Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

2. Addition or removal of a level of preparation (e.g., a master's degree).

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

<table>
<thead>
<tr>
<th>Name of Campus</th>
<th>Location</th>
<th>Leads To Licensure In Home</th>
<th>Program can be completed here</th>
<th>To be included in NCATE Review</th>
<th># of Candidates Enrolled</th>
</tr>
</thead>
</table>
Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

- Faculty revised the Conceptual Framework to reflect unit program and policy changes. Terminology and research sources have been updated to reflect current status of program offerings and of unit assessments. The revisions make the Conceptual Framework a clearer, more accurate and more up to date statement of the unit philosophy, programs, and assessments.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. For some programs, pass rates for Praxis II and Principles of Learning and Teaching (PLT) exams are below 80 percent.

Please indicate how the unit has addressed these Areas for Improvement.

- Unit pass rates have improved dramatically over the past several years as unit faculty have been more mindful of integrating praxis test content into coursework and as candidates have been urged to prepare, as candidates in other professions do for their respective licensure exams, specifically for the tests in advance of their taking them.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates,
Please describe the unit's plans for and progress in meeting this standard.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

**Standard 3. Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

**Standard 4. Diversity**

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

**Standard 5. Faculty Qualifications, Performance, and Development**

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

The assessment system is now virtually paperless.
Please indicate how the unit has addressed these Areas for Improvement.

**Standard 6. Unit Governance and Resources**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.**

**Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

| 1. University operating budget allocations for the unit do not provide funding that results in a per pupil expenditure level equal to other units on campus with similar missions. | (ITP) (ADV) |
| 2. The names and responsibilities of the two advisory boards serving the unit are not clear. | (ITP) (ADV) |

**Please indicate how the unit has addressed these Areas for Improvement.**

Public post-secondary institutions in South Carolina have faced drastic reductions in state support. Only 18% of USC Upstate’s total budget now comes from the state. The School of Education has had to reallocate resources in accordance with budget cuts, but these cuts effect all campus units, including the SoE. There have been no furloughs of SoE personnel.

The TEC and TEAC have met. Their respective compositions and roles have been clarified, explained, and implemented.

If you have another comments, use the space below: