

Francis Marion University
School of Education

Graduate Student Handbook

Fall 2010

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Welcome From the Dean

The School of Education at Francis Marion University continues to grow and mature as an outstanding professional school contributing to regional and statewide educational improvement. Our strength comes from three primary sources. One significant source is the level of administrative and logistical support we receive from the University President and Provost. We also count as strength our close working relationship with the educational leaders in the Pee Dee region and state. The third source of strength is our outstanding faculty. We enjoy a balance of seasoned veteran professors and vital newer faculty.

The Handbook that follows should serve as an invaluable reference as you proceed through your graduate experience at FMU. I hope your graduate experience here is one that will make a significant contribution to your professional career and to the lives of your students.

Dr. J. R. Faulkenberry, Dean
School of Education
Spring 2009

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 is lacking 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 culture 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

Our Conceptual Framework

The School of Education prepares competent and caring teachers.

The Conceptual Framework and Assessment Points

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:

The graduate level educator will demonstrate competency as measured by the:

- A. Knowledge of content in his/her 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 Primary -12 students
 - 4. Ability to assess learning and learners
 - 5. Ability to work with children of poverty/diversity
 - 6. Ability to use technology

The graduate level educator will demonstrate these dispositions of a caring teacher who will:

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

GOALS FOR THE SCHOOL OF EDUCATION

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.

Competency Goals

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

GRADUATE PROGRAM DESCRIPTIONS

The Catalog

The best single source of information for your academic progress during your graduate program at FMU will be the Francis Marion University Catalog better known as “The Catalog.” This document is published each year and will inform you of all of the rules, regulations, policies and procedures related to the academic life of the university. A new catalog is updated and published each year but the catalog that you received when you began your graduate program is worth keeping. If the University changes policies or programs between two catalogs, normally you will be expected to follow the catalog you received upon entry. This Graduate Student Handbook will attempt to avoid redundancy by referring you to the Catalog whenever appropriate.¹

Master of Education (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 well versed in both pedagogical and content knowledge is convergent with the learning disabilities program’s 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. In addition, the goal of developing professional educators who are knowledgeable in their understanding of learners is central to this program.

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 Council for Exceptional Children’s (CEC) 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.

¹ The Student Handbook is another valuable resource. It covers all other aspects of campus life at FMU.

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.

Master of Arts in Teaching (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 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. . In addition, the goal of developing professional educators who are knowledgeable in their understanding of learners is central to this program.

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.

Master of Education (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.

YOUR GRADUATE PROGRAM

Graduate Admissions

Applicants for graduate degrees must apply to the FMU Graduate Office for admission to a program. Applicants must be approved for admission by the FMU Graduate Council. The university catalog provides the specific steps in gaining admission.

Graduate Check Points

Your progress through any of the education programs at FMU will be marked by a series of three Check Points. It will be at these points that you will have to complete state and university requirements to progress to the next level. For the complete requirements for each Check Point you must refer to The Catalog under the Graduate Academic Programs, School of Education section. You will find that the Education Student Services Coordinator in the School of Education will be an important source of information and support as you proceed through your program.

Ultimately YOU are responsible for your own progress through your university experience. Be sure you understand your program, the requirements for that program and what requirements you will need to meet to enter and complete that program. Be sure to check with the Education Services Coordinator or your advisor if you have any questions concerning your status. The chart that follows will provide a quick summary of the Check Points for you.

Graduate Check Points – M.Ed.

Requirement	Check Point I Admission to M.ED. Programs	Check Point II Completion of 18 Hours	Check Point III Completion of the Program
Testing Requirements	GRE, Miller, SC Teaching Certificate, or passing score on Praxis II		Successful completion of the LD Mastery Test (MED LD only)
General Recommendations	Two appropriate letters		
Personal Philosophy	Score of 3 or better		
Graduate Approval	Director of Graduate Studies and Graduate Council	Appropriate graduate Program Committee	Director of Graduate Studies and Graduate Council
Course Work completed		Completion of Educ 623 with a GPA of 3.0 or higher	GPA of 3.0 or higher
Dispositions		Acceptable disposition rating in Educ 623	
Terminal Requirement			Completion of Capstone, Content Specific Project (ECE/IA, Educ 795) or Final Case Study (LD, Educ 769)
Other Requirements			Graduate application for degree Completion of all required final paperwork

Graduate Check Points – M.A.T. - LD.

Requirement	Check Point I Admission to M.ED. Programs	Check Point II Admission to Student Teaching	Check Point III Completion of the Program
Testing Requirements	GRE, Miller		
General Recommendations	Two appropriate Letters		
Personal Philosophy	Score of 3 or better		
Graduate Approval	Director of Graduate Studies and Graduate Council	MAT LD Program Committee	MAT LD Program Committee
GPA - Graduate		3.0 or higher	3.0 or higher
Terminal Requirement			Completion of Final Case Study in Educ 769
Screening		All clear on finger print and criminal record check	
Testing Requirements²		Passing scores on <u>all parts</u> of PRAXIS II	Successful completion of the LD Mastery Test
Skills Demonstration			Successful completion of ADEPT and Teacher Work Sample (TWS)
Dispositions		Acceptable dispositions ratings in Educ 621	Acceptable dispositions ratings in Educ 769
Other Requirements		Completion of appropriate applications	Graduate application for degree Completion of all required final paperwork

² Under no circumstances will you be permitted to move past Check Point I or II without passing all of the required parts of PRAXIS.

ADVISORS AND ADVISING

Your Academic Advisor

When you begin your graduate studies at FMU, you will be assigned an academic advisor from the School of Education. Your advisor is ready and willing to assist you as you progress through your program. It will always remain your responsibility, however, to contact your advisor when you want or need assistance. Likewise, it will remain your responsibility to periodically review your personal progress and ensure that you are conforming to the applicable policies and procedures within the School of Education and the University. This will mean making periodic checks of the policies and procedures as provided in The Catalog.

The Advising Process

In the middle of each fall and spring semester, you will receive notice of advising time. Advising time is the time for you to meet with your academic advisor to plan out your schedule for the next semester in light of your accomplishments and program requirements. If at all possible, you should come to the meeting with your advisor with a written tentative schedule.

Your Degree Audit

Each semester, the registrar prepares an updated record on each student showing what courses, he/she has taken, grade point average (GPA) and what other courses remain to be taken. You may obtain a copy of your degree audit by requesting one from one of the School of Education Administrative Assistants.

Additional Information About Your Graduate Program

Appendix II contains a list of typical questions and answers that should assist you navigate your progress through your graduate program at FMU.

State and National Criminal Records Checks

Teacher candidates in the MAT LD program need to be aware that they must pass a state criminal records check by the South Carolina Law Enforcement Division (SLED) and a national criminal records check prior to student teaching. This check will include fingerprinting by the Federal Bureau of Investigation (FBI). A teacher candidate “with prior arrests or convictions of a serious nature that could affect his fitness to teach in the public schools of South Carolina may be denied the opportunity to complete the clinical teaching experience and qualify for initial teacher certification.”

Each candidate is responsible for ensuring that he/she is eligible to student teach when he/she reaches this point in the program. The School of Education faculty recommends that if a candidate or potential teacher candidate has any questions as to whether his/her background may be in question, he/she should investigate this issue as soon as possible. Candidates have two courses of action. They may go through the fingerprinting process early or they may go to a local police department and request that their record be checked. Any remediation of a candidate’s record is the responsibility of the candidate.

Professional Dispositions

Teaching is more than just knowing academic content and a few teaching strategies. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The faculty at FMU is committed to assisting candidates with the development or strengthening of these behaviors. This is why, for example, your education instructors will be especially concerned with things like frequent absences, late arrivals, late submission of papers, poor attitude in class, failure to participate in class or lack of preparation. A list of these dispositions is provided in Appendix I. The faculty's concern with professional dispositions will impact you in three ways:

1. Your instructors should discuss this list of dispositions with your class at the beginning of each course. If you have any questions about the dispositions or the disposition process, please ask your instructor.
2. In several of your courses, your professor will rate you based on how well he/she feels you are demonstrating these behaviors. These ratings will have no direct impact on your grade but they will be used by the School of Education to monitor the overall progress of our candidates as a group.
3. Each Check Point requires positive recommendations by the School of Education faculty and the P-12 teachers you have worked with. If for any reasons these recommendations are less than positive, the appropriate program committee will investigate the problem and prescribe a remedy.
4. Whenever your professor or your program committee feels that there is a problem or even a potential problem, they will begin the Teacher Candidate Disposition Resolution Policy. This policy is designed to assist teacher candidates in correcting behaviors that may be professionally destructive to them or that will prevent them from providing excellent teaching to their students. The details of this policy are provided later in this document.

Field Experience and Clinical Placements

Time spent in schools working with and teaching students is an integral part of your graduate education. It is so important, in fact, that all of your "clinical" or field experiences have been carefully planned and coordinated. Each program (IA, ECE and LD) has specific requirements related to field experience and/or clinical placements. Some field experiences will take place in a candidate's own classroom, school or district. Candidates in the M.A.T. LD program will spend time in P-12 classrooms in addition to completing a full semester of student teaching.

A WORD ABOUT NCATE, LIVETEXT AND ASSESSMENT

NCATE

You will no doubt hear your professors talking about NCATE from time to time. NCATE stands for the National Council for Accreditation of Teacher Education. NCATE is the national accrediting body for the School of Education at FMU, around the state and around the nation. Because The School of Education is accredited, you are assured that your experiences here at FMU will be recognized around the nation. One big part of the accrediting process is the presence of a robust assessment system that allows the faculty at FMU and NCATE to assess the courses, procedures and outcomes from the program.

LiveText³

The School of Education faculty at FMU has selected LiveText as the foundation of its assessment system. After much study, the faculty determined that LiveText provides both teacher candidates and faculty at FMU with the safest, easiest and most useful commercial program for our assessment system. Online assistance for candidates is available on the School of Education Website and the LiveText website⁴.

Assignments in LiveText

During your graduate program, you will have many assignments in LiveText⁵. When LiveText assignments are assessed or graded, the results of those assessments go directly into the School of Education Assessment System. Most, but not all, assignments in LiveText will go into the Assessment System and be used to improve programs and policies. You will want to be aware of three special uses of the data:

1. Some of the assignments are rated using a special rubric and become part of what is called CORE data. These data are used for assessing programs and the School of Education itself. The rubrics used, however, DO NOT in themselves indicate a grade. They are designed to tell you where you are with respect to your progress in becoming a competent and caring teacher.
2. When your professor chooses to use an assignment for a course grade, he or she will typically use a separate rubric or a special rubric specifically designed to give both CORE data and a grade. If you are in doubt about how you are being assessed on any assignment, ask your professor.
3. You will also be assessed periodically on your professional dispositions. These are the essential attitudes and behaviors that are necessary for a

³ Purchasing information is available at <http://www.fmarion.edu/academics/article87284.htm>

⁴ <http://www.fmarion.edu/academics/livetext>

⁵ LiveText membership is required for submission of course requirements. LiveText Information is available.

successful career in teaching. These dispositions will be outlined in the next section.

WHEN PROBLEMS ARISE

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 form⁶. 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.
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.

⁶ All forms are available upon request.

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 instructor. 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

- a. 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.
- b. Required to meet a set of newly specified conditions for remediation. This option will require a Step 4 follow-up by the committee.
- c. 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.

Disagreements About Grades

Teacher candidates are highly encouraged to make frequent personal contact with their professors. These contacts should be related to how best to master the knowledge and/or skills being taught in a course. Experience has shown that when a student better understands the demands of a class and is willing to do the necessary work, he/she is more satisfied with the grade given. Teacher candidates who are still dissatisfied with the grade awarded should consult their Student Handbook concerning the “Grade Change Policy.”

Grievances Related to Disability

Grievance procedures related to disability⁷ when a student with a disability strongly feels that reasonable accommodations have not been made, that student should seek resolution within the administrative channels for the area in which accommodation is in question. The student should first contact the Director of Counseling and Testing if he or she is dissatisfied with his or her accommodations

Other Complaints and Resolutions

The School of Education faculty realizes that conflicts may arise between teacher candidates and their instructors, advisors, and/or public school mentors. If conflicts are of an extreme nature, the candidate is referred to the section of the Student Handbook that deals with discrimination, harassment, and retaliation.⁸

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 previous two approaches have been unsuccessful, the candidate may bring the issue to the Dean both in writing and in person. The Dean will maintain an active file of issues that have been brought before him/her.⁹ The Dean will keep these files for five (5) years.

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.

⁷ See FMU Student Handbook

⁸ Every student is provided with a student handbook.

⁹ See Appendix IV: Teacher Candidate Conflict Resolution Form

OPPORTUNITIES PROVIDED BY THE SCHOOL OF EDUCATION (SOE)

Opportunities to Provide Input to the School of Education

While you are working on your graduate program FMU, we hope you will find the time to participate in one or more student activities, perhaps even take a leadership role in an activity. The organizations below are established to allow candidates to grow professionally and to allow the SOE to learn from candidate experience and insights.

1. Center of Excellence (COE) serves to increase the achievement of children of poverty in the region, state and nation through research and targeted programs¹⁰.
2. Teacher Candidate Advisory Council serves as a specialized committee to elicit student ideas on program development and evaluation. This committee meets formally at the beginning of each academic semester in an open and frank discussion with the Dean about all areas of the program. Program coordinators appoint members to this committee.
3. Course and Program Evaluations & Surveys -- Students are encouraged to evaluate all courses in the Professional Program in Teacher Education at the end of each semester. This mechanism provides more broadly based student input into the Professional Program. Student input is received at the end of each clinical experience. Student teachers or program completers formally evaluate the total program, including student teaching, thus soliciting the ideas of students who have just completed their programs of study.
4. Alumni Surveys: A sample of FMU education graduates are surveyed each year to provide similar types of feedback from individuals who have been away from the campus in professional positions. These extensive and broadly based evaluation procedures of the on-going programs allow considerable student input into both the development and evaluation of the Professional Program.

¹⁰ See Appendix IV for more information on the Center of Excellence

ALUMNI PARTICIPATION

The Francis Marion University Alumni Association provides an ongoing relationship between its graduates and the university. The section below describes just some of the ways graduates can remain part of the professionalism and excitement that is FMU. The mission of the Alumni Association is to provide continuing service to the University and its alumni by facilitating communication and relations between alumni and the University community, and by managing the direction and progress of all alumni projects, events, and programs. Through its programs and events, the Alumni Association promotes a spirit of fellowship and loyalty among the students, faculty, staff, alumni and the greater University community.

The Office of Alumni Affairs

The Office of Alumni Affairs is housed in the Office of Public and Community Affairs. Its main objectives include, but are not limited to:

- Maintenance of an up-to-date database on all FMU alumni
- Providing a point of contact and reference upon graduation for all alumni
- Making information available to graduates about Alumni Association and University activities, events, programs, and current offerings
- Recruiting volunteers for Alumni and University related events
- Soliciting membership fees for the Alumni Association Membership Campaign
- Managing and directing the Alumni Association Board of Directors
- Supervising and directing the Student Alumni Association - SAA

Annual Alumni Activities and Events

- Homecoming
- Alumni Association Phon-a-Thon
- Alumni Appreciation and Recognition Dinner
- Alumni Nights
- Patriots on Tour - Area Alumni Events
- School of Education Alumni Event:
- Patriot Power Lunch
- Move-In Day for New Freshmen

Alumni Publications and Communications

- The View (Alumni Newsletter and Magazine)
- The Website
- The Online Directory
- Special Mailings

APPENDICES

Appendix I: Graduate Dispositions

Professional Attributes

A1: Candidate is reliable in terms of punctuality and attendance for all classes and meetings, turns assignments in on time, etc.

A2: Candidate dresses and grooms professionally.

A3: Candidate reflects actively, persistently, and carefully about teaching and learning.

A4: Candidate actively seeks opportunities to grow professionally.

A5: Candidate demonstrates professional oral and written communication skills

Respect for Learning Process

B1: Candidate treats all students in a manner that reflects a belief that all students can learn.

B2: Candidate is flexible and copes with change.

B3: Candidate believes teachers can positively impact student achievement, development and success.

B4: Candidate is committed to a safe and supportive learning environment.

B5: Candidate believes in establishing high and challenging standards.

Ethical Standards

C1: Candidate is honest.

C2: Candidate maintains confidentiality of students and families.

C3: Candidate upholds goals and standards of the teaching profession.

Respect for Families, Cultures, and Communities

D1: Candidate acknowledges and respects differences in culture, race, gender, SES, religion, age, and lifestyle preference.

D2: Candidate acknowledges the complex characteristics of families and communities.

D3: Candidate respects and is tolerant of the many aspects of diversity.

D4: Candidate continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community).

Respect for Colleagues, P-12 Students, Faculty, and Staff

E1: Candidate makes significant contributions to group processes.

E2: Candidate respects the opinions and contributions of others.

E3: Candidate works collaboratively and appropriately with members of the school community.

Appendix II: Questions and Answers for Graduate Students

1. Where do I get an ID?

- The James A. Rogers Library. Go to the front desk and someone will direct you to the location where you will have your picture taken.
- Hours of Operation during the fall and spring terms: 8:30 am-4:30 pm, Mon-Fri (*lunch break 1-2 pm)
- Phone Number: (843) 661-1300
- If you need to go after hours, please call to schedule an appointment with Steven Simms.
- Please note that a valid* FMU ID is necessary to access most of the Library's subscription databases from off-campus.

*If you have never used your current ID card to check out books, please go to the Library Circulation Desk to have your card validated.

2. Where do I get a parking sticker? How much does it cost?

- Cashiers Office in the Stokes Administration Building (SAB) 103
- Cost: \$15
- Please bring specific vehicle information (model of car, tag #), which is necessary to complete the vehicle registration card.
- Hours of Operation during the fall and spring terms: 8:30 am-5 pm, Mon-Fri
- Phone Number: (843) 661-1595

3. How do I confirm my schedule and pay fees?

- Confirm your schedule online (www.fmarion.edu) if you have financial aid (scholarships, loans, etc.). Click "apply fee"...or pay fees with a credit card...or...submit your bill to the Cashier's Office, SAB 103.
- Note: Paying your fee confirms your schedule
- Hours of Operation during the fall and spring terms and Phone Number: See above for Cashier's Office.
You can take care of your account at any time online.

4. Where do I go to purchase my textbooks?

- At either of two local bookstores: The Patriot Bookstore located on campus (Smith University Center) or University Books (located across the street from the main campus, next to TAN-N-GLO salon).
- Hours of Operation during the fall and spring terms and Phone Number:

Patriot Bookstore: 8 am-4:30 pm, Mon-Fri (843) 661-1345
University Books of Florence: 8:30 am-6 pm, Mon-Fri (843) 667-3200

5. Where do I find information on financial aid?
 - Available online (fmarion.edu) or Financial Aid Office (SAB117)
 - Note: Graduate students are usually eligible for loans only.
 - To determine your loan eligibility, complete the FAFSA online at www.FAFSA.ed.gov. You must register for a Personal Identification Number (PIN), if you don't already have one. If you use the electronic format, it should take approximately 3-5 days for the Financial Aid Office to receive it. Manual transactions take approximately 4-8 weeks to process. Financial Aid will review your form and award money based on your eligibility.
 - Hours of Operation during the fall and spring terms: 8:30 am-5 pm, Mon-Fri
 - Phone Number: (843) 661-1190; FAX (843) 661-1195

6. How do I contact the Graduate Office?
 - Contact Person: Gloria Keith, SAB115
 - Address: Francis Marion University
Graduate Office
P.O. Box 100547
Florence, S.C. 29502-0547
 - Hours of Operation during the fall and spring terms: 8:30 am-5 pm, Mon-Fri
 - Phone Number: (843) 661-1284; FAX: (843)-661-4688

7. Whom do I contact when it is time to register for courses?
 - For the Early Childhood Education Program, please contact Dr. Dorothy Harris, Coordinator (843-661-1466).
 - For the Instructional Accommodation or Learning Disabilities (M.Ed. and M.A.T.) Programs, please contact Dr. Shirley Carr Bausmith, Coordinator (843-661-1487) or email (Sbausmith@fmarion.edu).
 - If you are unable to reach either of the above, please contact Ms. Diana Gibson (843-661-1460) or email (Dgibson@fmarion.edu).
***Please list "graduate program information" or "graduate registration" on the subject line of your email. ***

8. Are graduate courses taught during the day or evening?

- During the fall and spring semesters, graduate courses meet from 4:30-7:30 pm. Courses meet one day per week (Monday-Thursday).
 - During the summer sessions, graduate courses meet 8 times for 5-hour sessions. Course times are usually 8 am-1 pm or 2-7 pm. Courses typically meet twice weekly for 4 weeks, either Monday/Wednesday or Tuesday/Thursday.
9. Do I have to be accepted into a graduate program to take a graduate course?
- You can take courses as a non-degree student. You must pay the \$30 application fee, complete the application, and submit a copy of your valid teaching certificate to register for graduate courses.
 - You are allowed to take up to 12 hours while completing your file for the M.Ed. Program, but the application, application fee, a copy of your valid teaching certificate, and an official undergraduate transcript are required prior to course registration.
 - To begin coursework in the M.A.T.-LD program, you must be fully accepted (all paperwork and test scores must be received and processed) prior to course registration.
 - Note: You must be fully accepted into a graduate program and enrolled in at least 6 graduate hours to be eligible for most financial aid—please check with your financial aid counselor for specific information and guidelines.
10. How long does it take to complete the program?
- The M.Ed. programs are 36 hours. If you took 6 hours each semester, you could complete the program in 6 semesters (1 ½ years).
 - The M.A.T.-LD program is 51 hours. If you took 3 semesters of 6 hours, 3 semesters of 7 hours, and 1 semester of 12 hours (final student teaching block), you could complete the program in 7 semesters (2 years).
 - Note: The student teaching block (12 hours) can only be completed during the fall or spring semester in a public school setting. You cannot be employed by a school district during your student teaching block.

Appendix III: FMU Center of Excellence

Center of Excellence to Prepare Teachers of Children of Poverty

About the FMU Center of Excellence...

Over the past several years, many attempts have been made to solve the problems of providing high quality education to children of poverty by sending experts to study the problems and provide assistance to those who work with these children. The Center of Excellence operates from a completely different perspective. Rather than relying on external expertise, the Center intends to solve the problems inherent in educating children of poverty by developing expertise in those that work with these children on a daily basis. Only through developing local capacity to solve problems will true progress be made in the struggle to help those in greatest need -- children of poverty. The Center has established five goals to accomplish the purpose of increasing the achievement of children of poverty by improving the quality of undergraduate teacher-candidate preparation, post-baccalaureate teacher preparation, and the professional development of in-service teachers, including

- **Goal 1.** Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.
- **Goal 2.** Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.
- **Goal 3.** Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.
- **Goal 4.** Develop a program that recognizes extensive study by teacher candidates and in-service teachers, and that leads to their formal designation as a "Center of Excellence Scholar" by the Francis Marion University School of Education or by the South Carolina Department of Education (and perhaps the National Board).
- **Goal 5.** Become the premier resource in South Carolina for helping teachers learn how to provide a high quality education to all children of poverty.



'Children of Poverty': What does it mean?



The term "Children of Poverty" is defined by the *Francis Marion University School of Education Center of Excellence to Prepare Teachers of Children of Poverty* as those young persons who currently live (or whom have lived a significant period of their childhood) in an environment in which one or more of the resources identified as important for one to develop potential and function effectively in society is unavailable.

FINANCIAL and OTHER RESOURCES

Typically resources are income-related. Financial poverty can be measured by 1) the national poverty threshold (in 2005, the poverty threshold for a household of four people in the continental U.S. was approximately \$19,350 in household income) or 2) the common federal school lunch designations of free and reduced lunch eligibility.

The absence of other resources may also place children at risk and should be considered. Those 'other resources' may include, but should not be limited to emotional and psychological resources, such as the presence of important positive support systems, role models, and physical and health resources. It is important to note that the absence of these other critical resources may be indicated even when families have access to financial resources that exceed the poverty threshold. Children with adequate financial resources, but without these 'other resources' can also be identified as children of poverty. Similarly, families without adequate financial resources may have other non-financial resources available to them. The presence of those 'other resources' can decrease their children's risk.

RISK FACTORS

Research indicates that being raised in poverty (without necessary resources) places children at higher risk for a wide range of problems. Poor children are disproportionately exposed to risk factors that may impair brain development and affect social and emotional development. A few of these risks include exposure to environmental toxins, inadequate nutrition, maternal depression, parental substance abuse, trauma and abuse, violent crime, divorce, low quality child care, and decreased cognitive stimulation and vocabulary exposure in infancy. Children of poverty often experience significantly less success in school because they lack the middle-class social skills and perception of the value of formal education upon which school cultures are most often based.

Activities for Educators



DID YOU KNOW?

The activities listed below will be offered this year for Pee Dee educators this year by **The Center of Excellence to Prepare Teachers of Children of Poverty.**

- ✓ *Instructional Modules Project*
- ✓ *Center of Excellence Scholars Project*
- ✓ *Children of Poverty Courses*
- ✓ *Professional Organizations*
- ✓ *FMU Student Kick-Off Sessions*
- ✓ *Research Consortium (COERC)*
- ✓ *Higher Education, P-12, & Teacher Candidate Research /Professional Development Grants*
- ✓ *Essay Contest*
- ✓ *Teaching Children of Poverty Online Journal*
- ✓ *Policy & Position Papers*
- ✓ *Newsletter*
- ✓ *Family Partnerships (NNPS)*
- ✓ *Curriculum Projects*
- ✓ *Consortium of Curriculum Leaders*
- ✓ *Consortium of New Teachers*
- ✓ *Teacher Cadets Projects*
- ✓ *Superintendent Work Sessions*
- ✓ *FMU Faculty Seminars*
- ✓ *Health Resources Manual*
- ✓ *Colloquium Series*
- ✓ *Fall/Spring/Summer Workshop Series*
- ✓ *End of Year Awards Breakfast*
- ✓ *Website*
- ✓ *Resource Library*

FMU Center of Excellence

Pee Dee Education Center

520 Francis Marion Road, Florence, SC 29506

(843) 669-3391 Extension 28

www.fmucenterofexcellence.org

Appendix IV: 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: