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 2009-2010 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 2009-2010 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.)

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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.

5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.
6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.

7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.

8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master’s programs).

9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

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:

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. (ITP) (ADV)

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

Pass rates for all programs exceed the 80% threshold.

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, the unit, and its programs.

Please describe the unit’s plans for and progress in meeting this standard.

1. Moved the Advisor Survey, administered in Fall semesters, to an online form to eliminate use of paper and to facilitate the entering of data. Now, all data is collected in a database for efficiency. Students are emailed the link and notices of the website posted on flyers as well as shared in the SoE Student Communiqué (e-newsletter). 2. Modified ADEPT Portfolio Evaluation policy and updated Student Handbook. Candidates claimed that the directions for writing the ADEPT Portfolio components were unclear; faculty members revisited previous changes and found they were in need of further attention. The ADEPT Evaluation Rubric identifies each element using Bloom’s taxonomy to clarify the quality of expression expected. Candidates are required to submit 5 artifacts initially and each program determines which ones are due. 3. Required faculty members teaching designated Program courses to assess candidates’ dispositions at their second assessment system checkpoint. In faculty meeting discussions based upon recommendations from the SoE Mock NCATE visit, members identified the need to implement another benchmark assessment to capture dispositional data from another assessor. Prior, students completed 1 attestation at the program
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:

Reallocation of hours dedicated across the three Middle and Secondary program practicum experiences. Candidates’ performances suggested that the hours spent in the field required a better-balanced developmental progression of skill development. The total pre-student teaching hours remains 100. The modification allocations 20, 40 and 40 hours respectively to clinical I, II, III.

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:

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.

1. The University has increased the Unit's budget. An analysis of the Unit's budget (see G.3.06) over a three-year period (2005-2006 to 2007-2008) reports a consistent funding increase across twenty-two of the thirty-four budget line items. The total budget amount increased 15% and 10% respectively for 2005-06 to 2006-07 and 2006-07 to 2007-08. Moreover, the amount spent per credit hour in the School of Education has significantly increased since 2004-05, from $146 to $162. During 2006-07 and 2008-09, the School of Education expenditures of $170 and $180 respectively were well-above the University's expenditures per credit hour of $161 (2006-07) and $172 (2008-09). The Unit's operating budget allocations are comparable to the University's other unit's per credit hour expenditures. Since 2003, the last NCATE visit, the University has also identified the Program's facilities and resources as a budgetary priority. The School of Education is now housed in a new state-of-the-art facility, a $24 million building project that was completed in fall 2008. It is the largest structure on the USC Upstate 330-acre campus. All classrooms provide audio-visual equipment and are equipped with a computer having Internet access, multi-media projector, as well as two-way communication access capabilities with distant learning sites. Most classrooms have Promethean boards and the Promethean software for delivering instruction. These contemporary resources were also installed in the Greenville and Sumter campuses' education classrooms. The Spartanburg, Greenville and Sumter campuses also have updated computer labs for candidates’ use and make available instructional technology consultants. All resources are accessible to persons with disabilities. Several computers offer use of a scanner with Kurzweil 1000 and Kurzweil 3000 (scan and read), Jaws (screen reader), and ZoomText (text enlargement) software. The SOE website complies with the Web Content Accessibility Guidelines in order to make our site available to the widest audience possible. One feature includes valid and structured coding practices that separate the site’s content from the site’s presentation. This allows screen readers to translate web pages more effectively. The site also provides accessible plain text navigation, resizable font sizes, and alternative text descriptions for all images. Candidates are encouraged to preview software and to produce final drafts of writing assignments utilizing the word processing software and the computers in the Unit's computer labs.

2. The unit has since clarified the membership and roles of these Committees. The first is the Teacher Education Advisory Committee (TEAC). The purpose of TEAC is to advocate for the Education Professional Program, it candidates, and the education profession, especially in the areas of preparation, development, certification, and recognition. An additional purpose of the TEAC is to function as the main external advisory committee for the Education Professional Program. The Unit works with the South Carolina Department of Education, other state agencies, professional organizations, other universities and colleges, and school districts to ensure that the Program continually prepares competent, caring, and qualified teachers for the state of South Carolina and the nation. The TEAC is comprised of two (2) representatives from each education and education-related agency as identified by the Program. These organizations/agencies include but are not limited to: Palmetto State Teachers Association (PSTA), The South Carolina Education Association (SCEA), the Personnel Division of the South Carolina Association of School Administrators, the Center for Educator Recruitment, Retention, and Advancement-South Carolina (CERRA), the South Carolina Commission on Higher Education (CHE), the South Carolina Association of Black School Educators, the South Carolina Association of Teacher Educators, and the South Carolina Association of Colleges of Teacher Education. The president or the head of each organization/agency designates the representatives. Where possible, at least one representative from each organization is currently employed as a teacher, professor, or administrator. Additionally, membership on the TEAC includes one practicing principal and one practicing superintendent.
Other State Department of Education employees, elected officials and other agencies/organizations are asked to serve on the Advisory Committee or attend meetings, as needed. Unless otherwise determined by the TEAC, the regular meetings are held at least two times during each academic year. One meeting is held during the fall semester and one meeting is held during the spring semester. Special meetings of the TEAC are called whenever the Dean or a majority of the TEAC members deem it necessary, at such date, time, and place, as the Teacher Education Advisory Committee or Dean shall determine.

The Teacher Education Committee (TEC) addresses the need for collegiality and Program articulation between leaders of the Education Professional Program and leaders of other schools/divisions on the USC Upstate campus. The Dean, Associate Dean, Program Chairs, Directors, Coordinators, and appointed faculty members of the Unit, along with the Deans (or Deans’ designees) of the George Dean Johnson Jr. College of Business and Economics and the School of Nursing, the Dean of the College of Arts and Sciences (CAS), and one representative from each division of the CAS (i.e., Department of Languages, Literature and Composition, Department of Fine Arts and Communications, Department of History, Philosophy and American Studies, Department of Psychology, Division of Mathematics and Computer Science, and the Division of Natural Sciences and Engineering), and the Senior Vice Chancellor for Academic Affairs comprise the membership of this Committee. Members have the responsibility to communicate with their Schools, Division/Department Chairs and other constituents information about teacher education standards, policies and practices; to advise the Dean of the School of Education on issues concerning teacher education; and to recruit and support teacher education candidates in their field of study.

If you have another comments, use the space below:

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**Report Preparer’s Information**

Name: Dr. Jim Charles  
Phone: 864-503-5563  
E-mail: jcharles@uscupstate.edu