the University as a whole. The University statement mentions the importance of reflecting a diverse student body, student-centered learning experiences that foster mutual respect, providing a foundation for life long learning, employing a highly competent faculty, introduction to a wide variety of disciplines, tolerance for a diversity of ideas, a sense of individual responsibility and an ability to work cooperatively. The School of Education embraces these positions and has built them into the very fabric of the School as exemplified in the conceptual framework.

STRUCTURE AND ORGANIZATION OF THE SCHOOL OF EDUCATION³

The structure within the School of Education is organized around major programs. The School offers three (3) undergraduate licensure programs: early childhood education (Grades pre-kindergarten through grade three), elementary (Grades 2-6), and middle level (Grades 5-8). Also at the undergraduate level the School of Education offers licensure in two (2) secondary areas: English and Mathematics (Grades 9-12). Licensure in each secondary area requires a major in an appropriate academic discipline.

At the graduate level, two degrees are offered in special education (K-12): MAT-LD (initial licensure) and M.Ed. Learning Disabilities (LD). A third Master's degree is offered in Instructional Accommodations, a generic, non-licensure area.

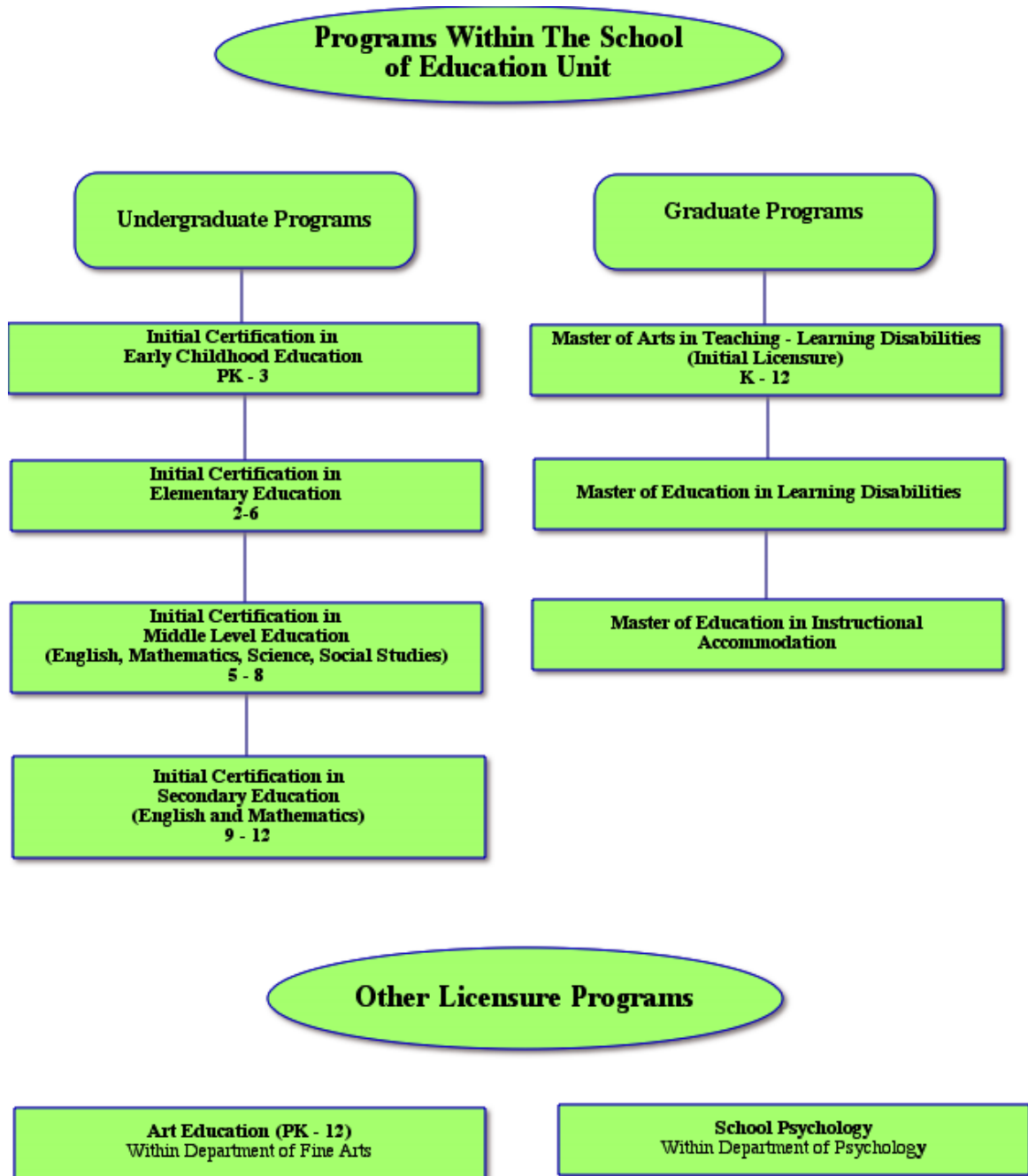
One initial undergraduate licensure program (Art Education) is offered in the Department of Fine Arts. Another licensure program is offered at the graduate level (School Psychologist II) in the Department of Psychology.

The degree or licensure structure within the School of Education is shown in the following chart:

² The full purpose-mission statement of the University may be found at the beginning of the University Catalog.

³ See the University Catalog for a more complete description of the programs.

THE UNIT: THE SCHOOL OF EDUCATION



ROLES AND RESPONSIBILITIES IN THE SCHOOL OF EDUCATION

Faculty Roles and Responsibilities⁴

At Francis Marion University each program leading to teacher certification has at least one full-time faculty member who holds the terminal degree in the generic area of the program. Faculty in the Professional Program are expected to remain active in scholarly endeavors related to their assigned specialty in the teacher education program. These endeavors generally include research, writing, and participation in professional associations. These on-going activities are viewed as part of the continuous professional growth of the faculty member. In fact, service in public schools and teaching competence, in addition to research and publication, are recognized parts of the evaluation of faculty in the Professional Program.

Qualifications for part-time faculty, or adjunct faculty, are the same as those held for regular faculty with regard to academic background, experience, and performance. Part-time faculty hold at least a masters degree and have had pertinent experience in the public schools. Although well-qualified part-time faculty members are sometimes used in supplementary roles, full-time faculty teach most education courses.

Faculty assignments of teaching and advising loads are made with special consideration given to the expectations of effective faculty performance. Duties are assigned in accordance with the responsibilities, which accompany committee assignments, extracurricular assignments, supervisory duties, and student observation and evaluation assignments. The assigned load also takes into consideration such areas as teacher candidate advisement, expectations in research and writing, and service to public schools. The normal load for full-time faculty for a semester is nine (9) hours for graduate instructors and twelve (12) hours for undergraduate instructors.

Functioning as significantly important role models for candidates and the education community, faculty in teacher education are expected to utilize a wide variety of instructional methods, approaches, and styles. Such techniques as lecturing, grouping by different criteria, setting up a laboratory, role-playing, team teaching, using programmed instruction, media-oriented presentations, computer assisted instruction and peer tutoring, along with many others, are among the viable techniques demonstrating different methods of instructional delivery. Faculty make routine use of educational media in their areas of instruction, and collectively, integrate educational media into the framework of the Professional Program.

⁴ The Francis Marion University Faculty Handbook details factors related to the terms of employment for University faculty. This handbook will focus on those aspects of employment that are more or less unique to the School of Education.

Administrative Roles and Responsibilities within the School of Education

Dean: The Dean of the School of Education has the responsibility for the administration and quality control of all programs under his/her jurisdiction, primarily those described in the previous pages. The Dean reports directly to the Provost of the University.

Associate Dean: The Associate Dean of the School of Education assumes those roles and responsibilities assigned to him/her by the Dean. The Associate Dean reports directly to the Dean of the School of Education.

Coordinator of Clinical and Field Experiences: The Coordinator of Clinical and Field Experiences is responsible for the coordination and supervision of all laboratory practices and internship. The clinical coordinator works with the program chairs in developing the content and expectations of the desired clinical experiences.

NCATE/Assessment System Coordinator: The Assessment System Coordinator is responsible for ensuring that all programs and policies in the School of Education conform to NCATE and SPA standards. This coordinator is also responsible for the data collection and analysis activities related to NCATE and SPAs. Data for the School of Education are kept primarily on a combination of the university server and LiveText.

Director of the Center of Excellence for Preparation of Teachers of Children of Poverty: The Center of Excellence is funded by extensive grants from the state of South Carolina. The Director oversees the grant and seeks to provide information and research that will assist teachers in improving the academic success for children of poverty.

Education Assistant for Records and Certification (EARC): The Office of Student Services in Education is responsible for all teacher candidate records and reports. The office coordinates admission to Teacher Education, admission to student teaching, application for certification, and applications for Praxis I and Praxis II. The person in charge of Student Services serves as the certification officer for the School of Education and collects and distributes Education Data Base (EDB) checkpoint data to program committees.

Program Chair: Each program unit is under the direction of a chair who is responsible for program development, program coordination, and program evaluation and for teacher candidate advisement in that program. Each program unit coordinator is appointed by the Dean and is a member of the School of Education Leadership Team. A major responsibility of the program coordinator is to chair the business conducted by the program committee. The main function of the program committee is to analyze and discuss program data for program improvement.

Alumni Assessment Coordinator: This coordinator is responsible for obtaining alumni and employer follow-up data and distributing that data to the appropriate program committees.

Standing Committee Roles and Responsibilities⁵

Clinical and Field Committee: The Clinical and Field Committee is responsible for ensuring that all clinical and field experiences are of the highest quality both for the participating schools and for the FMU teacher candidates. The Coordinator of Clinical and Field Experiences chairs this committee.

Leadership Team: The School of Education Leadership Team is composed of the Dean, Associate Dean, all program coordinators and such other appointees as are deemed necessary by the dean. Although any faculty member is welcome to attend Leadership Team meetings, only members of the team may participate.

Nominating Committee: The Nominating Committee is responsible for preparing a slate of candidates for University wide offices and/or committees. This committee will consist of three members appointed by the Dean.

Professional Dispositions Committee: The Professional Dispositions Committee serves both to monitor the disposition assessment systems and to serve as a mediation group when the school must deal with a candidate whose dispositions make his/her success in teaching doubtful. This committee will consist of three members appointed by the Dean.

Program Committees: Each of the five (5) program committees (early childhood, elementary, middle level, secondary, and graduate) is responsible for planning and oversight of their designated program. Each program has a program chair.

Promotion and Tenure Committee: The Promotion and Tenure Committee evaluates faculty candidates for promotion and tenure and makes recommendations for such to the Dean. The committee consists of five tenured faculty members.

Strategic Planning and Institutional Effectiveness Committee: The committee advises the Dean and faculty on matters related to strategic planning and institutional effectiveness. The committee consists of members from the School of Education who have been appointed by the Dean. The Director of the University Office of Institutional Effectiveness and Planning shall be an ex officio member.

School/Community Committee Roles and Responsibilities

Teacher Education Advisory Committee (TEAC): The Teacher Education Advisory Committee is composed of the chairs (or their designees) from all departments that are involved in preparing teacher candidates along with the Dean and Associate Dean of Education and the Provost (ex officio). Generally this will include, but is not limited to, representatives from art, English, mathematics, science and social studies. TEAC serves in an advisory and facilitative role. Every program within the School of Education depends on courses in the arts

⁵ See School of Education By-Laws, Article IV on page 31 of this document.

and sciences to provide appropriate content knowledge and this committee serves to support this role. The Dean of the School of Education serves as chair of this committee.

Public School Advisory Committee: The Public School Advisory Committee is composed of representatives from the public schools in the Pee Dee Region and members of the education faculty. The function of the committee is to advise the School of Education on trends and issues that are pertinent to our client districts. The Dean is the chair of this committee.

Teacher Candidate Advisory Council: The Advisory Council is composed of candidates in good standing representing each of the undergraduate programs. It is the responsibility of this committee to advise the Dean on program and policy matters from a teacher candidate's point of view. The Dean will chair this committee.

School of Education – School Psychology Liaison Committee: This committee is composed for two members from the Department of Psychology and two members from the School of Education. The purpose of this committee is to identify areas of common interest and concern to programs in education and School Psychology, particularly as they relate to accreditation requirements set forth in NCATE standards.

Ad Hoc Committees

- Scholarship and Awards Committee
- Alumni Committee
- After Hours/Rejuvenation Committee
- Technology Committee

EXTERNAL GRANTS

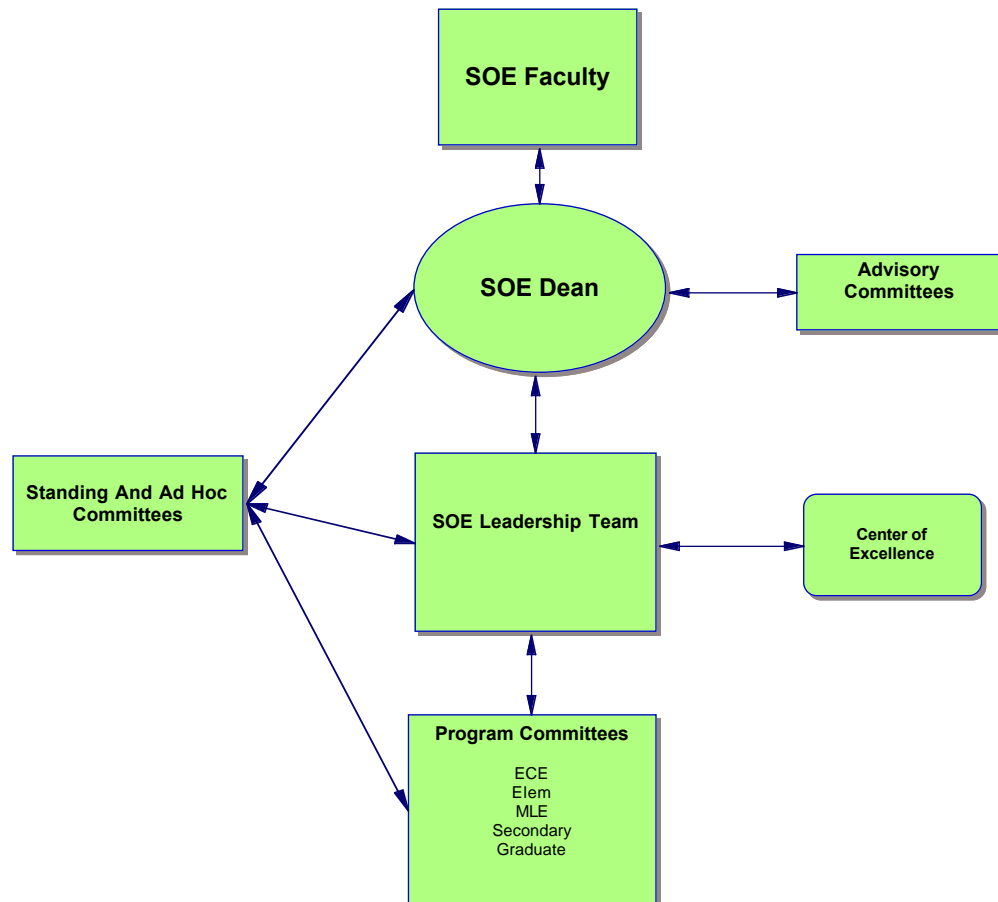
The School of Education encourages faculty to pursue external funding for worthwhile scholarly and service activities as long as such activities do not diminish the quality of teaching and/or advising. Faculty who are pursuing grants are advised to discuss plans with the Dean and to follow University policy when writing such grants.⁶

⁶ “Application for all federal grants and for all state and private grants for which the University will serve as fiscal officer must follow the schedule as outlined in the *Procedures for Administration of Grants and Contracts.*” Faculty Handbook.

POLICY FLOW AND DECISION MAKING IN THE SCHOOL OF EDUCATION (SOE)

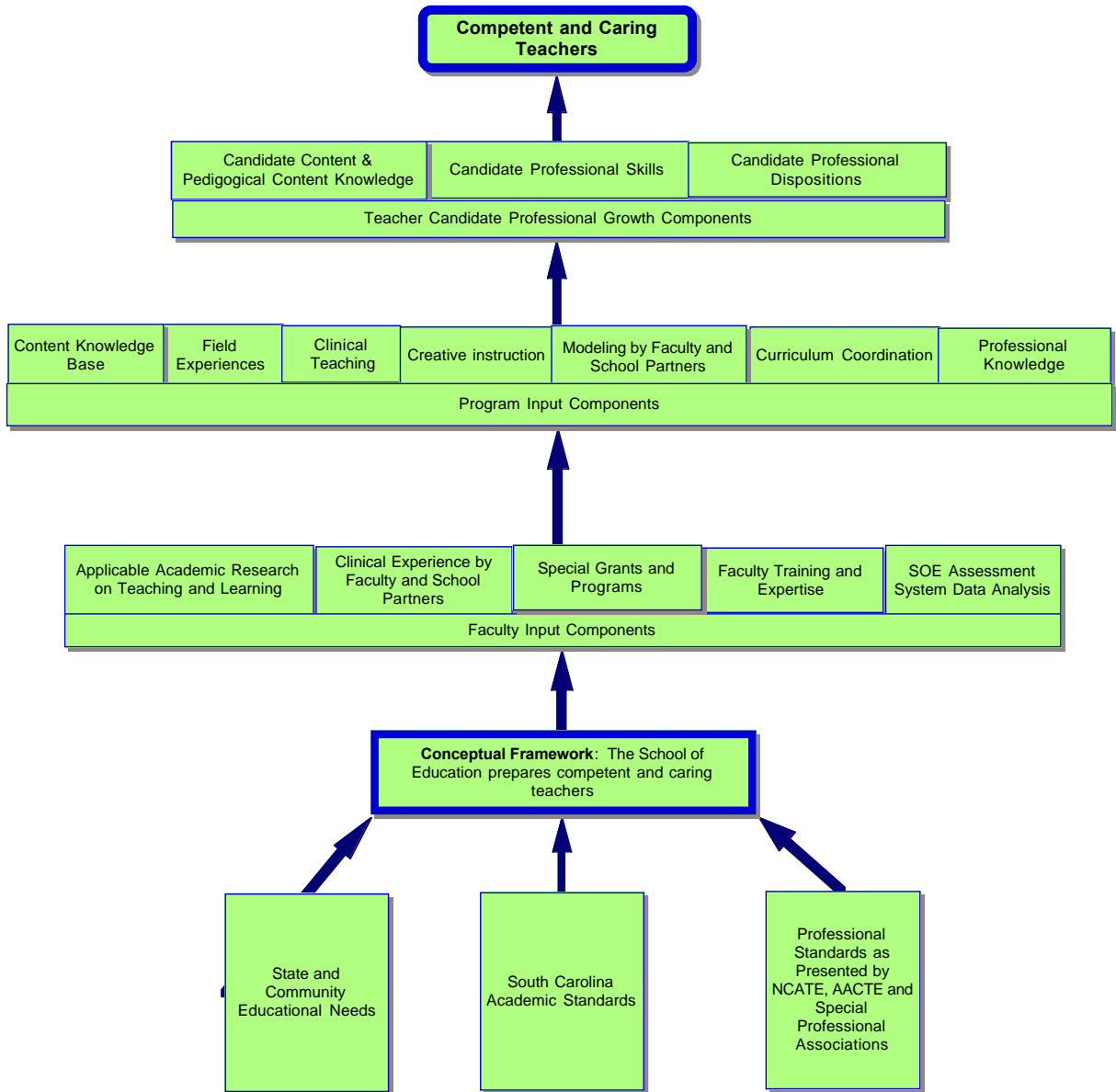
The faculty is responsible for policy and decision making at both the beginning and ending of that process. Faculty committees provide input into the SOE Leadership Team, which advises the Dean, who then proposes changes to the faculty for approval. In this structure the Dean serves primarily in the roles of facilitator, liaison with the university administration, gatekeeper, and source of continuity and consistency. Although it is expected that every committee may work with the Dean at some point, one of the primary roles of the committees is to support the program committees in their work to operate and improve their programs. The School of Education Leadership Team meets monthly and provides a forum for program coordinators to share what they are doing with the Dean and with each other. This smaller group size facilitates feedback and brainstorming by members of the committee. It also provides an opportunity to refine program and/or policy changes before bringing them to the full faculty for approval. All major changes in program and/or policy require the approval of the School of Education faculty.

Advisory committees provide the Dean and the School with ideas from outside of the School itself. The Teacher Education Advisory Committee (TEAC), for example, provides a way for the School of Education to work with arts and sciences faculty to improve teacher education. This improvement may often take the form of changes in courses outside of the School of Education itself.



SCHOOL OF EDUCATION THEORY OF ACTION FOR PREPARING COMPETENT AND CARING TEACHERS

The faculty of the School of Education realizes that making decisions about policy, assessment and curriculum requires a coherent theory of action. The chart below shows the primary considerations, resources, and principles that guide educational improvement and reform within the School of Education.



SCHOOL OF EDUCATION ASSESSMENT SYSTEM

National Council for Accreditation of Teacher Education (NCATE)

The FMU School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Our association with NCATE, the American Association of Colleges of Teacher Education (AACTE), and various specialized professional associations (SPAs) means that the School of Education constantly strives toward professional excellence in preparation of teacher candidates. One big part of the accrediting process is the presence of an assessment system that allows the faculty at FMU to assess the courses, procedures and outcomes from the program.

The Assessment System

In order to collect data for program improvement and preparing reports, the School of Education has developed a robust system dedicated to this purpose. Faculty members and administrators have access to assessment data derived from several sources:

1. A database that the School of Education shares with the University.
2. LiveText, a national commercial program, is designed to record, store and analyze data from teacher candidate work. The essential LiveText data that is used for unit and program analysis is called Candidate Observation Research and Evaluation (CORE) data.
3. Extensive Praxis data from Educational Testing Service.
4. School of Education records including student files and special databases.

LiveText

The School of Education faculty at FMU has selected LiveText as the foundation of its assessment system. LiveText provides both teacher candidates and faculty at FMU with the safest, easiest and most useful commercial program for our assessment system. Both candidates and faculty have access to online assistance on the School of Education Website and the LiveText website⁷.

Assignments in LiveText

Most courses have at least one assignment in LiveText. When LiveText assignments are assessed or graded, the results of those assessments go directly into the School of Education Assessment System. These data are used in one or more of the following three ways:

1. Some of the assignments are rated using a special rubric and become part of what is called CORE data. This data is used for assessing programs and the School of Education itself.
2. Some assignments are used as part of a course grade and will typically use a rubric specifically designed to yield a grade.
3. Candidates will also be assessed periodically on their professional dispositions. These are the essential attitudes and behaviors that are necessary for a successful career in teaching. These dispositions will be described in the next section.

⁷ <http://www.fmarion.edu/academics/livetext>

Teacher Candidate Work Sample (TCWS)

Introduction: Caring and competent teachers must be able to produce learning in p-12 students. In South Carolina, the State Board of Education requires that all student teachers and provisional contact teachers be assessed on an assessment instrument (ADEPT) that includes measures of student learning and reflection thereon. The Teacher Candidate Work Sample (TCWS) at FMU is a melding of the state ADEPT instrument and other areas of candidate competence that are valued by the School of Education.

Timeline: Each student teacher is required to complete a Teacher Candidate Work Sample during his/her student teaching experience.

Assessment: The TCWS will be completed and assessed using LiveText. Two faculty members working independently or together will assess each candidate's TCWS. In either case, the faculty raters must come to a consensus as to the final rating. Candidates who meet or exceed the standard on the first submission (minimum score = 110) are finished with the TCWS process. Those candidates who do not reach this standard on the first submission are given additional opportunities to improve the document to reach the standard. The faculty raters provide written specific feedback to improve essential knowledge, skills and/or dispositions.

Faculty Training and Preparation: All faculty in the School of Education and representatives from the departments of Mathematics (secondary), English (secondary) and Art (Art Education) will receive orientation to TCWS and training in the use of the rubrics.

Candidate Training and Support: The essential knowledge, skills and/or dispositions assessed in the TCWS are introduced throughout the curriculum in each program. Each candidate is required to complete a formative version of the TCWS prior to student teaching. All candidates must successfully complete a summative TCWS as part of their requirements for completing student teaching. The Clinical Coordinator administers the TCWS. Individual program committees are responsible for the actual implementation.

Data Analysis and use: Data from LiveText will be collected each semester and will be analyzed by program committees for program improvement.

Instrument Reliability: The reliability of the TCWS is sustained and/or improved in three ways:

1. Assessments will be "blind." The assessors will not know the name of the candidates whom they are rating.
2. Two raters working independently or cooperatively will assess each candidate's work sample and reach a consensus score.
3. In the summers of even numbered years (beginning in 2012), external assessors will review a random selection of work samples and their ratings. These external raters will report on any issues that might affect the reliability of the TCWS.

Unit and Program Coherence and Integrity

As stated above, the assessment system is designed primarily for program analysis and improvement. As such, it is essential that individual courses provide candidates with the knowledge and skills for which the courses are intended. The data derived from a course that is taught with very different content and assessed in very different ways would be useless in improving either the course or the programs for which it is intended. The following rules govern situations where more than one professor teaches the same course or if a single course is integral to more than one program.

1. Course Syllabi Requirements --Every course must have a syllabus consisting of the following components:
 - a. Conceptual Framework statement (See Appendix 5)
 - b. Course goals/objectives
 - c. General instructional approach/methodology
 - d. Assignments including CORE assessments
 - e. Grading/evaluation policy
 - f. Attendance policy
 - g. Dispositions expectations statement (See Appendix 5)
 - h. State curriculum standards coding/alignment where applicable.

2. Program Courses with Multiple Instructors
Instructors teaching identical courses as identified by the course number should, unless otherwise arranged, utilize a common syllabus. This commonality is particularly important when the content of a course is designed to meet specific School of Education, SPA or NCATE program goals/standards. To this end, all core rubrics and assignments MUST be included as part of the standard agreed upon content. Individual instructors may make minor alterations in how CORE assignments are met but may not alter the basic assignment or rubrics for that assignment.

3. Courses that apply to all programs (common education foundations courses)
A graduate or undergraduate subcommittee composed of program coordinators representing their respective program areas will determine the essential content for all foundations courses. Major changes in course content must be approved by the School Education faculty (and in some cases must go through a formal university wide course change policy).

4. Changing CORE Assignments and/or Rubrics
The appropriate program committee and Assessment Committee must approve any changes in the CORE Assessments and/or corresponding rubrics.

SCHOOL, COMMUNITY, AND INSTITUTIONAL RELATIONSHIPS

Clinical and Field Experiences⁸

The School of Education maintains annual, working agreements with those school districts that provide field experiences for student teachers. Copies of these agreements are housed in the Office of the Coordinator of Clinical Experiences. These working agreements include the services and compensation provided, the roles and responsibilities of both Francis Marion University teacher candidates and supervisory faculty and of the participating public school faculty, the standards for dealing with the absences of cooperating teachers and the provision of substitute teachers, the provisions for solving problems and for coordinating ongoing activities, and the means for meeting changing needs and conditions and revising the agreements accordingly.

The Coordinator of Clinical and Field Experiences coordinates all experiences that involve cooperation with and/or placement in off campus facilities. This individual serves as the formal campus spokesperson for clinical experiences and works with district office and school personnel in the placement, supervision, and follow-up of teacher candidates in clinical experiences.

As in all clinical aspects of the teacher education program, the Professional Program in Teacher Education conducts full-time supervision of teacher candidates during the directed-teaching experience. Individuals selected as cooperating teachers must hold a valid professional certificate in their area of supervision, have successfully taught at the grade level and/or subject area for which supervision is assigned, completed the training for the South Carolina performance assessment instrument for teacher candidate teachers, and have been recommended for their cooperating teacher assignment by a formal representative of the school district. Supervision from the university is conducted by professional faculty with training and experience in both professional education and the teaching major. University supervisors must also participate in an orientation for their supervisory assignments, complete an orientation for observers who use the South Carolina assessment instrument for student teachers (ADEPT).

Institutional Relationships

Teacher Education Advisory Committee (TEAC): The Teacher Education Advisory Committee is composed of the chairs (or their designees) from all departments that are involved in preparing teacher candidates along with the Dean and Associate Dean of Education and the Provost (ex officio). Generally this will include, but is not limited to, representatives from fine arts, English, mathematics, science and social sciences. TEAC serves in an advisory and facilitative role. Every program within the School of Education depends on courses in the arts and sciences to provide appropriate content knowledge and this committee serves to support this role. The Dean of the School of Education serves as chair of this committee.

⁸ More information on clinical and field experiences can be found in the School of Education *Clinical Practice Handbook*.

Other School, Community and Institutional Relationships

Public School Advisory Committee (PSAC):

The Public School Advisory Committee is made up of representatives from the public schools in the Pee Dee Region and members of the education faculty. The function of the committee is to advise the School of Education on trends and issues that are pertinent to our client districts. This group will advise on both undergraduate and graduate issues. The Director of Clinical and Field Experiences is the chair of this committee.

Teacher Candidate Advisory Council:

The Advisory Council is composed of candidates in good standing representing each of the undergraduate programs. It is the responsibility of this committee to advise the Dean on program and policy matters from a teacher candidate's point of view. The Dean will chair this committee. In addition to these assignments, the School of Education holds meetings with a Public School Advisory Council (PSAC). The purpose of this Council is to receive and provide input on University programs in education. This council consists of educators at all levels throughout the Pee Dee region of the state.

Pee Dee Education Center:

Another vital relationship with the public schools is the Pee Dee Education Center. The Pee Dee Education Center is a consortium of nineteen school districts in the region. The membership of the Center is comprised of district superintendents, the Director of the Center, and the Dean of the School of Education. The Pee Dee Education Center /Francis Marion University relationship is based on common need and support. Joint ventures are planned and initiated from the monthly meetings at the Center.

Pee Dee Teacher Forum:

In cooperation with the Pee Dee Education Center, the School of Education sponsors the Pee Dee Teacher Forum. Established in 1991, the Forum is composed of the district teachers of the year from nineteen area school districts that are members of the regional education consortium. A liaison from the School of Education serves as advisor and supervises an annual budget of \$1,900.00. The Forum hosts an Induction Pinning Ceremony and Luncheon for the current and immediate past year's district teachers of the year. In addition, the Forum sponsors an annual professional development opportunity for the school building teacher of the year from each of the 117 schools in the Pee Dee region. Professional development opportunities have included three separate daylong Instructional Fairs that featured mini-sessions on current topics of interest, a daylong workshop to support teachers going through the process of National Board Certification, and, a "Catalytic Learning" workshop that provided strategies and techniques for active student learning.

Education Professional Development Courses

To further strengthen the bond between the School of Education and area school districts, the School of Education offers education professional development courses in knowledge and skills areas

identified by local school districts as necessary for their P-12 personnel. While districts commonly select their own instructors for these courses, instructors are required to hold a Master's degree in accordance with Southern Association of Colleges and Schools (SACS) criteria and qualify as adjunct instructors for the University with their academic credentials on file in the Office of Human Resources. One, two, or three semester hour courses at either the graduate or undergraduate level may be requested by school districts. All courses are offered at a minimal cost to school districts and must meet a minimum of eleven times over a three-week calendar period. Syllabi for all courses are required and reviewed by the Coordinator of Education Professional Development courses in the School of Education who supervises this program.

National Writing Project:

The most recent initiative including public schools is the National Writing Project (NWP). This Project is designed to improve writing in the public schools.

Teacher Cadets

Working closely with the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA), the School of Education supports high school Teacher Cadet programs through out the Pee Dee. The goal of the Teacher Cadet program is to interest talented high school students in seeking a career in teaching.

CURRICULUM DEVELOPMENT

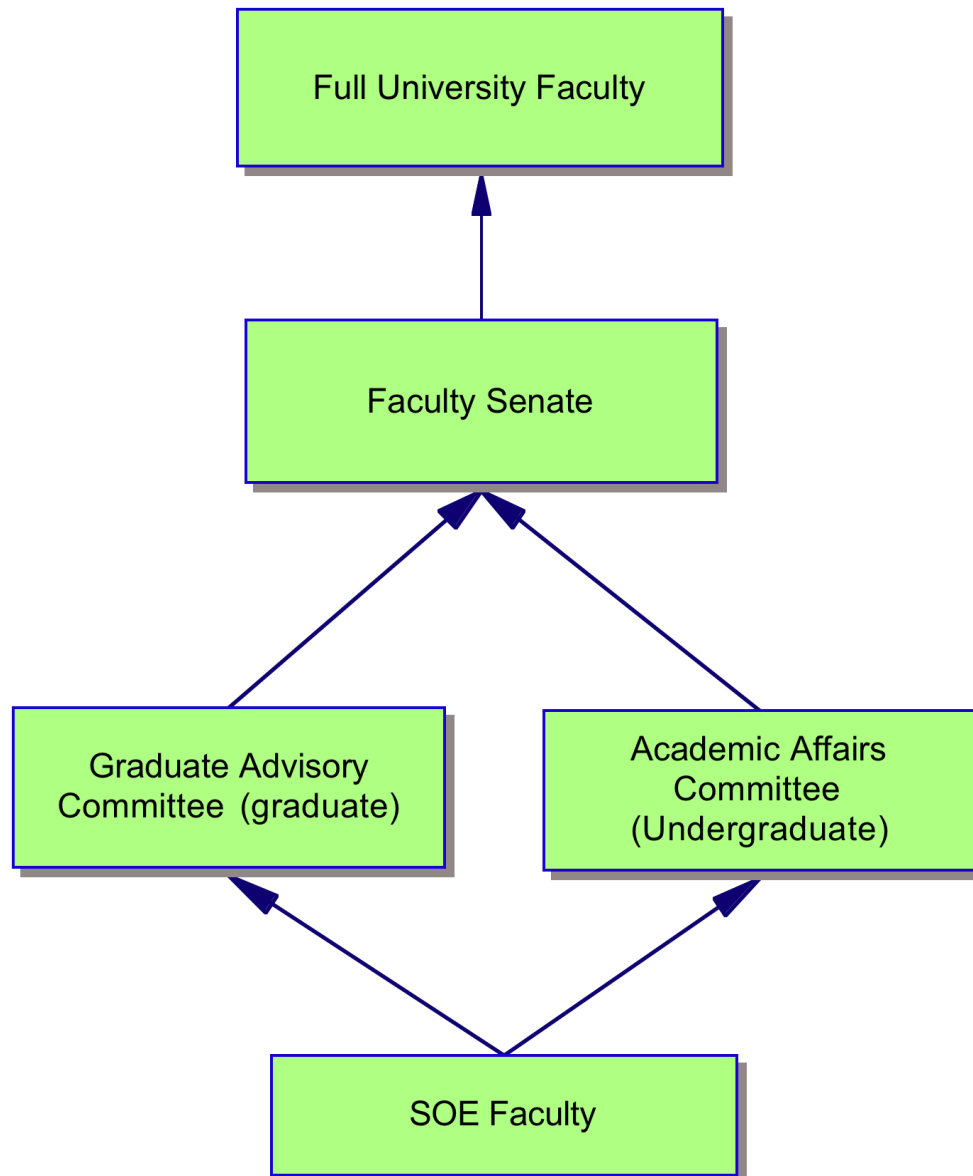
The Dean of the School of Education has the responsibility for administrative decisions directly affecting the development and implementation of the teacher education curriculum and for certifying successful completion of the program by participating teacher candidates.

Curriculum development is a responsibility of the faculty of the School of Education. Program coordinators, working with their respective committees, initiate curriculum changes and submit them to the School of Education Leadership Team. The faculty use professional and teacher candidate feedback along with data collected from the FMU Education Data Base to assist in their decision-making. This team considers the curriculum changes, makes changes or revisions to the original proposal(s) for curriculum change and then presents the curriculum proposal(s) to the Dean, School of Education, who presents the proposal(s) to the full School faculty. The School votes on the suggested curriculum change(s). Undergraduate curricular changes affecting the arts and sciences are introduced and explained to the Teacher Advisory Council (TEAC). The TEAC provides input and gives suggestions but does not have veto power. Graduate proposals go directly from the School of Education faculty to the Graduate Council for discussion and review.

TEAC and the Graduate Advisory Committee review graduate proposals. Undergraduate proposals are reviewed by TEAC and the university-wide Academic Advisory Committee (AAC). All proposals then are sent to the Faculty Senate and its respective committees.

The entire University faculty then votes on the proposal(s).

Once a curriculum proposal is passed by the Faculty Senate and by a majority vote of the entire University faculty, the proposal is considered official and is entered into the University Catalog. The approval process starting with School of Education faculty approval and ending in full university faculty approval is diagrammed below.



UNDERGRADUATE TEACHER CANDIDATE ADMISSION AND FOLLOW-UP⁹

Admission to Professional Education Programs¹⁰

Admission to the undergraduate program(s) and student teaching require student proficiencies and selected courses, dispositions, field recommendations, PRAXIS scores and overall grade point averages.

Program Follow-up

Alumni Surveys

- * To evaluate and further develop the educational programs at Francis Marion University, a formal follow-up survey of recent graduates (program completers) is conducted in class at the end of student teaching each semester. The survey results are collected and circulated to the Deans and program committees.
- * To assess graduates' perceptions of their teacher preparation programs after extended experience in the profession, a program survey/evaluation is sent each spring to graduates (alumni) who have completed their first full year of teaching.

Employer Survey

To assess the success of initial certification graduates as determined by their employers, the School of Education uses ADEPT data available each spring from the State Department of Education. The SDE publishes the ADEPT scores disaggregated by college or university. The ADEPT instrument is used on all provisional contract teachers and it matches the Teacher Candidate Work Sample required during student teaching. Data are shared with coordinators and education faculty for program revision and improvement.

⁹ A complete listing of all requirements for admission to a professional education program, admission to student teaching and program completion are provided in the University Catalog.

¹⁰ All candidate records related to the undergraduate education program are the responsibility of the Education Student Services Coordinator. These records are maintained in paper form. The University Registrar maintains student grades and progress through the program as a "Degree Audit."

GRADUATE ADMISSION AND FOLLOW-UP¹¹

Students are accepted to graduate study in education as either graduate degree students or as graduate non-degree students. Graduate non-degree students do not seek a master's degree at Francis Marion University, but take courses for professional growth, personal enrichment, certification, certification upgrade, or recertification. The requirements for admission to and retention in each program are provided in the graduate section of the University Catalog.

Program Follow-up (Graduate)

Alumni Surveys: To evaluate and further develop the graduate educational programs at Francis Marion University, a formal follow-up survey of recent graduates (program completers) is conducted during each graduate candidates' last class. The survey results are collected and circulated to the Deans and program committees.

Employer Survey: While in his/her last graduate class, each candidate delivers a program survey to his/her current employer. The candidate is also responsible for collecting and returning the survey to the SOE for analysis. Data collected from the employers is distributed to the appropriate program committees.

OTHER TEACHER CANDIDATE RELATED POLICIES

Teacher Candidate Participation in the School of Education

At Francis Marion University teacher candidate feedback is of special importance to both the development and advancement of the Professional Program in Teacher Education. Teacher candidate input is obtained through a number of formal means.

1. Center of Excellence Teacher Candidate Association (COE TCA) serves to increase the achievement of children of poverty by improving the quality of teacher preparation, instruction and curriculum at the undergraduate level.
2. The Teacher Candidate Advisory Council serves as a specialized committee to elicit teacher candidate ideas on program development and evaluation. This committee meets formally at the beginning of each academic semester in an open forum with the Dean about all areas of the program.
3. Teacher candidates evaluate all courses in the Professional Program in Teacher Education at the end of each semester. This mechanism provides more broadly based teacher candidate input into the Professional Program.
4. Teacher candidates or program completers formally evaluate the total program, including teacher candidate teaching, thus soliciting the ideas of teacher

¹¹ A complete listing of all requirements for admission to a professional education program, admission to student teaching and program completion are provided in the University Catalog.

- candidates who have just completed their programs of study.
5. A separate advisory committee meets at least once a year to provide feedback on the MAT-LD program. This committee is composed of teacher candidates currently enrolled in courses, graduates of the program, the program coordinator and other interested individuals.
 6. Alumni are surveyed on a regular basis as described above.

Teacher Candidate Disposition Conflict Resolution System

The School of Education has two distinct but related protocols related to dispositions. These protocols are:

1. Candidate Disposition Monitoring And Assessment System – This process collects dispositions data on a regular basis as a means of providing data to program committees. This system is not directly related to the Disposition Conflict Resolution System described in this section.
2. Disposition Conflict Resolution System – This process assists candidates and faculty with disposition issues. This system is described in the paragraphs below.

The Disposition Conflict Resolution System is designed to provide the faculty with a systematic way of dealing with teacher candidates who may have problems with their professional dispositions that may keep them from being a competent and caring teacher. The steps below show the protocol for resolution of disposition problems.

Resolution Step 1: Conference with the Instructor

The instructor formally discusses disposition issue and develops a remediation plan with the teacher candidate. During this conference, the instructor will provide specific references to the candidate's inappropriate behavior and how that behavior conflicts with the School's written statement of desired professional dispositions. The instructor and candidate then discuss the issues and reach an understanding and/or plan of how the candidate will make improvements in his/her professional behaviors so that the unacceptable behavior is no longer an issue. The instructor then records the essential information from the conference on the Dispositions Conflict Resolution Step 1 form in LiveText. After the conference, the candidate and instructor will sign a Dispositions Conflict Resolution Conference Verification form¹². A copy of the Conference Verification form is given to the candidate and a copy is filed electronically.

Note:

1. If the instructor feels that the initial problem is sufficiently serious, the instructor may proceed immediately to Dispositions Conflict Resolution Step 2.

¹² See Appendix 1. This same form will be used for steps 2 and 3.

2. If the instructor feels that the problem is reflective of a pattern displayed in other courses, the instructor may proceed immediately to Dispositions Conflict Resolution Step 2.
3. If the candidate follows the plan and resolves his/her disposition issues, the resolution process ends with step 1.

Resolution Step 2: Conference With the Professional Dispositions Committee

If the teacher candidate does not respond in a satisfactory manner to the suggestions and solutions discussed in Dispositions Conflict Resolution Step 1, the instructor will refer the process to the Professional Dispositions Committee. The instructor will first meet with the Committee to share the details of the case along with what took place during Step 1. The Committee will schedule a meeting with the candidate at the earliest possible date. During the Step 2 conference, the committee will provide detailed information about their understanding of the progress of the candidate to date along with the specific FMU dispositions that are in issue. The candidate will have a chance to explain the situation from his/her point of view. The Committee may then hold any discussion with the candidate that it feels will help it to draft an equitable solution. At the conclusion of the conference with the Committee, the candidate will sign a copy of the Conference Verification form and a copy will be provided to the candidate. A copy of this form will be filed electronically. After the conference with the candidate, the Committee will meet (the presence of the instructor at this time is at the discretion of the Committee) to make one of three possible recommendations. They may recommend that

1. The candidate continue to follow the plan developed in Disposition Conflict Resolution Step 1
2. The instructor makes substantive changes in the current plan
3. The instructor and/or candidate develop an entirely new remediation plan.

Regardless of the action taken, a specific timeline for resolution will be established. Records of this meeting will be recorded on the Disposition Conflict Resolution Step 2 Form and a copy of the form provided to the candidate and the instructor¹³. The Committee's decision and the timeline will be provided to the instructor who will share it with the candidate.

Resolution Step 3: Conference on Unresolved Conflicts

The instructor will monitor the candidate's progress and his/her compliance with the timeline. If the instructor determines that the candidate has failed to meet the requirements of either the plan or the timeline described in Dispositions Conflict Resolution Step 2, the issue will again be submitted to the Professional Dispositions Committee. At this point the committee will involve the program committee chair as well as any other faculty it deems helpful in making an appropriate decision. The Committee has the prerogative to take one of the following options: It can recommend that the candidate be

¹³ See Appendix 1 for the Step 2 form. This and all forms are available in LiveText. Subsequent forms are not included in this document.

1. Dismissed from program. This option requires that the recommendation be submitted to the Dean for final approval. Notification of this decision will be forwarded to the appropriate program chair, the Registrar and the Provost.
2. Required to meet a set of newly specified conditions for remediation. This option will require a Step 4 follow-up by the committee.
3. Allowed to continue with the remediation plan recommended, amended or developed in Dispositions Conflict Resolution Step 2. This option will require a Step 4 follow-up by the committee.

Regardless of the action taken, the Committee will complete a Dispositions Conflict Resolution Step 3 Form to document its actions. The chair of the committee will inform the candidate and instructor of its actions. A copy of this form will be filed electronically in LiveText.

Resolution Step 4: Follow-up Conference

If the Professional Dispositions Committee adopts option b or c above, the committee will set a date for a follow-up evaluation conference called to assess the candidate's progress in conforming to the plan. The instructor must provide the Committee with relevant information about candidate progress on or before the agreed upon date. If the candidate's performance is in full compliance with the agreed upon plan and timeline, the Committee may judge the process to have been successful and no additional action need be taken other than the completion of Dispositions Conflict Resolution Step 4 Form. If sufficient progress is not forthcoming, the candidate must appear for the follow-up conference. At this conference, the Professional Dispositions Committee will decide on the status of the candidate as a participant in a professional education program at Francis Marion University. During Step 4, the Committee has the same options present in Step 3 above. The Professional Dispositions Committee will complete a Dispositions Conflict Resolution Step 4 Form and provide a copy of that form to the candidate and instructor.

Appeals process:

If the Professional Dispositions Committee recommends dismissal of the teacher candidate in either Step 3 or Step 4, the candidate may appeal the decision to the Dean of the School of Education. The Dean's decision will be recorded on the Dean's Recommendation Form and a copy provided to the candidate and to the Registrar.

Readmission to a professional education program:

If the School of Education Dean's decision is "dismissal from the program", the candidate may reapply to enter the program after not being enrolled at Francis Marion University for a full semester. Beyond whatever reapplication process is required by the Francis Marion University, a formal letter of application for "education program readmission" must be sent to the appropriate program committee for its consideration of acceptance or non-acceptance. Being readmitted at this point will be at the discretion of the program committee. The application for readmission should be made at least one month prior to the beginning of anticipated semester for being readmitted.

Candidates who are readmitted to the program are readmitted without conditions. If problems occur after admittance, however, the resolution process goes immediately to Dispositions Conflict Resolution Step 3. If the candidate is dismissed a second time, there is no further provision for future admission to any education program at Francis Marion University.

Teacher Candidate Grievance Process¹⁵

The School of Education faculty realizes that conflicts will occasionally arise between teacher candidates and their instructors and/or public school mentors. If conflicts are of an extreme nature, the candidate is referred to the section of the University Student Handbook that deals with discrimination, harassment, and retaliation.¹⁶

For other instructor/candidate conflicts, the candidate is first recommended to discuss the issue with the instructor in a respectful and professional manner. If no resolution is forthcoming, the candidate should share the concern with his/her academic advisor. If the candidate's instructor and advisor are the same individual, the candidate may go directly to the Dean after discussions with the instructor. At this point, the advisor should record notes about the discussion and what was recommended to resolve the issue. The advisor retains this record for at least two semesters.

If the previous two approaches have been unsuccessful, the candidate may bring the issue to the Dean both in writing using the Teacher Candidate Conflict Resolution form (See Appendix 5) and in person for resolution. The Dean, at his/her discretion, may form a committee of three senior faculty to hear the case and advise the Dean.

The final step in conflict resolution will be for the candidate to take the issue to the Provost. This step, however, should only occur when all other avenues for resolution have been exhausted.

The Dean will maintain an active file of issues that have been brought before him/her. The Dean will keep these files for five (5) years.

SCHOOL OF EDUCATION BY-LAWS¹⁷

The following By-Laws for the School of Education of Francis Marion University shall provide the general principles for participation by the School in the academic governance structure of Francis Marion University.

ARTICLE I. THE FACULTY OF THE SCHOOL OF EDUCATION

¹⁵ Further elaboration of the guidelines for student concerns or complaints may be found in the Student Life section of the University Catalog.

¹⁶ Every undergraduate student is provided with a University Student Handbook.

¹⁷ By-laws for the Faculty Senate and the School of Education may be found in the Appendices for the Francis Marion University Faculty Handbook.

Section 1. Membership

The Faculty of the School consists of the Dean of the School, the Associate Dean, and all persons appointed within the School on a full-time or part-time basis with the rank of Professor, Associate Professor, Assistant Professor, or Instructor.

Section 2. Voting Privileges

The voting members of the Faculty of the School are those full time faculty members who teach at least six hours each during fall and spring semesters and ordinarily engage in scholarly activity and in service to the University. The Dean and Associate Dean of the School are voting members of the School Faculty.

ARTICLE II. FUNCTIONS AND RESPONSIBILITIES OF THE FACULTY OF THE SCHOOL OF EDUCATION

Section 1. Educational Plans and Policies

The Faculty of the School shall adopt educational plans and policies affecting the curriculum, the conferring of degrees, the admission or exclusion of teacher candidates, and standards of academic performance, subject to the appropriate review of such plans in accordance with the mission of the University and the educational policies of the Board of Trustees.

Section 2. Peer Evaluation

The faculty of the School shall follow established procedures for peer evaluation of faculty performance concerning faculty up for promotion and/or tenure in accordance with the policies of the Board of Trustees.

Section 3. Consideration of Other Matters

The Faculty of the School may through its established organization consider matters which in its judgment affect the effectiveness and quality of the School's educational program or the professional welfare of its faculty and teacher candidates and make recommendations to other school faculties, the General Faculty, the Provost, the President, other administrative officers, or the Board of Trustees as appropriate concerning any policies, programs or procedures which affect the excellence of the educational programs or Faculty welfare of the School.

Section 4. Elections to Faculty Senate

Two members of the School of Education Faculty are elected to the Faculty senate. The School of Education Faculty elects one representative and one is elected from nominations by the University faculty at large.

ARTICLE III. MEETINGS

Section 1. Regular Meetings

The School Faculty shall meet regularly during each academic semester to conduct the business of the School. At the beginning of each academic semester the Dean shall set a schedule of meetings to conduct the business of the School.

Section 2. Special Meetings

Special meetings of the School Faculty may be called by the President, Provost, or Dean or by request of 50% of the eligible voting members of the School faculty.

Section 3. Meeting Agendas

The Dean shall prepare meeting agendas drawn from items proposed by voting members of the School and/or the Dean. Only items appearing on the published agenda may be voted on at School Faculty meetings. Agenda items that require a vote must be submitted one week in advance of the scheduled meeting. Meeting agendas should be published one week prior to the meeting date. Items not requiring a vote can be added at any time prior to the scheduled meeting if approved by the Dean. Items relating to By-Laws and/or curricular matters and other important agenda items cannot be voted on at the same meeting when they appear initially on the agenda.

Section 4. Quorum

A quorum will consist of a simple majority of those members of the School of Education who are eligible to vote.

Section 5. Rules

The current edition of Robert's Rules of Order shall govern the conduct of all meetings of the School Faculty unless otherwise specified.

ARTICLE IV. STANDING COMMITTEES

Section 1. Election and Structure

Members and/or Chairs of standing committees shall be elected by the Faculty or appointed by the Dean near the conclusion of the Spring Semester or beginning of the Fall Semester and shall take office at the beginning of or in the academic year of their election or appointment. The exact date for the beginning of the academic year shall be the date specified in the annual faculty contracts. Vacancies shall be filled at the earliest time possible as determined by the Nominating Committee.

The Chair of each committee shall determine the structure of each committee. The Chair with input from all eligible voting members of the School determines the agenda for each Committee. A quorum shall consist of a simple majority of that

faculty present and eligible to vote.

Section 2. Floor Privileges

All meetings of each standing committee shall be open to the School Faculty, but only members of the committee shall have the privilege of the floor unless the Chair of the Committee recognizes nonmembers.

Section 3. Standing School Committees (Role, Charge, Governance)

1. Clinical and Field Committee

The Clinical and Field Committee is composed of the Coordinator of Clinical and Field Experiences and members appointed by the Dean.

The agenda of the Clinical and Field Committee is created by the Coordinator of Clinical and Field Experiences and distributed in advance of the meeting whenever possible.

The Clinical and Field Committee serves to address issues, concerns, and policies related to all clinical and field experiences. The committee then presents information to the Leadership Team, program chairs, and/or the entire faculty.

Minutes of the Clinical and Field Committee are recorded and available for review by the faculty.

2. Leadership Team

The School of Education Leadership Team is composed of the Dean, Associate Dean, all program coordinators, and such other appointees deemed necessary by the Dean.

The agenda for Leadership Team meetings is created by the Dean and distributed in advance of the meeting whenever possible.

The Leadership Team serves as an advisory committee to the Dean and to each other. Meetings of the team are used for sharing of common issues, seeking feedback on issues related to a particular program and/or discussing matters that may affect the School of Education.

Minutes from the Leadership Team meetings will be recorded and shared with the faculty.

Any faculty member is welcome to attend Leadership Team meetings. Only members of the team may participate in the meeting unless other arrangements have been made.

3. Nominating Committee

The Nominating Committee shall consist of three (3) members. The Nominating Committee will present a slate of candidates for each of the positions to be voted

on. The slate will consists of those members of the School of Education faculty who have been nominated and meet the criteria for each of the positions.

The Committee shall meet at the beginning of Fall Semester and at the beginning of Spring Semester to determine the eligibility of faculty to vote and to present a slate of candidates for needed positions. The Committee shall select a chair from the three (3) elected members.

4. Professional Dispositions Committee.

The Professional Dispositions Committee is responsible for determining appropriate actions when candidates reach actions two and three of the teacher candidate disposition resolution protocol

The Dean appoints the members and the chair of this committee.

5. Program Committees

There shall be five (5) program committees: early childhood, elementary, middle level, secondary and graduate.

The chair of each committee will be the program coordinator for that level. The Dean appoints program coordinators.

Program committees will review and approve curricular modifications, disposition arbitration, proposals, policy revisions, or other actions as are appropriate to the level. They will make recommendations to the Leadership Team that can then recommend further action by the School Faculty.

Program committees will be responsible for approving candidates for admission to programs and at key checkpoints.

Program Committees will review and approve undergraduate catalog changes for approval by the Dean and/or or the Leadership Team.

Working with the Assessment Committee, the program committees will use data from the FMU data collection system to continually assess the content and efficacy of undergraduate programs in terms of program substance, delivery, and teacher candidate performance. Findings will be forwarded to the School faculty.

6. Promotion and Tenure Committee

The Promotion and Tenure Committee shall consist of five (5) members. The Committee will be elected by vote of a majority of eligible voting members. All elected members must be tenured.

The Committee shall evaluate faculty members who are eligible for promotion and tenure and submit a list of recommended candidates to the Dean.

The Committee shall meet as determined by the Dean.

The School of Education follows the promotion and tenure policy of the University provided in the Francis Marion University Faculty Handbook.

The Committee shall select its Chair.

7. Strategic Planning and Institutional Effectiveness Committee

The Strategic Planning and Institutional Effectiveness Committee shall consist of five (5) members, appointed by the Dean. The Director of the Office of Institutional Effectiveness and Planning shall be an ex officio member of the committee.

The Committee shall serve as advisory to the Dean of the School and to the Faculty of the School on matters of strategic planning and institutional effectiveness by recommending planning procedures and priorities and assuring that institutional effectiveness efforts at the program level are connected to planning, recruitment and retention, budgeting, performance indicators, and resource allocation policies and practices.

The Committee will be responsible for preparing the institutional effectiveness report each year.

The Committee shall meet once each Fall and once each Spring Semester prior to University budget hearings and may meet at other times as called by the Dean.

ARTICLE V. School/Community Committees (Roles and Responsibilities)

Section 1. Election and Structure

Members and/or Chairs of school/community committees shall be elected by the Faculty or appointed by the Dean near the conclusion of the Spring Semester or beginning of the Fall Semester and shall take office at the beginning of or in the academic year of their election or appointment. The exact date for the beginning of the academic year shall be the date specified in the annual faculty contracts. Vacancies shall be filled at the earliest time possible as determined by the Nominating Committee.

The Chair of each committee shall determine the structure of each committee. The Chair with input from all eligible voting members of the School determines the agenda for each Committee. A quorum shall consist of a simple majority of that faculty present and eligible to vote.

Section 2. Floor Privileges

All meetings of each school/community committee shall be open to the School Faculty, but only members of the committee shall have the privilege of the floor unless the Chair of the Committee recognizes nonmembers.

Section 3. School Committees (Role, Charge, Governance)

1. Teacher Education Advisory Committee (TEAC)

The Teacher Education Advisory Committee is composed of the chairs (or their designees) from all departments that are involved in preparing teacher candidates along with the Dean and Associate Dean of Education and the Provost (ex officio). Generally this will include, but is not limited to, representatives from fine arts, English, mathematics, science and social sciences.

TEAC serves in an advisory and facilitative role. Every program within the School of Education depends on courses in the arts and sciences to provide appropriate content knowledge and this committee serves to support this role.

The Dean of the School of Education serves as chair of this committee.

2. Public School Advisory Committee (PSAC)

The Public School Advisory Committee is made up of representatives from the public schools in the Pee Dee Region and members of the education faculty.

The function of the committee is to advise the School of Education on trends and issues that are pertinent to our client districts.
The Director of Clinical and Field Experiences is the chair of this committee.

3. Teacher Candidate Advisory Council (TCAC)

The Teacher Candidate Advisory Council is composed of candidates in good standing representing each of the undergraduate programs.

It is the responsibility of this committee to advise the Dean on program and policy matters from a teacher candidate's point of view.

The Dean will chair this committee.

4. School of Education – School Psychology Liaison Committee

The School of Education – School Psychology Liaison Committee is composed of two members each from the Department of Psychology and the School of Education. These members are appointed by the Dean of the School of Education and the Chair of the Department of Psychology. The Chair of the Committee is selected by the Committee members. The Committee meets regularly throughout the school year. The Chair is responsible for calling all meetings. Committee members remain on the committee until a reappointment is made by the Chair or Dean.

ARTICLE VI. AD HOC COMMITTEES

Section 1. Election and Structure

The Dean of the School with input from School Faculty may create ad-hoc committees whose membership shall consist of Faculty members who are eligible to vote.

All meetings of each ad-hoc committee shall be open to the School Faculty, but only members of the committee shall have privilege of the floor unless the chair of the committee recognizes nonmembers.

ARTICLE VII. AMENDMENTS

Amendments to these bylaws may be approved at any regular meeting of the School Faculty by a majority vote of all faculty members who are present and eligible to vote.

The School Faculty must approve all amendments. Amendments become effective upon final approval of the School Faculty.

APPENDICES

Dispositions Conflict Resolution: Initial and Advanced Conference Verification

Candidate name _____
Instructor name _____
Conference Date _____

Dispositions Conflict Resolution Step

_____ Step 1 Conference with the Instructor
_____ Step 2 Conference with the Professional
Dispositions Committee
_____ Step 3 Conference on Unresolved Conflicts

Candidate Signature _____
Instructor Signature _____

Cc: candidate, instructor, candidate file

Disposition Conflict Resolution: Initial and Advanced
Dean's Recommendation

Candidate name _____
Instructor name _____
Appeal Date _____

Recommendation:

Signature: _____
Date: _____

Cc: candidate, Registrar

Dispositions Conflict Resolution: Step 1-- Conference with the Instructor: INITIAL CANDIDATE

1Candidate First Name

2Candidate Last Name

3Candidate's ID number

4Program

- ECE
- ELEM
- MLE
- SEC-ENGLISH
- SEC-MATH
- SEC-SOCIAL STUDIES
- MAT-LD

5Date of Conference

 (MM/DD/YYYY)

6Professor Holding Conference

- Askins
- Bausmith
- Brandis
- Coughenour
- Dye
- Faulkenberry
- Harris
- Haselden
- Kaur
- Lane
- Lee
- McClain
- McWayne
- Meetze
- Nixon
- Pawloski
- Pruitt
- Sanders

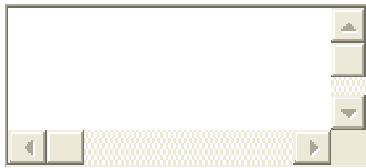
- Shamlin
- Taylor
- Thayer

7 Professional Behaviors/Dispositions

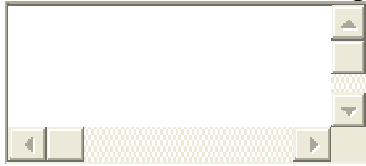
Select EACH of the behaviors/dispositions below discussed in this conference.

- is reliable in terms of punctuality and attendance for all classes, meetings, etc.
 - follows directions.
 - completes assignments on time.
 - dresses and grooms professionally
 - reflects actively, persistently, and carefully about teaching before, during, and after lesson implementation.
 - actively seeks opportunities to grow professionally.
 - demonstrates professional oral and written communication skills.
 - treats all students in a manner that reflects a belief that all students can learn.
 - has a positive impact on student learning.
 - is flexible and copes with change.
 - believes teachers can positively impact student achievement and development.
 - is committed to a safe and supportive learning environment.
 - believes in establishing high and challenging standards.
 - encourages all students to be successful learners.
 - is honest.
 - maintains confidentiality of students and families.
 - follows and implements school policies.
 - maintains appropriate relationships with students and school personnel.
 - acts as a role model for appropriate choices and decisions.
 - upholds goals and standards of the teaching profession.
 - refrains from choices and/or actions that could bring harm to students.
 - establishes positive rapport and appropriate partnerships with students, families, and the community.
 - acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference.
 - acknowledges and considers the influence of parents/families/guardians on student development.
 - acknowledges the complex characteristics of families and communities.
 - respects diversity.
 - is tolerant of the many aspects of diversity.
 - is fair in dealing with students, families, and the community.
 - continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community).
 - avoids allowing personal bias to impact interaction and/or instruction.
 - makes significant contributions to group processes.
 - respects the opinions and contributions of others.
 - works collaboratively and appropriately with members of the school community.
- Complete the next two items that outline your Comments and/or Concerns regarding these behavior/disposition for this candidate and a description of the candidate's response.

8 Comments, concerns, or documentation of behavior/dispositions problems of candidate



9 Describe the candidate's response to this conference.



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APPENDIX 2. OTHER SOURCES OF FACULTY INFORMATION

This handbook was not intended to be all-inclusive. Some documents change regularly and thus are better kept under separate cover. The list below indicates other sources of information that may be useful for faculty.

1. Individual program sheets and program plans are not included in this document but are available in the University Catalog and in loose form available from the administrative assistants.
2. Details related to any clinical experience are assembled in a separate Clinical Handbook.
3. Faculty information on LiveText is available on the School of Education web site under "Using LiveText."
4. The Teacher Cadet Handbook
5. Graduate Student Handbook

APPENDIX 3. PROGRAM SPECIFIC DESCRIPTIONS AND GOALS

UNDERGRADUATE PROGRAMS

Early Childhood Education (ECE)

Program Overview

Early Childhood Education (ECE) is the teacher education major that focuses on children from birth to grade 3. Because teaching certification is awarded (in South Carolina) for levels of prekindergarten through third grade, ECE at Francis Marion University involves instructional experiences that prepare teacher candidates to facilitate the development and learning of preschool and primary age children. ECE majors focus on children's development in areas such as language and emotions. Because these areas develop early and fast, ECE majors learn much about interacting with families who are children's first teachers. These instructional experiences include clinicals at different points before the Student Teaching semester. The ECE program is accredited by the South Carolina Department of Education, the National Council for the Accreditation of Teacher Education (NCATE), and the National Association for the Education of Young Children (NAEYC).

Early Childhood Education (ECE) Program Goals

Teacher candidates will demonstrate knowledge and understanding of:

1. characteristics associated with the ideal of caring about students and families.
2. characteristics of students and families from different cultural, ethnic, language, educational, and socioeconomic backgrounds.
3. appropriate communications with students, families, and community.
4. designing and implementing a variety of integrated instructional experiences that are developmentally appropriate for children from infancy to the third grade.
5. educational principles and practices to achieve passing scores on assessment measures related to student teaching and the first two years of in-service.
6. professional behaviors that include collaboration with peers and colleagues and goal setting to continue to pursue life-long learning.

Elementary Education (ELEM)

Program Overview

Elementary Education (ELEM) is the teacher education major that focuses on children in Grades 2 through 6. ELEM at Francis Marion University involves instructional experiences that prepare teacher candidates to facilitate the development and learning of children from primary age to pre- and early adolescence. Elementary teachers must have a broad range of content knowledge accompanied by a strong background in how children learn. The ELEM program is accredited by the South Carolina Department of Education, the National Council for the Accreditation of Teacher Education (NCATE), and the Association for Childhood Education International National Association (ACEI).

Program Goals

Teacher candidates will demonstrate knowledge and understanding of:

1. instruction and assessment that accommodates individual differences and backgrounds.
2. characteristics of students and families from different cultural, ethnic, language, educational, and socioeconomic backgrounds.
3. appropriate communications with students, families, and community.
4. design and implementation of varied integrated, developmentally appropriate instructional experiences for children in Grade 2 through Grade 6.
5. professional behaviors that include collaboration with peers and colleagues and goal setting to continue to pursue life-long learning.

Middle Level Education (MLE)

Program Overview

Middle Level Education (MLE) is the teacher education major that focuses on students from ten to fourteen years of age (grades 5-8). MLE majors choose two areas of concentration from the areas of mathematics, science, English/language arts, and social studies. MLE majors are passionate about working with early adolescent students because of and not in spite of their unique developmental characteristics.

Field experience in MLE courses will involve on-site visitations to schools with best practices in themes such as technology and single gender education. The field hours connected to the MLE content methods classes will give candidates an opportunity to be actively engaged with middle level students. MLE majors are strongly encouraged to attend and/or participate in state-level conferences for teachers in math, science, ELA, and social studies, as well as, the South Carolina Middle School Association.

Middle Level Education Program Goals

Competent and caring teacher candidates for middle level students will demonstrate knowledge and understanding of:

1. the physical, emotional, social, and cognitive characteristics and issues related to early adolescents and their experiences in school
2. two content fields at a level beyond that required for elementary school teachers.
3. the organization and philosophy of the middle school and its curriculum.
4. research-based strategies for the academic success of early adolescents as outlined in *Turning Points 2000: Educating Early Adolescents*.
5. the role of reflective practice for teachers of middle level students.
6. resources available for curriculum development and implementation for early adolescents.

Secondary Education Programs (English and Mathematics)

Program Overview

The Secondary Education Program prepares caring and competent teachers through a thorough mastery of academic disciplines and the development of professional skills and dispositions relevant to teaching in grades 9-12. Teacher certification is offered in English, mathematics, and social studies. The academic disciplines meet the standards of the NCTE and NCTM respectively.

Program Goals

Major goals of each program include:

1. successful interdisciplinary teaching and learning.
2. development of multiple explanations and instructional strategies to connect concepts to students' prior experiences and relate content to contemporary events and students' daily lives.
3. creation, organization, and management of learning activities which recapture students' attention and actively engage students in learning content, concepts, skills, and forming values.
4. development and application of critical thinking skills and classroom interaction strategies.
5. application of research findings to improve and defend teaching, curriculum, and school organization.
6. appropriate and effective methods to collaborate with colleagues, families, and members of the community.

GRADUATE PROGRAMS

M.Ed. in Learning Disabilities

Program Overview

Francis Marion University offers a graduate program for add-on certification in learning disabilities for teachers who wish to enhance their lives and the lives of school age children with learning disabilities. The Master of Education (M.Ed.) is for certified teachers and includes coursework and related practica that provide the knowledge and skills needed to work with this unique population of students. This program proceeds from the premise that professional growth is a continuing process for which each individual must take primary responsibility.

The goal of developing professional educators who are knowledgeable in their understanding of learners is central to this program.

The goal of developing professional educators well versed in both pedagogical and content knowledge is convergent with the learning disabilities programs' focus on developing a broad repertoire of research-validated methods, strategies, and techniques designed to assist exceptional individuals in successfully meeting demands in both academic and non-academic settings.

Program Goals

The principal goals for this program are the following:

1. integration of a strong practicum component throughout the program.
2. clearly identifiable links between program requirements and the mandates of standards, including CEC's Content Standards and the technology proficiencies specified in the National Educational Technology Standards for Teachers.
3. improved connections between the School of Education, other campus units, and with practitioners in P-12 schools.
4. inclusion of structures that would help candidates become more pro-active in their approach to professional growth and development.
5. incorporate performance-based measures of candidate performance throughout the program.
6. all program graduates would have the knowledge, skills, and dispositions to work effectively in the region's schools.

MAT in Learning Disabilities

Program Overview

For individuals who have completed a bachelor's degree program and wish to enrich their lives and the lives of school age children, Francis Marion University offers a graduate program for initial certification in learning disabilities. The Master of Arts in Teaching (MAT) includes coursework and related practica that provide the knowledge and skills needed to work with this unique population of students. The final semester of the MAT program includes coursework that is similar to the undergraduate student teaching block.

The goal of developing professional educators who are knowledgeable in their understanding of learners is central to this program.

The goal of developing professional educators well versed in both pedagogical and content knowledge is convergent with the learning disabilities programs' focus on developing a broad repertoire of research-validated methods, strategies, and techniques designed to assist exceptional individuals in successfully meeting demands in both academic and non-academic settings.

Program Goals

The principal goals for this program are:

1. integration of a strong practicum component throughout the program.
2. clearly identifiable links between program requirements and the mandates of standards, including CEC's Content Standards and the technology proficiencies specified in the National Educational Technology Standards for Teachers.
3. improved connections between the School of Education, other campus units, and with practitioners in P-12 schools.
4. inclusion of structures that would help candidates become more pro-active in their approach to professional growth and development.

5. incorporate performance-based measures of candidate performance throughout the program.
6. all program graduates would have the knowledge, skills, and dispositions to work effectively in the region's schools.

M.Ed. Instructional Accommodation

Program Overview

The Instructional Accommodation program at Francis Marion University is an NCATE accredited program designed to prepare candidates to work with divergent learners both in and out of the classroom setting. Candidates who complete the program will be able to identify and implement specific strategies to accommodate divergent learners. Candidates in this program may be classroom teachers or other related school personnel, and will be expected to complete field experience in an educational setting.

Program Goals

Upon completion of the program candidates will be able to:

1. discriminate among genuine disabilities, language variations, cultural obstacles, poverty syndromes, and divergence.
2. modify the physical environment and introduce components that will support the performance of the divergent learner.
3. formulate effective instructional actions that will be salient to the divergent learner by addressing the elements of global perception, holistic storage, concrete referents, social interactions, frequent movement, freedom of creativity, and pragmatic connections.
4. design training in "replacement behaviors" which will enhance the congruity of the divergent learner within traditional-sequential environments.
5. design assessments of knowledge and competencies that will validly capture and describe the developmental progress of the divergent learner.

APPENDIX 4: ITEMS TO INCLUDE IN SYLLABI

Conceptual Framework

The School of Education prepares competent and caring teachers.

Dispositions statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

If your professor or your program committee feels that there is a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Disposition Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students. The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude.
2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn.
3. Upholding ethical and professional standards.
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect.
5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

APPENDIX 5: TEACHER CANDIDATE CONFLICT RESOLUTION FORM

Francis Marion University – School of Education

Teacher Candidate Conflict Resolution Form

Teacher Candidate(s) Expressing Concern:	Date:
Brief Summary of Concern or Issue <i>(to be completed by candidate(s))</i> :	
History of Concern and/or Previous Actions Taken:	
Dean's Notes:	
Action/Resolution:	
Candidate Signature:	Date: