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SOUTH CAROLINA
Advocacy Accountability
Commission on Higher Education

Rayburn Barton
Executive Director

October 5, 2000

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

From: Ms. Dianne Chinnes, Chairman, Committee on Academic Affairs and Licensing

Consideration of the CHE Consultants' Report on Teacher Education Programs and the National Council for the Accreditation of Teacher Education Review Process 1996 through 1999

Background

In 1995, the Commission in conjunction with the S.C. Department of Education entered into a state partnership agreement with the National Council for the Accreditation of Teacher Education (NCATE). Under this agreement, all public institutions that offered teacher education programs would be required to seek NCATE accreditation.

The partnership is unique in the nation in that all education programs at a public institution are examined during the accreditation process. Those programs for which there are no NCATE standards (20 total) are either examined under S.C. Department of Education program review standards (e.g., business education, foreign languages) or by consultants of the Commission on Higher Education (graduate level programs such as MEd., Ed.D., Ph.D.) This tri-partite arrangement ensured that all teacher education programs at an institution were reviewed.

The Commission utilized three higher education consultants who are recognized as leaders in the field of teacher education as well as highly experienced in the NCATE review process. These three consultants participated individually in each of the eleven NCATE reviews and were voting members of the NCATE Board of Examiners team that

reviewed the institutions. Prior to the on-site visit, self-study documents were provided to the consultant for the CHE programs to be examined. During the on-site visit, the CHE consultant not only participated in the NCATE review process but also examined documents and conducted interviews pertinent to the programs being reviewed under the CHE process.

This report represents a compilation of the results of the Unit Accreditation Board of NCATE. This Unit Accreditation Board (UAB) is the decision-making committee of NCATE. Included in this report are the institutional decisions of the UAB along with any weaknesses cited for a program, a list of the programs reviewed at institution and the approval status of each program, the review of programs covered under the CHE evaluation process, and productivity analysis of programs at each institution as analyzed by the CHE consultant.

Each institution is required to submit annually to NCATE how the education unit is working towards or has corrected any weaknesses or unmet standards. This process ensures continuous improvement in the education programs and also ensures that areas of concern or weakness are addressed before the next NCATE review. Institutions are on a five-year review cycle with the next cycle beginning in fall 2003.

Because of the high level of interest in improving teacher education in the State and given the Commission's leadership in initiating the tripartite NCATE partnership, the full summary report is being provided to you. This report is divided into three sections: 1) an executive summary; 2) an overview of the review process, teacher education programs and recommendations; and 3) program summaries for programs at each of the eleven institutions.

As is the practice with all program reviews, each program receives one of four recommendations: 1) commendation of excellence; 2) full approval; 3) provisional or probationary approval; 4) recommended for termination. Because of the partnership with NCATE, a word is in order about the criteria used to receive full approval. In order to be recommended for full approval, programs had to be: a) housed in units that received full accreditation from NCATE; b) met the standards of the relevant learned society; c) were recommended for full approval by CHE consultants or by SDE if the program was not subject to NCATE review; and d) met the productivity standards of the Commission.

During this review process, 423 education programs were evaluated of which 322 are recommended for full approval, 88 for probationary approval, and 13 for termination. One program, the University of South Carolina's M.Ed. degree in Student Personnel Services, is recommended for a Commendation of Excellence. (It should be noted that the status of programs that are on provisional or probationary status will change as these programs come into compliance with the criteria described above.)

Recommendation

The Committee recommends that the Commission commend to the institutions the program-specific suggestions made in the original reports and summarized herein and recommends further that the Commission award to the programs in Teacher Education the status designations recommended in this report. Please see the index that follows for location of each institution's programmatic recommendations.

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South Carolina
COMMISSION ON HIGHER EDUCATION

Report of the Commission's Statewide Team
APPLYING
COMMISSION STANDARDS, NCATE STANDARDS, AND STATE DEPARTMENT OF EDUCATION STANDARDS
TO
TEACHER EDUCATION PROGRAMS AT SOUTH CAROLINA PUBLIC INSTITUTIONS
April 2000

PREFACE

The members of the Commission on Higher Education Statewide Evaluation Team, presented alphabetically, were as follows:

- Dale G. Andersen, Past-President of AACTE and Professor of Higher Education, University of Nevada, Las Vegas.
- Ronald G. Joekel, Executive Director Emeritus, Phi Delta Kappa International, Retired Professor of Higher Education, University of Nebraska-Lincoln.
- Bernice Bass de Martinez, Senior Vice President for Academic Affairs, Indiana State University, Terre Haute, Indiana.

The dates of each of the National Council on Accreditation of Teacher Education/State Board of Education/South Carolina Commission on Higher Education site visits are shown below. These occurred over the period extending from October, 1996, when the first of the visits was conducted at the University of South Carolina-Columbia, through April, 1999, when the last of the eleven visits was made to Clemson University. Also shown below is the name of the Commission on Higher Education representative that served on each of the visits.

1. University of South Carolina-Columbia; October 26-30, 1996 (Anderson).
2. Winthrop University; October 25-29, 1997 (Bass de Martinez).
3. The Citadel; February 19-23, 2000 (Joekel).
4. University of South Carolina-Spartanburg; February 28-March 4, 1998 (Joekel).
5. College of Charleston; October 3-7, 1998 (Bass de Martinez).
6. Coastal Carolina University; September 26-30, 1998 (Anderson).
7. University of South Carolina-Aiken; February 6-10, 1999 (Joekel).
8. South Carolina State University; February 20-24, 1999 (Bass de Martinez).
9. Francis Marion University; March 20-24, 1999 (Bass de Martinez).
10. Lander University; March 27-31, 1999 (Joekel).
11. Clemson University; April 10-14, 1999 (Anderson)

INTRODUCTION TO THE DISCIPLINE OF TEACHER EDUCATION

A dynamic and far-reaching reform movement seeking greater accountability and effectiveness in the field of education has been underway in the United States since the early 1980's. The teaching profession was first jolted into action by the report of the National Commission on Excellence in Education (1983), *A NATION AT RISK: THE IMPERATIVE FOR EDUCATION REFORM.* For the first several years following the release of this report, attention was focused largely on teaching and learning in the world of P-12 education. Concern with the lack of quality and with alleged weaknesses and shortcomings in public elementary and secondary schools dominated the early criticisms of the American education system. In recent years, however, attention has been broadened to include a call for rigorous evaluation and improvement of teacher education and in the preparation of teachers and educational personnel in the colleges and universities of the nation as well. At all levels, there has been intense focus on two vehicles for improvement. The first of these has been the development and implementation of benchmarks for achievement, often referred to as standards-based reform. The second has been a raising of the accountability bar relative to the expenditure of time, effort, energy, and money in educational practices and programs.

This national concern has been heightened of late by an increased awareness of an imminent shortage of P-12 educators. Some estimates place the number of teachers that will be needed at 2.2 million over the next ten years. Acknowledging that some of these may come from the reserve pool of teachers who are not currently in the workforce for whatever reason, there still will be a considerable strain on the programs that prepare teachers. This will be felt not only in the increase in the numbers needed, but also in the call for higher levels of competence and effectiveness in these neophyte teachers.

The constant and enduring goal of educational reform at all levels, including higher education, has been to increase the academic performance of the children and youth of the nation. They must be the beneficiaries. The direct linkage between the preparation of teachers and learning in P-12 schools has been captured in wording contained in the 1996 report of the National Commission on Teaching and America's Future, *WHAT MATTERS MOST: TEACHING FOR AMERICA'S FUTURE:*

> There should be a caring, competent, and qualified teacher in every classroom—a goal worthy as an "A" on a report card and as unconventional as apple pie.
>
> and
>
> What teachers know and do is the most important influence on what students learn. Competent and caring teachers should be a student right.

From the outset there has been a general recognition that education is so vitally important to the national mission that it must be the responsibility of a very wide array of stakeholders. Thus, there has been an assumption of assurance that these stakeholders should be involved in planning and implementing reform measures including not only teachers, school administrators and

parents, but also policy makers, business representatives, spokespersons for groups with vested interests, citizens at large, and others. As a result of urgent demands and appeals for greater accountability in the preparation of teachers and other educational personnel, higher education leaders have also become involved, especially in recent years.

Models of increased effectiveness in teacher education –informed by research and tested through practice – have been under development over the past fifteen years. These efforts have also focused on the development of standards as to the qualities of knowledge, skills, and competencies both beginning and accomplished teachers should possess. Progress toward greater accountability in this regard has been led by a number of influential professional organizations. In the realm of standards, the Council of Chief State School Officers has evolved benchmarks for neophyte teachers through the Interstate New Teacher Assessment and Support Consortium (INTASC). Concurrently, the National Board for Professional Teaching Standards (NBPTS) has created standards for national certification of accomplished teachers.

The Holmes Group, a consortium of research universities, developed paradigms for teacher education programs that incorporate reform in teacher education with the reform of the teaching profession as a whole. Included in these reforms has been the notion of professional development schools, an increased emphasis on continuous, field-based experiences, and collaborative research. Additionally, the Association of Teacher Educators (ATE) has created a set of standards for teachers of teachers –those who hold positions in colleges, schools, or departments of education in universities.

The most significant impact in promoting accountability in teacher education, however, has undoubtedly been that rendered by the National Council for the Accreditation of Teacher Education (NCATE), the premier national accrediting body in teacher education. The National Council for Accreditation of Teacher Education is a specialized non-governmental professional accrediting agency founded in 1954. It is governed by both the practicing and preparation arms of the education profession. Its essential function is to provide professional judgment about the quality of the education unit and to encourage continuous improvement of the unit through a voluntary peer review process. There are over 30 different constituent members of NCATE including a wide array of organizations representing practitioners, teacher educators, academic content specialty groups, and policy makers. A sample of organizations involved in forming NCATE includes the American Association of Colleges for Teacher Education, the National Education Association, Council of Chief State School Officers, National School Boards Association, National Association of State Boards of Education, National Council of Teachers of Mathematics, National Science Teachers Association, Association for Childhood Education International, Council for Exceptional Children, Association for Educational Communications and Technology, American Association of School Administrators, American Educational Research Association, American Library Association/American Association of School Librarians, and National Board for Professional Teaching Standards. Together, these member stakeholders developed a shared vision of teacher education that revolves around the belief that every child should be taught by teachers who are well-prepared and competent. NCATE has evolved a set of continuously updated, quality standards in areas of evaluation that are critical to the preparation of teachers.

Institutions seeking national accreditation must meet 20 specific standards in four general categories (**Appendix 1**). Standards are applied at the initial (undergraduate) and advanced

(graduate) levels. The four general categories include: (1) Design of Professional Education, (2) Candidates in Professional Education, (3) Professional Education Faculty, (4) and The Unit for Professional Education. NCATE standards in the above categories address quality issues in the organization of the curriculum, field experience expectations, presence of adequate resources for support of programs, admission and retention requirements for candidates, faculty standards, and proper governance structures. There are a number of themes that are expressed within the above standards: the need for a conceptual framework based on a defensible knowledge base that provides the foundation for all programs, the need for diversity among faculty and students, the use of technology to enhance the teaching-learning process, and providing classroom experiences in a variety of settings to include exposure to students of diverse racial, ethnic, and socio-economic background as well as students with special needs. In addition, through affiliations with the leading national learned societies and professional associations in the numerous content and/or subject matter areas, NCATE has adopted sets of curriculum guidelines in a wide array of specialty areas. When both general and specialty standards are met by programs of preparation, there is assurance that candidates in those programs are well familiar with the knowledge and applications necessary to be successful teachers.

NCATE standards are monitored through a system of application of the standards. This begins with self-examination by an institution's professional unit in teacher education and its preparation of an Institutional Report. Next, the institution submits to the appropriate national professional organization a complete set of curriculum materials (folios) for each program that prepares teachers. Those materials undergo a stringent review by subject matter specialists who are recognized for their expertise in that discipline. These expert reviewers apply the folio materials toward the standards that have been established by each particular subject matter specialty. A set of 10 pre-conditions must be met by the institution before it may continue further in the accreditation process. Next, accumulated evidences are examined and a set of judgments are made as to whether each standard has been met or not by a visiting Board of Examiners (BOE) made up of rigorously trained professional educators. The Board of Examiners completes a report reflecting whether the institution met the 20 standards at the initial and advanced levels. Each institution receives a copy of the BOE report and has the right of rejoinder to NCATE on any of the decisions made by the BOE team.

Finally, utilizing the series of written reports and assessments, a set of independent objective evaluations are made which result in a decision on accreditation by the NCATE Unit Accreditation Board (UAB). The UAB is composed of no more than 32 members; one-third are representatives from teacher education, one-third are teachers, one-sixth are state and local policy makers, and one-sixth are from professional specialty academic areas. In addition, one representative is from a student organization and one representative is from the public-at-large. The UAB renders separate accreditation decisions for the initial teacher preparation and/or advanced levels of the professional education unit in the college or university. One of the five following accreditation decisions is issued for each of both levels (initial or advanced).

1. Initial accreditation or continuous accreditation.
2. Accreditation with stipulations.
3. Continuing accreditation with probation.
4. Denial of accreditation.
5. Revocation of accreditation.

If fully accredited, the professional unit is accredited for a period of five years. At that time, it must be reviewed for continuing accreditation and a new decision rendered. Institutions have the right of appeal for decisions rendered by the UAB.

Through its national, voluntary accreditation standards for teacher education programs and its partnership with some 46 states that link national accreditation with state teacher licensure, NCATE has had a profound impact on the improvement of teacher education programs. Over 500 colleges, schools, or departments of education in institutions of higher education are currently accredited by NCATE and another 75 are candidates or pre-candidates for accreditation. NCATE has led the charge toward standards-based reform and in meeting the demands for accountability in teacher education programs across the nation. It has blended a devotion to higher standards in accrediting teacher education with an emphasis on collaboration between P-12 schools and university programs. It is now in the process of championing performance-based standards and the accreditation of professional development schools.

It was within this national context that the South Carolina Commission on Higher Education took the initiative in 1995 of addressing accountability in teacher education in a most creative way for the State of South Carolina. The Commission on Higher Education assumed leadership in creating a truly innovative partnership with NCATE and the South Carolina State Department of Education (SDE). This "cutting edge" leadership brings these three entities, each with related yet separate aspects of improving the quality of teacher education programs, into a partnership. The Commission on Higher Education and the South Carolina State Department of Education have authority and responsibility for education in South Carolina, the Commission in regard to public higher education in the State of South Carolina (including teacher education) and the State Department of Education with responsibility for P-12 schools and all state teacher-training institutions and certification programs.

Commendations are in order for representatives of the Commission and S.C. Department of Education who examined and decided to partner with NCATE for the accreditation of programs in South Carolina public institutions of higher education. Once this decision was made, it became imperative that an agreement be formalized with NCATE. The formal agreement that was executed called for representatives of the South Carolina Commission on Higher Education and the S.C. Department of Education to serve on the Board of Examiners team visiting each public higher education institution preparing educators. These members of the BOE team had to have training in the NCATE process and application of the NCATE Standards. The Commission on Higher Education employed outside consultants who had extensive knowledge of the NCATE process, thorough training and experience in applying the standards, and who were not currently serving on NCATE Board of Examiner teams to be their representative for each institution visit. The S.C. Department of Education provided State NCATE training for those individuals who were not already trained to serve as members of the Board of Examiners.

The NCATE Board of Examiner Team reviewed the Education Unit in each institution and evaluated all programs for which NCATE approved curriculum standards existed. The S.C. Department of Education team members served on the Board of Examiners and also had responsibility for reviewing all programs for initial licensure not covered by NCATE curriculum standards, e.g., Business Education, Foreign Language, and Counselor Education. The consultant representing the Commission on Higher Education served on the BOE team and

reviewed all advanced graduate programs not covered by NCATE curriculum standards. Table 1 and Table 2 which follow on the next two pages will visually present the roles of each group.

Under the tripartite arrangement, reviews of teacher education programs in each of the public institutions in South Carolina that have teacher education programs are conducted employing joint visits and evaluation activities by a single Board of Examiners team made up of representatives of the three agencies. Applying quality standards of each of the partners, the CHE/NCATE/SDE Board of Examiners achieves rigorous evaluations of the various teacher education programs at each of the eleven public colleges or universities in South Carolina. This promises to ensure success in meeting South Carolina's critical need for large numbers of high quality, new teachers in the next decade.

Now let us turn to an analysis of the state context for teacher education in light of the variety of initiatives that have occurred in South Carolina.

STATEWIDE PERSPECTIVES

There are eleven public institutions of higher education in the State of South Carolina that offer preparation programs for educators leading to licensure to be employed in the P-12 schools. Each institution has a specific role and mission statement as do each of the teacher education units. Each mission statement is clear, explicit, and highly germane to the teacher education programs offered by the institution. The range of programs offered by the eleven institutions is comparable to offerings in other geographic regions of the United States. Obviously, not all institutions offer a full range of programs, nor should they. However, programs exist to prepare teachers, administrators, counselors, etc. in one or more of the institutions so the State is being served.

DEMAND FOR TEACHER EDUCATION PROGRAMS

The continuing demand for teachers and other educational personnel for the P-12 schools in South Carolina continues to grow. In the *Summary of 1998 Turnover Rate in South Carolina School Districts* (dated December 10, 1998), 3,685 teachers were reported as leaving the State or moving to another position within the State. In comparison, the South Carolina Center for Teacher Recruitment reports in the 1999 *Teacher Supply and Demand Report* that 4,153teachers left the State or moved to another position within the State. These figures indicate that the demand for teachers has increased. More teachers left the profession or moved in 1999 than in 1998, an increase of 468 teachers or a 12% difference.

Additionally, there is a concern about the decreasing number of minority teachers in the South Carolina workforce in comparison to the overall teaching force. The *Summary of 1998 Turnover Rate in South Carolina School Districts* found that 934 minority teachers (or 18% of all new hires) were hired in 1998. This compares to 1,038 (or 16% of the new hires) in 1999 as reported in the 1999 *Teacher Supply and Demand Report.* Overall, the number of new hires for 1998 totaled 5,213 as compared to 6,513 in 1999. Nevertheless, the overall number of minority

The South Carolina NCATE Context

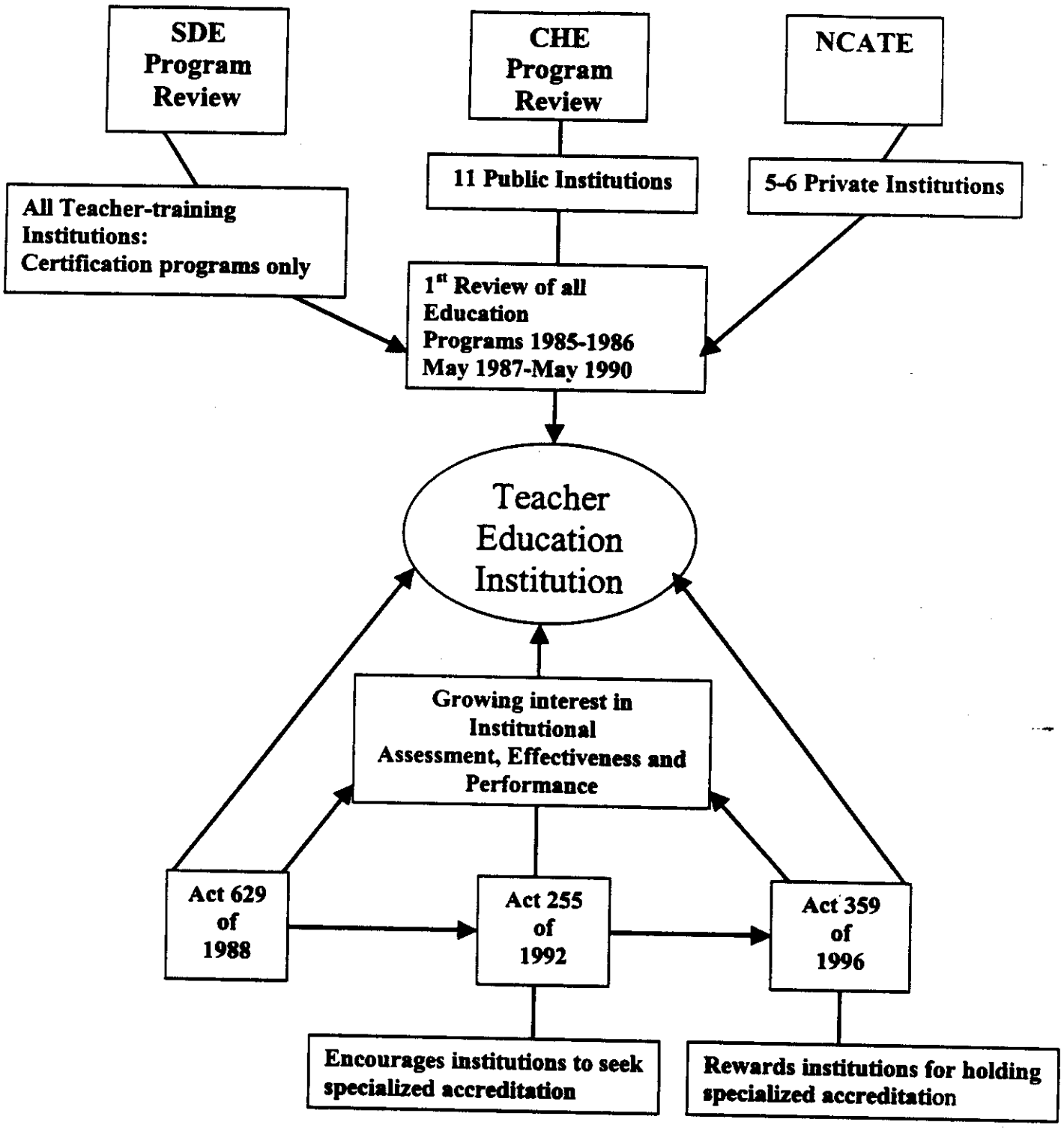
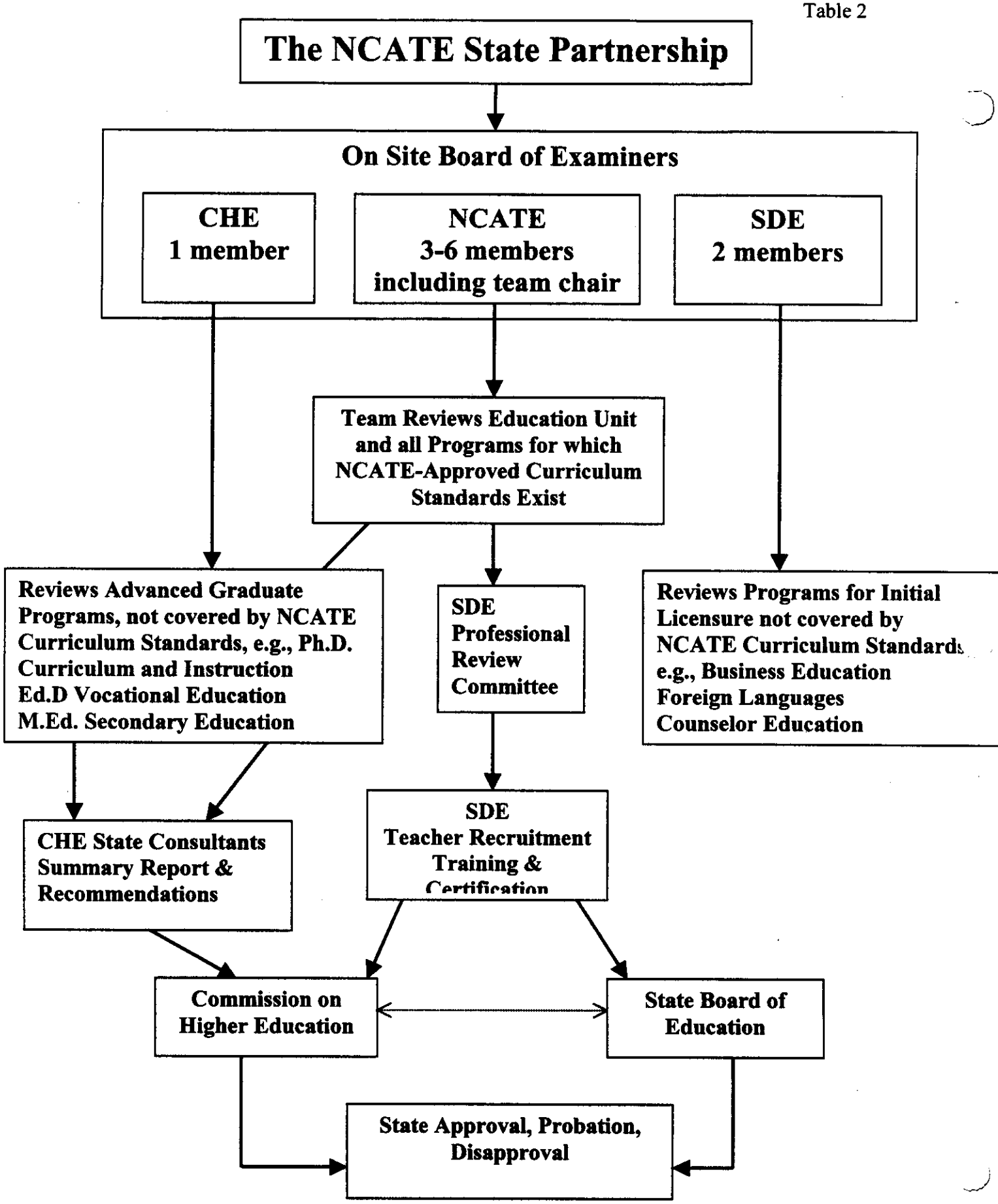


Table 2


The NCATE State Partnership
On Site Board of Examiners
CHE
1 member
NCATE
3-6 members
including team chair
SDE
2 members
Team Reviews Education Unit and all Programs for which NCATE-Approved Curriculum Standards Exist
Reviews Advanced Graduate Programs, not covered by NCATE Curriculum Standards, e.g., Ph.D. Curriculum and Instruction
Ed.D Vocational Education
M.Ed. Secondary Education
SDE Professional Review Committee
Reviews Programs for Initial Licensure not covered by NCATE Curriculum Standards
e.g., Business Education
Foreign Languages
Counselor Education
CHE State Consultants Summary Report & Recommendations
SDE Teacher Recruitment Training &
Commission on Higher Education
State Board of Education
State Approval, Probation, Disapproval

teachers leaving the teaching force continues to increase faster than the number of those entering the field. This is evidenced by the fact that of the 3,945 initial certificates issued between July 1, 1998, and June 30, 1999, only 654 (or 16.6%) were issued to African-Americans (source: *South Carolina Center for Teacher Recruitment website.)* Of that number, 3,200 (or 81.1%) were issued to Whites. Of those receiving initial certificates, not all seek and/or accept employment.

Nearly one-third of all new hires were recent graduates of South Carolina institutions. More specifically, that was 2,141 (or 33%) of the 6,513 new teachers hired in 1999 (source: *South Carolina Center for Teacher Recruitment 1999* Teacher *Supply and Demand Survey*, November 15, 1999. According to the *Governor's Commission on Teacher Quality Preliminary Report*, less than one half of graduates from the State's teacher education programs choose to teach in its classrooms.

In 1998, of the 5,864 (5,214 excluding in district transfers) teachers hired with new contracts, 1,655 were new graduates of South Carolina institutions. Excluding teachers who transferred assignments within districts that year, contracts issued to new graduates of South Carolina institutions equaled 32% of the total.

These data are typical of what is occurring across the United States. With an aging teaching population and early retirement programs, South Carolina is comparable to other states in needing additional teachers to meet future needs. Accompanying this is an increase in the number of children in P-12 schools across the country. Additionally, innovations to improve P-12 education are focusing on the need to reduce class size. With mandates to provide education for children with special needs, there is a need for more educators to serve this population. Across the country, there is a shortage of mathematics teachers, science teachers outside of general science/biology, and special education. Looking at the number of graduates and students enrolled, this same trend is reflected in South Carolina. Lastly, with changing demographics in the United States, there is a shortage of teachers who represent diversity, especially racial diversity. There is a tremendous influx of students who do not speak English and a demand for teachers who have English as a second language training. South Carolina will face this need, if it already hasn't, in the near future. It would appear that the 11 institutions preparing educators have the capacity to meet the general needs of South Carolina for the future. Almost all institutions have programs of low enrollment that could accommodate additional students. However, a mechanism for increasing the number of graduates who choose to enter the classroom will be needed to meet the increasing demand for new teachers. The one area where the state may not be prepared is in teachers who speak a second language.

INSTITUTIONS OFFERING EDUCATION PROGRAMS

The eleven public institutions offering teacher education programs can be further described as either being research or comprehensive institutions.

Research Institutions, (institutions that focus on research activities, producing new knowledge, and provide the majority of terminal degree programming in the State):

1. Clemson University
2. University of South Carolina-Columbia

Comprehensive Institutions, (institutions that provide the breadth of degrees and focus on the applied arts and sciences and the professions, and do not offer terminal doctoral degree programs, with one exception):

1. College of Charleston
2. The Citadel
3. Coastal Carolina University
4. Frances Marion University
5. Lander University
6. South Carolina State University *
7. University of South Carolina-Aiken
8. University of South Carolina-Spartanburg
9. Winthrop University

* offers Ed.D. degree in Educational Administration

FINDINGS: PROGRAM QUALITY AND EFFICIENCY

As a result of visits to the eleven South Carolina public institutions, the visiting NCATE Board of Examiners teams prepared reports as did the Commission on Higher Education consultants. From this intensive review of teacher education programs, several generalizations can be made that speak to the quality and efficiency of the programs in education throughout the state. More specifically, there are patterns of strengths as well as conditions needing attention. The overall mission/vision in education as designed and in operation throughout the State is excellent. The mission of providing quality teacher preparation to meet the needs of the area served by each institution was consistent. Requiring that each institution participate in the joint CHE/NCATE/ SDE evaluation/accreditation process forced institutions to examine their programs and make changes to meet the standards. As a result, a common language has been translated across all campuses resulting in increased awareness and attention to performance standards. The implementation of the teacher induction program, Assisting, Developing, and Evaluation of Professional Teaching (ADEPT), has also made a major impact on performance assessment. To

move programs from being "good" and "consistent" to very good or excellent, some changes will need to occur. There is a need to move vision to systematic and consistent application and translation into practice. For example, almost every institution has undergone an extensive review of its conceptual framework/knowledge base and made significant changes in its programs based on the conceptual framework. However, this is not applied evenly across the curriculum of all programs and in many cases, has just been implemented and it cannot be fully assessed until students have gone through the program from beginning to end. While the State's NCATE initiative is cutting edge, it takes time and resources to support change and to ensure that the change becomes routine and systematic. The slower pace of change is fairly typical across the nation and should not be viewed with alarm in South Carolina. The reality is that change takes time.

STATEWIDE GENERALIZATIONS AND CONCERNS WITH RECOMMENDATIONS

There were a number of features that were observed on nearly all or most of the campuses visited and are presented here as generalizations that need to be addressed.

1. The application of the conceptual framework (the rationale and organizing principles that guide the development of the curriculum for professional education including the categorization of knowledge) is uneven at nearly all the institutions visited. As evidenced in seven of the eleven reports filed, the NCATE standard addressing the implementation and integration of the framework for education was passed with weaknesses. In several institutions, there was a problem of not infusing the conceptual framework into the advanced (graduate) degree programs. Because the framework defines the educational unit and establishes the context for its own assessment, attention should be paid to the manner in which the conceptual framework is incorporated into the curriculum. The consistent infusion of the conceptual framework across the curriculum is not unique to South Carolina. With the development and infusion of the conceptual framework being of the utmost importance for all programs in the unit, institutions throughout the United States have spent a great deal of energy reviewing, revising, and implementing their conceptual model.

   Recommendations:

   i. Institutions who were identified as having a weakness in the infusion of the conceptual framework across the curriculum will be required to address this weakness and report to NCATE how they have taken steps to remedy this weakness. At the time of the NCATE Continuing Accreditation visit, the visiting team will seek evidence of how the weakness has been removed. These institutions should be addressing this weakness now.

   ii. A workshop sponsored by either the Commission or the State Department of Education bringing together the key persons from each campus focusing on the conceptual framework and problems associated with infusing it across the curriculum

would be another way to attack this issue. Inviting someone from NCATE or a person they recommend to conduct the workshop would provide a broader perspective for the participants.

2. There is a lack of diversity by race and ethnicity in faculties and students, excepting at South Carolina State University (and at Francis Marion in terms of students). The NCATE standard that addresses the composition of faculty was reported as not met or met with weaknesses at seven of the eleven institutions. In terms of the composition of students, the associated NCATE standard was reported as not met or met with weakness at six of the eleven institutions. Having diversity in the faculty and the students in the education program ensures a broader view of the discipline and the inclusion of multiple voices. Exposure in a diverse setting challenges those in the environment to become more comfortable in diverse settings. Again, this is not a problem unique only to South Carolina. It is a problem in many institutions across the United States. With changing demographics of the United States in terms of race and ethnicity, it is important that teacher preparation programs also reflect this diversity.

Recommendations:

i. Individual institutions and teacher education units need to be more proactive in recruiting diversity among students and faculty. Although institutions have a recruiting plan, the education unit also needs to have a plan and strategy for recruiting diversity. The best recruiting done on most campuses is by the athletic teams. Studying how they plan and approach recruitment might be helpful in developing the teacher education unit plan.

ii. Teacher Education units at individual institutions need to develop closer ties to P-12 schools and make special efforts to encourage and recruit qualified minority students. Partnering with the South Carolina Center for Teacher Recruitment's Teacher Cadet Program is a step in the right direction for institutions to take. The establishment of a Future Educators Club with students and faculty serving as mentors has also been successful in recruiting students of diversity.

iii. Teacher Education units at individual institutions that work with the P-12 schools can identify outstanding minority teachers and encourage them to pursue graduate studies. Again, faculty serving as mentors for these teachers has proven to be successful at other institutions. It may also be necessary to provide incentives to these minority P-12 teachers in the recruiting process. Scholarships, graduate assistantships, loan forgiveness, etc. are common ways other institutions provide incentives. South Carolina's teacher loan program currently provides loans to teachers if their graduate degree leads to a new area of certification. The state should explore ways to expand this program to assist minority teachers in seeking graduate degrees in their teaching field.

iv. At the state level, a special task force to address the problem should be assembled to involve stakeholders and policy makers in developing a plan. This is an approach that has been taken in other states. Since this is a statewide problem, leadership from the Commission on Higher Education to establish such a task force would highlight the seriousness of the problem and a desire to seek solutions.

v. In terms of increasing the diversity of faculty, special incentives and commitment from administrators and faculty to seek out qualified faculty candidates personally has proven successful in some cases. In addition to putting faculty position announcements in appropriate publications, visits by administrators to campuses where they personally meet prospective candidates face to face provides an opportunity to "sell" the institution to the candidate. Attractive materials that are left with the candidate and put forth the best features of the institution and the teacher education program are also a must. Follow-up phone calls to candidates, particularly from other minority faculty, also help candidates to know they are wanted by the institution and the unit.

vi. Many institutions, and some in South Carolina as well, are using a strategy of "growing their own" in dealing with the faculty diversity issue. In some instances, outstanding minority teachers are identified and recruited to participate in a program whereby the institution assisted the candidate with financial support in order to obtain an advanced degree. The candidates' commitment is to agree to return to the campus as a faculty member for a specified number of years after the candidate has earned the advanced degree.

3. Faculty scholarship was uneven as measured by the review of faculty vita; more attention needs to be placed on defining the role and purpose of faculty scholarship, particularly for faculty teaching in advanced and terminal degree programs. Also in this regard, the term "graduate faculty member" needs to be defined and clear criteria for appointment and recognition of graduate faculty be established. For example, in some institutions a new hire with a terminal degree was automatically designated as a member of the graduate faculty, while at other institutions the faculty member was required to demonstrate a level of scholarly activity that goes beyond the terminal degree to earn the graduate faculty distinction.

Recommendations:

i. Professional development plans for each individual faculty member including goals for scholarly activities should be implemented and tied to the faculty evaluation process. Administrators reviewing the plans need to help the faculty member achieve those goals by supporting the proposed endeavors. Financial resources must be made available to assist the faculty member in increasing his/her scholarly activities.

Business and industry dedicate a great deal of financial support to professional development while typically those in education have small amounts available. Each teacher education unit needs to have a reasonable amount of money dedicated to professional development.

ii. All faculty should be expected to engage in scholarly activities each year. This does not mean that teaching and service should be given less priority. To be an outstanding teacher or provider of service, faculty members must be current in their academic expertise. Scholarly activity does not necessarily mean research and publication, but it can take on many different characteristics. However, each teacher education unit needs to identify what scholarly activities mean to the unit and faculty should be active participants in determining this policy

iii. Workshops on special topics such as using technology as a teaching resource need to be provided continually for faculty members. Topics need to be identified by teacher education faculty along with administrators. Funds must be made available to bring the necessary expertise to the campus to conduct the workshops and time must be made available for faculty members to engage in the workshops. South Carolina has two Centers of Excellence that focus on educational technology and their expertise should be utilized in this process.

iv. It is important to help new, young faculty members develop a scholarly agenda and support them with mentors and other resources. Frequently, new faculty members are given a heavy teaching load and duties that others do not want to do. These duties leave new faculty with little time to develop their scholarly activities agenda. It is recommended that each new faculty member be assigned to a mentor who is an outstanding faculty member and committed to helping others. Most new faculty members need someone to guide them and help them.

v. The term graduate faculty means different things to different people and this presents a concern that must be addressed. There needs to be agreement on what the qualifications for graduate faculty membership are across the campuses. The appointment of a system-wide group with representatives from each campus should develop guidelines for appointment to and recognition of graduate faculty. Development of consistent terminology and policy would help alleviate this concern. The committee should be encouraged to examine other graduate institutions outside of South Carolina to obtain a better sense of what is taking place nationally.

4. A high number of professional development and contract courses are being offered by various campuses without the provision of consistent guidelines for use of these courses with regard to application to degree credit and re-certification. Additionally, an unevenness in the criteria used to determine who should teach the courses was found across the institutions. The purposes of graduate level courses as part of a graduate degree and the purposes of courses designed to help a classroom teacher on a specific topic are quite different. Further complicating this issue is who teaches the course. Across the country, graduate colleges

have firm guidelines in regard to who can teach classes offered for graduate credit and what the academic expectations are for these courses. The problem arises when classroom teachers or schools identify a special topic/issue they wish to address through higher education courses. Almost without exception, P-12 teachers want credit for their involvement. In many cases, P-12 teachers have already identified one of their group to be the instructor and the course is to be taught in the school, not on a higher education campus. Further exacerbating the issue is that contract courses are frequently viewed by some units as their source of extra income. When contract courses used for professional development or re-certification are counted as part of a graduate degree program, credibility can be an issue. The question arises whether the courses are the equivalent of courses taken on campus that are taught by graduate-level faculty and whether these course have the same expectations for rigor and scholarship.

Recommendations:

i. In some states, courses specifically designated for P-12 professional development carry a special number for transcripts. An explanation is placed on the transcript describing what the specific numbers mean for courses which carry this designation. Included in the description it is stated that these courses may not be used for graduate programs at that institution. This alerts other institutions when a transcript is presented by a student seeking admission to a graduate degree program. The Commission on Higher Education has established a policy that requires public institutions to adopt a course identifier to distinguish professional development courses. This policy should be expanded to all institutions with teacher education programs.

ii. The use of Continuing Education Units (CEU) has been employed by some states as a way to deal with this issue. Continuing education units are awarded to participants based on established criteria. Most center around how much time the student is involved in instruction. CEU's may not be used for graduate programs, but they can be used for salary purposes and renewal of certificate in some cases. The use of CEU's should be part of the work agenda for the Commission's Graduate Teacher Education Task Force which could look into how CEUs may be used by P-12 teachers.

iii. Graduate Deans in the eleven public institutions have probably already identified this issue. If specific guidelines have not been developed regarding professional development/contract courses, then it would be prudent to do so. If the guidelines have been developed, then one would have to question why there is such inconsistent use of them in these courses.

iv. Of course there is always the option to declare that any course developed as a professional development/contract course for a specific topic/issue by a school is not eligible for graduate credit and may not be used in graduate degree programs. Such

courses could receive continuing education credits or credit that has been identified on transcripts as not eligible for use in degree programs.

5. Graduate level courses were not consistently difficult across the institutions. While M.A.T., M.Ed., and M.A. degree programs might be offered at the same institution, there was an unevenness with the way curriculum and programs were designed and implemented with little attention given to ensure the continuity of learning, i.e., to build upon and extend prior knowledge and experiences. There was a general lack of enhancing competencies and depth of research course work and application at the M.Ed. degree level. At some institutions, M.A.T. candidates were enrolled in courses with M.Ed. and M.A. degree candidates.

   Recommendations:

   i. All institutions involved in graduate level programs should ensure that all students receive instruction in research and require students to conduct research based on knowledge obtained in the course.

   ii. Graduate policies and practices need to be clarified in regard to the relationship of M.A.T., M.Ed., and M.A. degree programs and required course work. M.A.T. courses need to be differentiated from undergraduate courses and also from courses in the M.Ed. and M.A. degree programs.

6. There is a need for professional development for faculty in the use of instructional technology. Computers are available on campuses, and faculty in most cases have been provided a computer for their offices. However, there is currently a void in how to use technology as a learning tool and incorporate technology into the faculty's classroom instruction. In-service has been provided to help faculty members learn how to use the computer personally for word processing, spread sheets, etc. but training needs to go beyond the personal use of the computer. Furthermore, candidates in the programs need to learn not just how to use the computer, but also how to effectively incorporate a variety of technologies into classroom instruction.

   Recommendation:

   i. Additional resources need to be provided to each teacher education unit to conduct professional development activities for its faculty on how to incorporate technology into the teaching-learning process. If the faculty know how to use the technology to enhance instruction, they will model its use for candidates in the teacher preparation programs and help candidates learn to use technology as well.

7. Professional Development Schools have been identified as holding promise for integrating campus course work with the world of the practitioner. Several teacher education programs are either starting to work with local P-12 schools or thinking about developing a

Professional Development School agreement with P-12 schools. The movement is one that should be examined for all institutions that prepare educators.

Recommendations:

i. The Commission should bring together a group to explore the potential of expanding the number of Professional Development Schools and to develop some clear definitions and policies taking into consideration national standards and guidelines.

ii. Encourage the development of the Professional Development School concept by providing financial resources to support the cultivation of Professional Development Schools at the institutions. Such support should assist the PDS effort of the S.C. Department of Education's Teacher Quality Grant which is attempting to expand the PDS network in the State.

8. There is a general lack of funding and support for faculty development and professional development opportunities across the institutions. In some cases, there was a small amount identified in the unit budget for faculty development. Business and industry devote a great deal of their financial resources to promote the development of their employees. Education also needs resources and support to assist the faculty to keep current and abreast of new research and instructional strategies. A good example is the use of technology already identified in number six above.

Recommendations:

i. Efforts need to be made to request additional funding for faculty development and professional development opportunities for each of the eleven institutions' teacher education units.

ii. Each teacher education unit should submit a request of its needs to its administration with a plan detailing the purposes, goals, outcomes of the faculty development plan, and a budget for funding.

9. Although not a concern, we would be remiss if we didn't comment on the need to continue support for performance assessment driven by ADEPT, accreditation, and performance assessment.

Recommendation:

i. Continued support should be provided including financial assistance for training, evaluation, and upgrading for performance assessment driven by ADEPT, accreditation, and performance.

UNIQUE CHARACTERISTICS AND STRENGTHS

All eleven institutions exhibited the following:

1. Caring faculties who are:

    - available to all students
    - extremely busy
    - committed to the point that at times they are overextended
    - teaching heavy loads and going beyond what is expected
    - continually demonstrating a high commitment to the teaching-learning process
    - student-centered and held in high esteem by students

2. Institutions demonstrated commitment to enhance collaboration with P-12 school personnel and with higher education discipline areas as measured by good collegial relations. In most institutions, there was a high level of cooperation with local P-12 schools and those in the area they serve. Examples include providing consultative services, conducting workshops, special activities for students, jointly researching a particular problem, etc. There is the capacity among education faculty to provide additional collaboration as requested by districts and school personnel.

3. There were good relations throughout the individual institutions as well as external to the institutions that promote appropriate discipline pedagogy and curricular growth. This was particularly in evidence between education faculty and faculty in other disciplines represented in arts and science colleges. Smaller institutions have the advantage of faculty working together in a variety of ways without a formal process to insure communication. At the smaller institutions, the working relationships between the subject matter faculty such as English, Social Science, Mathematics, Science, etc. in developing the conceptual framework and also the curriculum for programs was exceptional. This, of course, is highly desirable, and one would hope that it will continue and even develop further. The larger the institution, the more difficult it is to maintain a high level of collaboration and communication.

4. All institutions exhibited a commitment to accountability and quality education. From the top campus administrator through each unit and individual faculty member, providing a quality education and educational experience was a high priority. Administrators and faculty were highly concerned about being accountable for academic programs and the college experience. Students, graduates, and those who employed graduates were all complimentary toward the teacher education unit and felt the students were obtaining a quality education.

5. There is a growing interest in new preparation models to prepare professional educators. The exploration of starting Professional Development Schools at some institutions is noteworthy.

6. A number of institutions have expressed an interest in exploring the infusion of standards of the National Board for Professional Teacher Standards into their graduate level programs.

ANALYSIS AND NEEDLESS DUPLICATION

Nearly every one of the eleven public institutions offers a program in elementary education as well as selected programs in secondary education. Analysis of the programs found no needless duplication. Given the numbers of teachers hired annually along with the number who leave teaching in the State, there is a need to offer both elementary and secondary teacher education programs throughout the State. In terms of graduate level programs, several institutions have voluntarily eliminated programs (e.g., Winthrop University eliminated its Ed.S. in Curriculum and Instruction with emphasis in elementary education, secondary education, and special education due to low enrollment). In other cases, the Commission on Higher Education consultants have made curricular and other programmatic recommendations concerning advanced programs, but none have been recommended for elimination. In still other cases, some institutions have discontinued initial certification programs that have not met national content standards. It is believed that all of the existing programs are meeting the needs of the State and serve a role in the continued preparation of educational personnel for South Carolina.

SUMMARY OF INSTITUTIONS AND SPECIFIC PROGRAMS

United States Secretary of Education Richard Riley reported to the nation in 1999 that over 2.2 million new teachers would be needed in the next ten years to meet the demands created by P-12 schools. In sounding this alarm, Secretary Riley also emphasized the need for accountability and standards in teacher preparation programs to ensure that quality educators were available to teach American's children. There are already reported shortages of qualified teachers in a number of areas. Attempts to implement "quick fixes" to secure bodies to place in the classroom are emerging across the country. The United States has gone through previous shortages where emergency teaching certificates were granted to almost anyone who had a desire to teach with little formal preparation. Short cuts to teacher preparation have been presented and there are those who believe anybody can teach, and therefore no formal professional educational preparation is necessary. Such attempts to by-pass professional preparation and certification for teachers of our children seem incredulous when hairdressers, beauticians, and even garbage disposal workers require a license. H.L. Menken has been quoted as saying, "for every complex problem there is a simple solution --- and it is almost always wrong!" The State of South Carolina is to be commended for its national leadership in seeking to ensure success in meeting the critical needs for large numbers of quality teachers to educate the youth of South Carolina.

As has been stated previously, the eleven public institutions in South Carolina who have teacher preparation programs have undergone extensive evaluation and review. After the visits and reports of the eleven institutions were conducted, the Commission of Higher Education consultants met as a group to review the reports of each institution and write this final report. Based on that review, the following summary was developed in regard to the status of teacher preparation programs in South Carolina.

The overall quality and development of undergraduate and graduate programs in the State of South Carolina is adequate and the needs of South Carolina are being met by the institutions. As stated previously, there is a need for greater diversity in faculty and students. With changing demographics in terms of race and ethnicity, there is also a need for teachers who can speak another language to deal with students who have English as a second language. This is not just an issue in South Carolina but throughout the United States. Demographers point out how the country is changing in terms of race and ethnicity and South Carolina will be faced with the same issue of educating foreign students who speak no English just as other states are already facing.

Obviously, there are many variables that enter into the programs at each of the eleven institutions. One of the purposes of any evaluation process is to have an outside group look at programs with an objective perspective. The NCATE process has been good for each teacher education unit. While preparing their self-study and providing evidence on how they meet the twenty NCATE standards, teacher education units realized there were some gaps that needed to be taken care of. The explanation of the conceptual framework and knowledge base in particular required each institution to examine what they were doing, how it related to relevant research and practice, and make necessary modifications. **Without a doubt, participating in the joint accreditation process with NCATE, CHE, and the SDE has been beneficial to the State of South Carolina in that teacher education programs in the eleven public institutions were forced to demonstrate how they were being accountable and meeting the standards. It should be of benefit for citizens of South Carolina to know that teacher education programs have undergone a stringent accreditation process at both the national and State level.**

All of the institutions are committed to providing quality teacher preparation programs to serve the schools and youth of the State. By going through the required self-examination process, institutions made some major changes. In several institutions, it was determined that some programs could be dropped or reorganized within other programs. In all cases, the consultants agreed with this analysis.

It is the hope of the consultants that this first round of evaluation will provide an excellent foundation on which to continually build and strengthen programs. As such, the reports and visits should be viewed as the initial step in an on-going evaluation process with follow-up to see how each institution builds upon the reports.

PROGRAM SUMMARY OF EACH OF THE ELEVEN PUBLIC INSTITUTIONS

A summary report on each of the eleven public institutions that has a teacher preparation unit is listed below. The report includes all of the education programs offered, the degree designation for each program, the options/concentrations for each program, and recommendations. We present this report by the CHE consultants for each individual institution. Following the full CHE report, there is included a summary of the recommendations of the National Council for the Accreditation of Teacher Education (NCATE) for the basic (undergraduate) and advanced (graduate) programs, the recommendation of the consultants who reviewed those programs not

included in the folio review process of NCATE, and also a report on the South Carolina Commission on Higher Education program productivity standards **(Appendix 2).**

THE CITADEL

Program	Degree	Concentration	Recommendation
Educational Leadership	M.Ed.	Secondary. Sch. Admin.	Probation
		Elementary. Sch. Admin.	Probation
Educational Leadership	Ed.S.	Superintendent	Probation
Student Counseling & Pers.	M.Ed.	Elementary Sch. Counselor	Probation
		Secondary. Sch. Counselor	Probation
		Clinical Counselor. Ed.	Probation
Secondary Education BS		Science/Biology	Probation
		Social Studies	Probation
		Mathematics	Probation
		English	Probation
	M.A.T.	Social Studies	Probation
		Math	Probation
		Biology	Probation
		English	Probation
Math. Teacher Ed.	M.A.Ed.		Probation
Physical Education	B.S.		Probation
	M.Ed.		Probation
Reading Education	M.Ed.		Probation
Social Science Tch. Ed.	M.A.Ed.		Probation
Biology Teacher. Ed.	M.A.Ed.		Probation
School Psychology	M.Ed.		Probation
	Ed.S.	Eval./Res.	Probation

Note: All programs are on probation/provisional status due to NCATE's placing the Unit on probation. Once the unit probation is lifted, then the status of each program will be measured against 1) approval by the learned societies, CHE consultants, and SDE and 2) compliance with CHE productivity standards.

The Citadel was granted initial NCATE accreditation in 1990 for all teacher education programs. Five specific weaknesses were cited at that time. A Continuing Accreditation visit was conducted by NCATE, November 8-12, 1997. Ten weaknesses were identified at that time and as a result the Accreditation Report of the NCATE Unit Accreditation Board (March, 1998) stated that continuing accreditation with probation be granted at the initial preparation and advanced levels. NCATE requires that an accreditation visit take place within two years to continue accreditation beyond this two-year period. Therefore, an initial accreditation visit was conducted by an NCATE Board of Examiners team February 19-23, 1999.

The weaknesses identified in the BOE team's report are noted below. It should be noted that this report has not been acted upon by NCATE's Unit Accreditation Board. Until the UAB meets and makes recommendations regarding this report, all findings are preliminary. The report shows all standards met except Standard 1.F Advanced Studies. Additionally, six weaknesses were reported by the team as follows: **(1)** there is no assessment plan for continual and systematic evaluation of the School Psychology conceptual framework in the Department of Psychology; **(2)** experiences and course work in general studies are not assessed, monitored, or required for candidates in the M.A.T. initial program; **(3)** not all content area programs at the initial level have effectively utilized the standards of specialty organizations in curriculum development; **(4)** there is insufficient advanced-level pedagogy in the Master of Arts in Education for the areas of Mathematics and Biology; **(5)** four of the six content area programs at the advanced level have not effectively utilized the standards for specialty organizations in curriculum development; and **(6)** candidates and members of the professional community outside the Unit are not regular participants in the Unit's policy making and/or advisory bodies at the initial level.

The consultant for the Commission on Higher Education served as a member of the BOE team, reviewed programs that were not part of the NCATE curriculum folio process, and also applied the Commission's Program Productivity Standards to all programs at The Citadel. Programs reviewed by the consultant that were not part of the NCATE Folio process were: **(1)** M.A.Ed. Mathematics Teacher Education; **(2)** M.A.Ed. Social Science Education; and **(3)** M.A.Ed. Biology Teacher Education. The M.A.Ed. Mathematics and M.A.Ed. Biology programs meet the Commission Program Productivity Standards criteria in one of the areas (number of degrees awarded). A weakness for the M.A.Ed. Biology program was identified in that there is no contemporary methods of teaching science (pedagogy) course which includes designing curriculum for secondary students. A weakness in the M.A.Ed. Mathematics program was identified in that all students were not required to take the Mathematics methods and Mathematics Technology in the Classroom courses. The M.A.Ed. Social Sciences Degree does not meet the Commission on Higher Education's Program Productivity Standards in any of the three areas (4.1 majors, 2.0 degrees awarded, no service hours reported). The program also suffers from low enrollment.

RECOMMENDATIONS/FINDINGS FOR THE CITADEL

1. Since The Citadel was granted accreditation with probation by the NCATE Unit Accreditation Board following the 1997 visit, all programs at The Citadel are on probation until removed from probation. A decision by the Unit Accreditation Board (UAB) of NCATE on the 1999 BOE accreditation visit has not been rendered at the time of this report so all programs must be provisional/probationary. The UAB decision will be made in October 2000.

2. All programs, with the exception of the M.A.Ed. degree in Social Science, meet the South Carolina Commission on Higher Education's Program Productivity Standards criteria.

3. The M.A.Ed. degree in Social Science suffers from low enrollment and the program should be placed on provisional/probationary status with a rigorous internal review undertaken to investigate why there is such low enrollment in the program. A plan should be developed from this review to enhance enrollment in the program. If the number of enrollments cannot be improved within two years, it will be difficult to continue the program either effectively or efficiently and it should be terminated.

4. The M.A.Ed. Mathematics Teacher Education degree program should require all students in teacher education to take the Mathematics Methods and Mathematics Technology in the Classroom courses. The Citadel should require these courses as soon as possible.

5. A contemporary methods for teaching science (pedagogy) course, including designing curriculum materials for students should be included in the M.A.Ed. Biology degree program and required of all teacher education students. The Citadel should add this course into the curriculum as soon as possible.

CLEMSON UNIVERSITY

Program	Degree	Concentration	Recommendation
Curriculum & Inst.	Ph.D.	Elementary Education	Probation
		Secondary Education	Probation
		Reading	Probation
		Special Education	Probation
Adm. & Superv.	M.Ed.		Probation
Adm. & Superv.	Ed.S.		Probation
Educ. Leadership	Ph.D.		Probation
Special Education	B.A.		Probation
Special Education	M.Ed.		Probation
Counsel. & Guidance	M.A.		Probation
	M.Ed.	Elementary Schooling	Probation
		Secondary Schooling	Probation
		Postsecondary Guidance	Probation
		Voc/Comm Agency	Probation
Elem. Education	B.A.		Probation
Elem. Education	M.Ed.		Probation
Early Childhood Ed.	B.A.		Probation
Secondary Education	B.A.	English	Probation
		Modern Language	Probation
		History/Geography	Probation
		Math	Probation
		Psychology/Sociology	Probation
		Political Science/Economics	Probation
Secondary Education	M.Ed.	English	Probation
		History/Geography	Probation
		Mathematics	Probation
		Natural Sciences	Probation
Agricultural Education	B.S.		Probation
Agricultural Education	M.Ag.Ed.		Probation
Industrial Education	B.S.	Vocational Teacher Ed.	Probation
Industrial Education	M.I.N.Ed.		Probation
Mathematics Teaching	B.S.		Probation
Reading	M.Ed.		Probation
Science Teaching	B.S.	Biology	Probation
		Earth Science	Probation
		Physical Science	Probation
Voc. & Tech. Educ.	Ed.D.		Probation

Note: All programs must be on probation/provisional status due to NCATE's placing the Unit on probation. Once the unit probation is lifted, then the status of each program will be measured against 1) approval by the learned societies, CHE consultants, and SDE and 2) compliance with CHE productivity standards.

A Continuing Accreditation Visit conducted by an NCATE Board of Examiners took place April 10-14, 1999. Eight weaknesses were identified by the Board of Examiners and as a result of the Accreditation Report the NCATE Unit Accreditation Board (October 11-16, 1999) granted Clemson University continuing accreditation with probation at the initial teacher preparation and advanced levels. NCATE polices require that the probationary status shall continue for two years and for the institution to achieve full accreditation they must undergo a full initial accreditation visit by 2001. Clemson will host such a visit by an NCATE Board of Examiners team in November, 2000.

Weaknesses identified by the UAB report were as follows: **(1)** there is no requirement for each candidate to participate in field experiences with culturally diverse populations; **(2)** the unit does not have a clearly stated, coherent conceptual framework that is fully understood, evaluated, and shared with students, faculty, and public school personnel; **(3)** several initial level programs are not in compliance with the guidelines and standards of specialty organizations; **(4)** there is no assurance that candidates acquire knowledge about, sensitivity to, or practice in creating instructional opportunities for learners from diverse cultural backgrounds; **(5)** several advanced level programs are not in compliance with the guidelines and standards of specialty organizations; **(6)** collaboration among education, content area, and agricultural faculty is limited; **(7)** the unit does not have a written plan to recruit, admit, and retain a diverse student body; **(8)** the unit has no formalized plan for hiring and retaining a diverse faculty.

The consultant for the Commission of Higher Education served as a member of the Board of Examiners Team fully participating in the decision making process. The consultant also reviewed programs that were not part of the NCATE curriculum folio process and applied the Commission's Program Productivity Standards criteria to all programs at Clemson University. Programs reviewed by the consultant and their analysis are as follows:

Master of Agricultural Education: Because it meets a specialized need in the state; this program should be continued contingent upon the immediate allocation of at least one additional faculty position to Agricultural Education. Until such time as this occurs, it is recommended that the program be placed on probation. A study of faculty workloads should be undertaken to determine what additional resources are needed to support the program adequately.

Master of Education in Elementary Education: This program should be continued with full approval once probation of the unit is lifted as it is meeting a specialized need in the service area. However, the apparent trend toward fewer enrollments each year should not be ignored. The unit should develop a plan to maintain a viable level of enrollments and special attention should be given to the recruitment, retention, and graduation of minority candidates. Faculty in Curriculum and Instruction who participate in the program should also be encouraged to increase their scholarly productivity and incentives should be provided to assist in this endeavor.

Master of Education in Secondary Education: This program should be continued with full approval once probation of the unit is lifted but a plan must be developed to recruit, retain, and graduate more minority students in each area of concentration. Consideration should be given to adding a second faculty member specialist in each of the four content areas.

Master of Industrial Education: It is recommended that this program be continued with full approval once probation of the unit is lifted. The output of the program has been stable and consistent and meets State needs in a deserving fashion. It is suggested that efforts be made to recruit, retain, and graduate a larger number of minority students.

Doctor of Education in Vocational-Technical Education: This program should be continued with full approval once probation of the unit is lifted as it is meeting a rather unique need in the State. However, a comprehensive needs assessment should be undertaken to determine optimum size of the program and steps need to be developed to adjust operations, if indicated. An internal study should also be undertaken to develop a more feasible and effective administrative support system that would help this interdisciplinary degree involving three colleges.

Doctor of Philosophy in Curriculum and Instruction: This program should be continued with full approval once probation of the unit is lifted as it is appropriate and necessary for a research university like Clemson. Faculty in Elementary Education should be encouraged to increase output of scholarly activities. The curriculum is broad and deep enough to deliver the competencies as designed. All ingredients for the success of the doctoral program are in place.

Doctor of Philosophy in Educational Leadership: This program should be continued with full approval once probation of the unit is lifted. It is staffed by a strong faculty and has a pool of high quality applicants each year. The number of faculty serving the program should be increased especially additional staff to improve gender and ethnic diversity. Additional graduate and research assistantships would result in more full-time students on campus, an important component in doctoral level programs. Finally, the unit should consider providing added support for the summer so more courses may be offered to assist students making progress toward completion of their degree program.

RECOMMENDATIONS/FINDINGS FOR CLEMSON UNIVERSITY

1. Since Clemson University was granted accreditation with probation by the NCATE Unit Accreditation Board following the April, 1999, visit, all programs at Clemson University are on probation until removed.

2. All programs meet the South Carolina Commission on Higher Education Program Productivity Standards criteria.

3. The seven advanced level programs not reviewed as part of the NCATE folio review process and therefore reviewed by the Commission on Higher Education consultant are of course on probation until such time as NCATE removes the probation. When that occurs, the recommendation is that all of the programs with the exception of the Master in Agricultural Education degree be continued. The Master of Agricultural Education degree should be a probationary program until at least one additional faculty member is hired.

4. Steps should be taken to maintain a viable level of enrollment in the M.Ed. in Elementary Education degree program and special attention should be given to the recruitment, admission, retention, and graduation of minority students. Faculty should be encouraged to increase their scholarly productivity with incentives provided.

5. The M.Ed. in Secondary Education program also needs to give attention to the recruitment, admission, retention, and graduation of minority students. Consideration should be given to adding a second faculty specialist in each of the four content areas of the degree.

6. The M.I.N.Ed. program needs to make special efforts to recruit, admit, retain, and graduate minority students.

7. A comprehensive internal study of the Doctor of Education in Vocational-Technical Education degree program needs to be undertaken to determine the optimum size and to find a more feasible and effective administrative support structure for this interdisciplinary program.

8. The Doctor of Philosophy in Educational Leadership degree program would benefit from additional staff to improve gender and ethnic diversity. Consideration should be given to offering more summer courses to assist students to make progress toward completion of their degrees.

COASTAL CAROLINA UNIVERSITY

Program	Degree	Concentration	Recommendation
Elementary Education	B.A.Ed.		Approval
	B.S.Ed.		Approval
Elementary Education	M.Ed.		Approval
Early Childhood Ed.	B.A.Ed.		Approval
	B.S.Ed.		Approval
Early Childhood Ed.	M.Ed.		Approval
Secondary Education	B.A.Ed.	Biology	Approval
		English	Approval
		Math	Approval
		Social Studies	Approval
		Music	Approval
		Art Studio	Approval
		French	Approval
		German	Approval
		Spanish	Approval
Secondary Education	B.S.Ed.	Biology	Approval
		English	Approval
		Math	Approval
		Social Studies	Approval
Secondary Education	M.Ed.	English	Approval
		Social Studies	Approval
		Natural Sciences	Approval
		Math	Approval
Physical Education	B.S.P.E.	Physical Education	Approval

An Initial Accreditation visit was conducted by the NCATE Board of Examiners on September 26-30, 1998 at Coastal Carolina University. At its March, 1999, meeting the NCATE Unit Accreditation Board reviewed the materials and reports for Coastal Carolina University and rendered the decision to accredit the teacher education unit at Coastal Carolina University at the initial teacher preparation and advanced levels.

The UAB's report noted that Standard I.H (Quality of Field Experiences) was not met at the advanced level and that Standard III.B (Composition of Faculty) was not met at both the initial and advanced levels. Additionally, weaknesses were identified by the UAB. Those weaknesses were: **(1)** at the initial level, the guidelines and standards of specialty organizations have not been used in developing programs in all content areas; **(2)** at the initial and advanced levels, students do not reflect the minimal cultural diversity; **(3)** the advanced programs do not require planned field experiences with systematic feedback to candidates; **(4)**; the unit does not have an explicit plan to recruit, admit, and retain a diverse student body in advanced programs; **(5)** the

unit does not have an explicit plan with adequate resources to recruit, hire, or retain a diverse faculty; **(6)** the faculty reflects minimal diversity.

The consultant for the Commission on Higher Education served as a member of the Board of Examiners Team fully participating in the decision making process. The consultant also reviewed two programs that were not part of the NCATE folio review process and applied the Commission's Program Productivity Standards for all programs at Coastal Carolina University. The consultant's report on programs reviewed that were not part of the NCATE folio process is as follows:

Master of Education in Elementary Education: The program should be continued with full approval as it is meeting the needs of the service area. There appears to be a trend toward fewer enrollments each year. It is recommended that a comprehensive internal study be undertaken looking at the demographics of the Waccamaw region in regard to the potential student population. A plan needs to be developed immediately to increase enrollments with special attention given to the recruitment, admission, retention, and graduation of minority students.

Master of Education in Secondary Education: The program should be continued with full approval as it is meeting the needs of the region it serves. It is recommended that an internal study be undertaken to reveal why the enrollments, number of graduates, and majors is so low (13 majors, 2 degrees awarded in five disciplines in five years), especially in the areas of mathematics, natural science, and social studies. Plans should be developed to recruit, admit, retain, and graduate more students, especially minority students, in the specialty areas. The unit should explore the use of distance learning to increase enrollments.

Applying the South Carolina Commission on Higher Education Program Productivity Standards criteria to all programs at Coastal Carolina University revealed that all teacher education programs met the requirements set forth by the Commission.

RECOMMENDATIONS/FINDINGS FOR COASTAL CAROLINA UNIVERSITY

1. Since Coastal Carolina was granted accreditation at the initial and advanced levels, it is recommended that all programs be fully approved.

2. Standard I.H (Quality of Field Experiences) at the advanced level and Standard III.B (Composition of Faculty) at both the initial and advanced levels must be dealt with by Coastal Carolina faculty and progress to correct them must be submitted in their annual reports to NCATE. This is also true for the eight weaknesses identified by the UAB report. It is recommended that Coastal Carolina University move as quickly as is feasible to remedy the not met standards and eight weaknesses that were identified.

3. All programs meet the South Carolina Commission on Higher Education Program Productivity Standards.

4. The two programs reviewed by the Commission consultant (since they were not part of the NCATE curriculum folio review), Master of Education Degree in Elementary Education and the Master of Education in Secondary Education Degree are recommended for full approval.

5. It is recommended that a comprehensive study be undertaken by Coastal Carolina University looking at the demographics and potential student population in the Waccamaw area. A plan needs to be developed to recruit, admit, retain, and graduate more students in both the Master of Education for Elementary Education and the Master of Education for Secondary Education Degrees. Special attention should be given to recruit, admit, retain, and graduate minority students.

6. It is recommended that the teacher education unit develop and implement a comprehensive plan to recruit, hire, and retain a diverse faculty.

7. It is recommended that the teacher education unit develop and implement a comprehensive plan to recruit, admit, retain, and graduate a diverse student body, especially in advanced programs.

COLLEGE OF CHARLESTON

Program	Degree	Concentration	Recommendation
Special Education	B.S.	Emotionally Handicapped	Approval
		Mentally Handicapped	Approval
		Learning Disabled	Approval
	A.B.	Emotionally Handicapped	Approval
		Mentally Handicapped	Approval
		Learning Disabled	Approval
Special Education	M.Ed.	Emotionally Handicapped	Probation*
		Learning Disabled	Probation*
		Mentally Disabled	Probation*
	M.A.T.	Emotionally Handicapped	Approval
		Learning Disabled	Approval
		Mentally Disabled	Approval
Elementary Ed.	B.S.		Approval
Elementary Ed.	M.Ed.		Probation *
	M.A.T.		Approval
Early Childhood	M.Ed.		Probation *
	M.A.T.		Approval
Physical Ed.	B.S.	Teaching	Approval
	A.B.	Teaching	Approval
German	B.A.	Teacher Ed.	Approval
	A.B.	Teacher Ed.	Approval
French	B.A.	Teacher Ed.	Approval
	A.B.	Teacher Ed	Approval
Spanish	B.A.	Teacher Ed	Approval
	A.B.	Teacher Ed	Approval
English	B.A.	Teacher Ed	Approval
	A.B.	Teacher Ed	Approval
Biology	B.A.	Teacher Ed	Approval
	B.S.	Teacher Ed	Approval
	A.B.	Teacher Ed	Approval
Mathematics	B.S.	Teacher Ed	Approval
	A.B.	Teacher Ed	Approval
Chemistry	B.A.	Teacher Ed	Approval
	B.S.	Teacher Ed	Approval
	A.B.	Teacher Ed	Approval
Physics	B.A.	Teacher Ed	Approval
	B.S.	Teacher Ed	Approval
History	B.A.	Teacher Ed	Approval
	A.B.	Teacher Ed	Approval

Pol. Science/Govt.	B.A.	Teacher Ed	Approval
	A.B.	Teacher Ed	Approval
Sociology	B.S.	Teacher Ed	Approval

Note: * Probationary due to NCATE's not accrediting the advanced level programs.

An Initial Accreditation visit was conducted by an NCATE Board of Examiners team on October 3-7, 1998. At its March 1999 meeting, the NCATE Unit Accreditation Board, after reviewing the material and reports, rendered a decision to deny accreditation to the School of Education at the initial teacher preparation and the advanced levels. Through the rejoinder process, the College of Charleston made a formal appeal to NCATE with supporting data. At the October, 1999 UAB meeting the appeal was heard resulting in a decision to accredit the School of Education at the initial teacher preparation level and deny accreditation to programs at the advanced level.

The UAB's report noted two standards not met at both the advanced level only (II.B Composition of Candidates and III.A Qualifications of Faculty). In addition, the following weaknesses were identified in the UAB report and apply to the advanced level unless indicated otherwise . Weaknesses identified were as follows: **(1)** the conceptual framework is not shared broadly with the professional education community and formal plans for the inclusion of the broader professional community in the evaluation of the conceptual framework have not yet been developed; **(2)** at the advanced level, the conceptual framework is unevenly integrated into the campus-based professional education curriculum and not integrated into the off-campus professional development courses; **(3)** the unit does not ensure that students have course work in the general education requirements which incorporates multicultural perspectives; **(4)** the professional development courses do not reflect the quality of instruction and rigor consistent with graduate level work; **(5)** there is no evidence of integration of the unit's conceptual framework into the professional development courses; **(6)** candidates for secondary certification at the initial level do not have sufficient field experience; **(7)** the governance structure of the unit does not include provisions for the systematic and continuous involvement by representatives of the broader professional community regarding their programs; **(8)** the governance structure is not formalized in institutional policy; **(9)** the unit has no explicit plan to recruit, admit, and retain a diverse student body; **(10)** enrollments do not represent sufficient cultural diversity; and **(11)** professional development course faculty are not held to the same criteria applied to other faculty who teach at the graduate level; **(12)** curriculum materials are limited and their location restricts access by faculty and office space for faculty is insufficient.

The consultant for the Commission on Higher Education served as a member of the Board of Examiners Team and participated fully in the decision making process. The consultant also reviewed the one program that was not part of the NCATE folio review process and applied the Commission's Program Productivity Standards criteria to all programs at the College of Charleston. The program reviewed by the consultant was the Master of Education degree in

Elementary Education. The number of faculty supporting the program is sufficient. The consultant's report indicates that the Master of Education program in Elementary Education met the Program Productivity Standards of the Commission and recommended that it be continued as it had sufficient enrollment and was meeting a need for the service area. Applying the Program Productivity Standards to all programs at the College of Charleston revealed that all programs met the criteria in at least one of the areas. However, several initial level programs were low on two of the criteria. These programs are listed below and these low enrollments are noted as areas of concern:

German B.A./AB.: This program awarded a five-year average of 0.4 degrees, an average of 1.8 majors, and 59.3 service hours.

French B.A/AB.: This program has a five-year average of 0.6 degrees, 7.5 majors, and 257.8 service hours.

Spanish B.A./A.B.: A five-year average of 2.0 degrees awarded, 9.2 majors, and 476.8 service hours were reported.

Mathematics B.S./A.B.: While this program had five-year average of 3.2 degrees and 12.6 majors, the number of majors is only 0.1 above the number required. Service hours reported were 674.

Chemistry B.A./B.S./A.B.: The five-year average of degrees awarded was 0.6, with only 2.3 major, and 259.1 service hours.

Physics B.A./BS/A.B.: The five-year average of degrees awarded was 0.0, with only 0.4 major, and 233.6 service hours.

Political Science and Government B.A/A.B.: Over the five years the average number of degrees awarded was 0.4, with 6.0 majors, and 225.3 service hours.

Sociology B.S./A.B.: This program awarded an average of 0.4 degrees over the five-year period 10.9 major, and 254.1 service hours.

RECOMMENDATIONS/FINDINGS FOR COLLEGE OF CHARLESTON

1. The College of Charleston was granted accreditation at the initial (undergraduate) level by NCATE in October, 1999. All initial preparation programs should be continued with full approval.

2. The two standards not met and the twelve weaknesses reported in the UAB report must be dealt with as required by NCATE and reported in the unit's annual reports. It is recommended that the College of Charleston move as quickly as it is feasible to remedy the two standards that were not met and the weaknesses identified by the UAB.

3. Although the M.Ed. degree in Special Education, the M.Ed. program in Elementary Education, and the M.Ed. program in Early Childhood Education were approved through the folio review process, these programs are to be placed on probation because NCATE denied accreditation at the advanced level. These programs will be placed on probation until the unit achieves accreditation at the advanced level by NCATE. A visit by an NCATE BOE team to the College of Charleston has been scheduled for December 2000 to review only the advanced level programs.

4. The one program not part of the NCATE folio review process and therefore reviewed by the Commission's consultant, the M.Ed. in Elementary Education, met the Commission's Program Productivity Standards and was recommended for continuation but it will have to remain on probationary status until the unit achieves accreditation from NCATE for the advanced level.

5. All programs met the South Carolina Commission on Higher Education Program Productivity Standards on at least one of the criteria as required. However, nine programs did not meet two of the criteria and should be closely monitored in the future for number of degrees awarded and the number of majors in the program. Plans should be devised to recruit and maintain students in these programs.

6. It is recommended that the teacher education unit establish implicit policy that addresses the acceptance of professional development course work for credit toward a gradate degree. The policy should include criteria that address the course rigor, course content, and the qualifications of instructors.

7. It is recommended that the unit develop a mechanism that ensures continued and consistent coordination among the Schools that offer course work associated with the programs in teacher preparation and the School of Education.

8. A permanent advisory board to the Dean should be implemented.

FRANCIS MARION UNIVERSITY

Program	Degree	Concentration	Recommendation
Special/Learn. Disab.	M.A.T.		Approval
	M.Ed.		Approval
Remediation	M.Ed.		Approval
Elementary Education	B.S.		Approval
Elementary Education	M.Ed.		Approval
Early Childhood Ed.	B.S.		Approval
Early Childhood Ed.	M.Ed.		Approval
Secondary Education	M.Ed.		Approval
Art Education	B.S.		Approval
French	B.A.	Teacher Education	Probation*
Spanish	B.A.	Teacher Education	Probation*
English	B.A.	Teacher Education	Approval
Biology	B.S.	Teacher Education	Approval
Mathematics	B.A.	Teacher Education	Approval
Mathematics	B.S.	Teacher Education	Approval
Chemistry	B.S.	Teacher Education	Approval
Applied Psychology	M.S.	School Psychology	Approval
History	B.A.	Teacher Education	Approval
Political Science and Govt.	B.A.	Teacher Education	Approval
Sociology	B.S.	Teacher Education	Approval

*The self-study for this program is in the rejoinder phase and has not been approved by the S.C. Department of Education

An Initial Accreditation visit was conducted by an NCATE Board of Examiners team on March 20-24, 1999. At its October 1999 meeting, the NCATE Unit Accreditation Board, after reviewing the material and reports, rendered a decision to accredit the Teacher Education Unit at Francis Marion University at the initial teacher preparation and advanced levels.

The UAB reported that Standards III.B (Composition of Faculty) and Standard IV.A (Governance and Accountability of Unit) were not met at both the initial and advanced levels. Additionally, three weaknesses were identified by the UAB report. Weaknesses identified were as follows: **(1)** the unit's Minority Recruitment Plan has not been fully implemented; **(2)** the unit does not have a culturally diverse faculty; **(3)** policies are not in place to ensure that the unit has sufficient authority to administer teacher education programs.

The consultant for the Commission of Higher Education served as a member of the Board of Examiners team and participated fully in the decision making process. The consultant also reviewed the three programs that were not part of the NCATE curriculum folio process and also

applied the Commission's Program Productivity Standards criteria to all programs in teacher education at Francis Marion University. Programs reviewed were as follows:

Master of Education in Elementary Education: The program should be continued with full approval as it is fulfilling a need for the University service area. The unit is encouraged to continue to find ways to support part-time students. The use of distance education to deliver instruction is a move in the right direction. It is recommended that ongoing faculty development be provided and that faculty be given time for preparation and adaptation of courses for delivery using distance education technology. The program meets the South Carolina Commission on Higher Education's Program Productivity Standards criteria.

Master of Education in Secondary Education (English, Mathematics, Social Studies, and Sciences (Biology, Chemistry, General Science): The program is recommended for continuation with full approval. The movement to the delivery of courses with distance education technology is encouraged and will benefit the part-time student. As distance education offerings are expanded, the institution is encouraged to assess the success of the offerings with particular emphasis on the impact made for students in rural locations. The program meets the South Carolina Commission on Higher Education's Program Productivity Standards criteria.

Master of Education in Remediation: It is recommended that the program be continued with full approval as it is meeting the needs of licensed teachers who wish to obtain advanced knowledge and skills to enhance their work for at-risk-children in rural settings. The program meets the South Carolina Commission on Higher Education's Program Productivity Standards criteria.

The Commission consultant applied the South Carolina Commission on Higher Education's Program Productivity Standards criteria to programs that were part of the NCATE curriculum folio process. All programs met the criteria in at least one of the three areas as required. However, several initial level programs and one at the advanced level were low on two of the criteria. These low enrollments are noted as areas of concern. These programs are as follows:

Art Education B.S.: The program awarded a five-year average of 3.6 degrees and had an average of 10.1 majors. No service hours were reported by the institution.

Early Childhood Education M.Ed.: An average of 5.0 service hours, 5.1 majors, and 6.2 degrees awarded was reported for the five-year period.

French B.A.: A five-year average of 31.2 service hours were reported but only 0.2 degrees were awarded and there was no accounting for the number of majors.*

Spanish B.A.: Data found a five-year average of 1.2 degrees awarded and 38.7 service hours. Data were not available for the number of majors.*

Biology B.A./B.S.: Data show a five-year average of 3.6 degrees awarded with 287.3 service hours. There was no accounting for the number of majors.*

Chemistry B.S.: The program has a five-year average of 134.4 service hours, but no record of majors or degrees were reported in that same time.*

History B.A.: The data show a five-year average 3.8 degrees awarded and service enrollments, but no record of majors was reported.*

Political Science and Government B.A.: The program has a five-year average of 2.2 degrees awarded and 195.1 serviceenrollments; there was no record of majors reported during this same time.*

Sociology B.A./B.S.: A five-year average of 1.6 degrees awarded and 136.6 service enrollments was reported; but there was no record of majors reported.*

* The institution was unable to separate education majors from discipline majors.

RECOMMENDATIONS/FINDINGS FOR FRANCIS MARION UNIVERSITY

1. Francis Marion University was granted accreditation by NCATE at both the initial teacher preparation and advanced levels. All programs should be continued with full approval.

2. The standards and weaknesses identified in the UAB report must be dealt with by Francis Marion and reported in their annual report to NCATE. It is recommended that Francis Marion move as quickly as possible to remedy the two standards and three weaknesses that were identified.

3. The three programs reviewed by the Commission's consultant that were not part of the NCATE curriculum folio review process are recommended for full approval and continuation. They are the Master of Education in Elementary Education degree; the Master of Education in Secondary Education degree; and the Master of Education in Remediation degree.

4. It is recommended that further use of distance education technology in the Master of Education Degrees in Elementary Education, Secondary Education and Remediation be supported to offer course work to part-time students, particularly those in rural areas. The institution is encouraged to assess the success of distance education and the impact on students.

5. It is recommended that Francis Marion University provide time to faculty for preparation and adaptation of courses for delivery using distance education technology.

6. All programs meet the South Carolina Commission on Higher Education Program Productivity Standards on at least one of the criteria. However, nine programs were low

on two of the criteria and should be monitored closely in the future for number of degrees awarded and the number of majors.

LANDER UNIVERSITY

Program	Degree	Concentration	Recommendation
Special Education	B.S.		Approval
Elementary Education	B.S.		Approval
Elementary Education	M.Ed.		Approval
Early Childhood	B.S.		Approval
Secondary Education	M.AT.	Art	Approval
		English	Approval
		Science	Approval
Music Education	B.M.Ed.	Instrumental	Approval
		Choral	Approval
		Keyboard	Approval
Physical Education	B.S.		Approval
Spanish	B.A.	Teacher Education	Approval
Mathematics	B.S.	Teacher Education	Approval
History	B.S.	Teacher Education	Approval
Political Science	B.S.	Teacher Education	Approval
Speech & Theater	B.A.	Teacher Education	Approval
Art, Visual Arts	B.A.	Teacher Education	Approval

An Initial Accreditation visit was conducted by an NCATE Board of Examiners team on March 27-31, 1999. At its October 1999 meeting, the NCATE Unit Accreditation Board, after reviewing the material and reports, rendered a decision to accredit the School of Education at Lander University at the initial teacher preparation and advanced levels. The UAB reported that all twenty standards were met at the appropriate levels. Four weaknesses were identified by the UAB report as follows: **(1)** the conceptual model is not evident in the instruments used to evaluate candidates; **(2)** not all faculty engage in research to the degree expected of teacher-scholars; **(3)** the diversity of faculty is limited; **(4)** resources for professional development are inadequate.

The consultant for the Commission on Higher Education served as a member of the Board of Examiners team and participated fully in the decision-making process. The consultant was also responsible for reviewing the one program (Master of Education in Elementary Education degree) that was not part of the NCATE curriculum folio review process. The consultant also applied the South Carolina Commission on Higher Education's Program Productivity Standards to all programs in teacher education at Lander University.

The review of the Masters in Education in Elementary Education program found a program that was in transition undergoing a number of changes. It is a quality program meeting the needs served by Lander. It has strong support from P-12 administrators in the area. In terms of program productivity, over a five-year period it awarded an average of 32.6 degrees and average 25.3 majors. The program meets the requirements of the Program Productivity Standards.

Eight weaknesses were identified by the Commission's consultant for the M.Ed. in Elementary Education as follows: **(1)** the conceptual framework is not integrated consistently across the program and it is not infused in all course syllabi and evaluation of students: **(2)** there is limited course work in research and the emphasis is on reading and review of research and there is a need for each student to learn how to design, conduct, and make application of research to the classroom setting; **(3)** field/clinical experiences are not consistent with the conceptual framework and infused throughout the curriculum; **(4)** the use of portfolios and journals is exemplary, except they are not integrated into the conceptual model; **(5)** admission standards are minimal, not everyone is clear on what is required for admission, and unit publications do not consistently convey the same information; **(6)** not all faculty engage in research to the degree expected of teacher-scholars in graduate programs; **(7)** currently the program is a set of courses and not an integrated program providing experiences and activities to enrich and expand what takes place in the classroom; **(8)** there is insufficient diversity in the composition of the faculty and student body.

The Commission's consultant applied the South Carolina Commission on Higher Education's Program Productivity Standards to all teacher education programs at Lander University. All programs met the criteria in at least one of the three areas. However, several initial level and two advanced level programs had low enrollments and these are noted as areas of concern. These programs are listed below:

Secondary Education M.A.T.: The average is 1.0 degrees awarded and an average of 6.9 majors over a five-year period. No service hours were reported.

Music Education B.M.Ed. : The average is 4.0 degrees awarded, an average of 16.3 majors, and an average of 67.0 service hours.

Spanish B.A.: Data on full-time and part-time enrollment figures could not be provided for majors in the program or degrees awarded. The degrees only for education were reported showing an average of 0.0 degrees awarded, an average of 0.0 majors, and an average of 45.2 service hours. The program only meets the Program Productivity Standards by the number of service hours provided.

Mathematics B.S.: Data on full-time and part-time enrollment could not be provided for majors in the program or degrees awarded. The data reported were only for education and revealed an average of 2.2 degrees awarded, an average of 0.0 majors, and 185.7 service hours generated. The program only meets the Program Productivity Standards by the number of service hours provided.

History B.S.: Data were not available as above. An average of 3.8 degrees were awarded, an average of 0.0 majors, and 69.2 service hours generated. The program only meets the Program Productivity Standards by the number of service hours provided.

Political Science B.A.: The only data that could be provided were for education where an average of 0.2 degrees were awarded, an average of 0.0 majors, and an average of 24.9 service hours generated. The program only meets the Program Productivity Standards by the number of service hours provided.

Speech and Theater B.A.: The only data provided were for education where an average of 0.2 degrees were awarded, an average of 0.0 majors, and 19.7 service hours were generated. The program only meets the Program Productivity Standards by the number of service hours provided.

Visual Arts B.A.: The only data available were for education where an average of 4.4 degrees were awarded, an average of 0.0 majors, and an average of 83.0 service hours generated. The standards are met only by the number of service hours provided.

RECOMMENDATIONS/FINDINGS FOR LANDER UNIVERSITY

1. Lander University was granted accreditation by NCATE at both the initial teacher preparation and advanced level in October, 1999. All programs are approved and should be continued with full approval.

2. The eight weaknesses identified in the UAB report must be dealt with by Lander and progress to correct them must be submitted in their annual reports to NCATE. It is recommended that Lander University move as quickly as possible to remedy the eight weaknesses that were identified.

3. The one program reviewed by the consultant since it was not part of the NCATE curriculum folio process (M.Ed. in Elementary Education) met the Commission on Higher Education's Program Productivity Standards and it is recommended for approval and continuation.

4. It is recommended that the teacher education unit at Lander take note of the eight weaknesses identified for the M.Ed. in Elementary Education degree and take steps that will address them as soon as possible.

5. All programs met at least one of the criteria presented in the South Carolina Commission on Higher Education's Program Productivity Standards. However, it should be noted that seven programs (Secondary Education, M.A.T.; Music Education, B.M.Ed.; Spanish/B.A.; Mathematics/B.S.; History/B.S.; Political Science/B.S.; Speech and Theater/B.A.; and Visual Arts/B.A.) suffer from a low number of majors and degrees awarded. It is recommended that these programs be monitored closely in the future for the number of majors and degrees awarded. The unit should develop a plan to increase and maintain enrollment in these disciplines.

SOUTH CAROLINA STATE UNIVERSITY

Program	Degree	Concentration	Recommendation
Educational Adm.	Ed.S.		Probation (1)
Educational Adm.	Ed.D.		Approval
Special Education (K-12)	B.S.	Educ. Mentally Hand.	Approval
		Emotionally Hand.	Approval
		Learning Disab.	Approval
		Trainable Ment. Hand.	Approval
Special Education	M.Ed.	Educ. Mentally Retard.	Approval
		Trainable Ment. Retard.	Approval
		Emotionally Hand.	Approval
		Learning Disabilities	Approval
Counselor Education	M.Ed.		Probation*
Elementary Education	B.S.		Approval
Elementary Education	M.Ed.	Basic Elem. Ed.	Approval
		Early Childhood Ed.	Approval
		Reading Education	Approval
	M.A.T.		Approval
Early Childhood Ed.	B.S.		Approval
Early Childhood Ed.	M.A.T.		Probation **
Secondary Education	M.Ed.	Biology	Approval
		Chemistry	Approval
		Industrial Tech.	Approval
		English	Approval
		Mathematics	Approval
		Science	Approval
		Social Studies	Approval
		Special Education	Approval
Secondary Education	M.A.T.	English	Approval
		Mathematics	Approval
		Science	Approval
		Speech Path & Audio.	Probation*
Art Education K-12	B.S.		Probation*
Business Education K-12	B.S.		Approval
Health Education	B.S.		Approval
Family & Consum. Science	B.S.		Approval
Industrial Education	B.S.		Approval
Music Education	B.S.	Music Choral K-12	Approval
		Music Instrum. K-12	Approval
Physical Education	B.S.		Approval
French	B.S.	Secondary Ed.	Probation*
Spanish	B.S.	Secondary Ed.	Probation*

English, Professional	B.A.	Secondary Ed.	Approval
Biology	B.S.	Secondary Ed.	Approval
Chemistry	B.S.	Secondary Ed.	Approval
Mathematics	B.S.	Secondary Ed.	Approval
Social Sciences	B.A.	Teaching	Approval
History	B.A.	Secondary Ed.	Approval
Dramatic Arts	B.A.	Secondary Ed.	Probation*
Speech Path. & Audio.	B.A.		Probation*
Speech Path. & Audio.	M.A.	Speech	Approval
		Language Pathology	Approval

(1) Program has not been approved by the learned society
*The self-study for this program is in the rejoinder phase and has not been approved by the S.C. Department of Education.
** does not meet the Commission on Higher Education Program Productivity Standards.

A Continuing Accreditation visit was conducted by an NCATE Board of Examiners team on February 20-24, 1999. At its October 1999 meeting the NCATE Unit Accreditation Board, after reviewing materials and reports, rendered a decision to continue the accreditation of the School of Education at South Carolina State University at the initial teacher preparation and advanced levels. Two new weaknesses were identified in the UAB report: **(1)** the unit does not provide faculty with adequate resources for the delivery of classroom instruction using current technological practices. Generally the classrooms are not wired to support advanced technology for instructional purposes and the hardware and software is not available to all faculty for instructional purposes; and **(2)** diversity of the student body in the unit is limited.

The consultant for the Commission on Higher Education served as a member of the Board of Examiners and participated fully in the decision making process. The consultant was also responsible for reviewing four programs that were not part of the NCATE curriculum folio review process. A report on each follows:

Education Doctorate in Educational Administration: The program is fulfilling a need for the State of South Carolina and has sufficient students. The number of faculty assigned to the program is not sufficient and should be reviewed as either the workload needs to be reduced or additional staff added. Faculty productivity in terms of scholarly production for faculty teaching in the program needs to be improved. The program has a five-year average of 12.8 degrees awarded and an average of 19.3 majors. The program meets the Productivity Standards and is recommended for continuation with full approval. This program provides training for those interested in educational administration and should have been reviewed by the appropriate learned society. During the next NCATE review, the institution will be required to submit a program folio to the Education Leadership Constituents Council as it did for the Ed.S. program.

Education Specialist in Educational Administration: The program should be continued with probation. A folio was submitted to the learned society and records indicate that the program is in the rejoinder stage. Until approved by the learned society, the program must be placed on

probation. The program has a five-year average of 10.0 degrees awarded and an average of 4.7 majors. The program meets all the criteria of the Program Productivity Standards of the Commission on Higher Education.

Master of Education in Elementary Education: There is broad support for this program from faculty, current students, program alumni, and practitioners in the service area. Having the Felton Laboratory School on-site is a bonus for the program as it provides a positive model of teaching and learning. The Programmatic Climate Survey should be continued as it provides a continuous measurement of the program's performance. The program has a five-year average of 10.4 degrees awarded, an average of 19.6 majors, and has generated an average of 18.5 service hours. The program meets the Commission's Program Productivity Standards and is recommended for continuation with full approval.

Master of Education in Secondary Education (Biology & Science; Chemistry; English; Industrial Education; Mathematics; History/Social Studies): This program is meeting the need in its service area and enrollments are steady. It is recommended that the Programmatic Climate Survey be continued as a measure of the program's performance. The program has a five-year average of 3.6 degrees awarded, an average of 21.0 majors. Service hours generated were not reported. The program meets the Commission Program Productivity Standards. The program is recommend for continuation with full approval

The Commission's consultant also identified five area of concern for the School of Education. They are as follows:

1. Frequent references to the Ed.D. in Educational Administration program and its offerings at the University Center of Greenville were made by faculty, staff, and some students. According to the Commission Observer, CHE had not received a proposal from South Carolina State University at the time of the NCATE visit requesting permission to offer the Ed.D at that location. The Self Study report for NCATE states that an application has been submitted and it also states that "the complete Ed.D. program is offered at the University Center within a year round program. It is a cooperative program with other major public universities in the State. (Note: The program proposal to offer the Ed.D. has since been received by CHE and approved.)

2. While conversations with administration and selected faculty reflect a commitment to the expansion of technology, the actual pace at which it has been infused into the curriculum is mediocre in comparison to the state-wide effort.

3. Review of materials and discussion with faculty and administrators on qualifications and expectations for faculty teaching in advanced graduate (Ed.S.) and terminal degree (Ed.D.) programming found lack of agreement in the articulation of the criteria for such.

4. Review of doctorate faculty curriculum vita found an unevenness in the reporting of scholarship and research.

5. While the teaching loads of faculty responsible for the delivery of all advanced degree programs are limited to a prescribed number of credit hours, it is evident that campus teaching loads, off-campus teaching, student advisement including the direction of research projects and dissertations, committee work, and other service involvement have created overloads.

The Commission consultant applied the South Carolina Commission on Higher Education's Program Productivity Standards to all teacher education programs at South Carolina State University. One program, Early Childhood Education (MAT) did not meet any of the three criteria (average number of degrees awarded, number of majors, and number of service hours generated) specified in the standards. The program had a five-year average of 0.5 degrees awarded, an average of only 3.4 majors, and an average of 1.0 service hours. It is recommended for probation.

In addition, nine programs were low on two of the criteria and merit monitoring and review. The unit should develop a plan to increase and maintain enrollments in these programs. They are as follows:

Art Education K-12 B.S.: The program had a five-year average of 1.6 degrees awarded and an average of 6.4 majors. Service hours were not reported.

Business Education B.S.: The program averaged 4.6 degrees awarded, 12.8 majors, and no service hours were reported.

Health Education K-12 B.S.: Over the five-year period there as an average of 0.6 degrees were awarded, 4.6 majors, and 55.8 service hours.

Family and Consumer Science Education B.S.: An average of 2.0 degrees, 5.5 majors, and 19.5 service hours over the five-year period were reported.

French B.A./B.S.: The five-year average of degrees was 0.0 with only 0.6 majors. Service hours were reported at 27.9.

Spanish B.S.: The five-year average was 0.6 degrees awarded with only 0.6 majors. Service hours were reported at 57.0

Chemistry B.S.: The five-year average was 0.2 degrees awarded with only 0.4 majors. Service hours were reported at 99.7.

Social Science B.A.: The data available revealed an average of 2.4 degrees awarded over a three-year period with an average of 4.4 majors. No service hours were reported.

Dramatic Arts B.A.: The five-year average was 0.0 degrees awarded with 0.8 majors. Service hours were reported at 841.5.

RECOMMENDATIONS/FINDINGS FOR SOUTH CAROLINA STATE UNIVERSITY

1. South Carolina State University was granted continuing accreditation by NCATE at both the initial teacher preparation and advanced levels in October, 1999. These programs should receive full approval.

2. The two weaknesses identified in the UAB report must be dealt with by the School of Education and progress to correct them must be submitted in annual reports to NCATE. It is recommended that South Carolina State University move as quickly as possible to remedy the two weaknesses.

3. The four programs reviewed by the Commission consultant that were not part of the NCATE curriculum folio review process met the Commission Program Productivity Standards. The four are presented below with recommendations:

   i. Education Doctorate in Educational Administration: It is recommended the program be continued with full approval. However, it is recommended that an internal review of staffing of the program be undertaken and that either the workload be reduced or additional faculty/staff be added. The NCATE folio review process must be followed at the time of the next visit.

   ii. Education Specialist in Educational Administration: It is recommended that the program be continued with probation. The unit needs to follow through with the rejoinder stage with the learned society. Also, it is recommended that an internal review of staffing the program be undertaken and that either the workload be reduced or additional faculty/ staff be added.

   iii. Master of Education in Elementary Education: It is recommended that the program be continued with full approval The faculty should continue to administer the Programmatic Climate Survey and assess for program performance.

   iv. Master of Education in Secondary Education: It is recommended that the program be continued with full approval. The faculty should continue to administer the Programmatic Climate Survey and assess for program performance.

   v. The Early Childhood Education It is recommended that the program be given probationary status as a result of not meeting South Carolina Commission on Higher Education Program Productivity Standards.

4. All programs with the exception of the Early Childhood (M.A.T.) program meet the South Carolina Commission on Higher Education Program Productivity Standards as required. However, it should be noted that nine of the programs (Art Education K-12/BS, Business Education/B.S., Health Education K-12/B.S., Family & Consumer Science/B.S., French/B.A. and B.S., Spanish/B.S., Chemistry/B.S., Social Sciences/B.A., and Dramatic Arts/B.A.)

suffer from low enrollment of majors or degrees and barely meet Program Productivity Standards. It is recommended that these programs be monitored closely in the future and that the unit develop plans to increase and maintain enrollments.

5. It is recommended that the institution initiate a study team with broad representation for the purpose of assessing the current campus impact of technology on curriculum and instruction. As an outcome of the review, a long-term and a short-term plan with recommendations of how to upgrade the infusion of technology into the curriculum should be developed. Resources should be allocated to implement the plan and formative and summative evaluation should be made annually.

6. It is recommended that qualifications and expectations of faculty teaching in advanced graduate programs be reviewed resulting in an updated publication of the criteria for designation as graduate faculty as a means of ensuring better articulation.

7. It is recommended that the requirements for doctorate faculty scholarship and research be clarified and that established criteria for designation as faculty in a terminal degree program be held by all who are teaching in the program.

8. It is recommended that teaching loads of all faculty responsible for the delivery of advanced degree programs be reviewed and that the necessary steps be taken to ensure their loads be limited to the published number of prescribed credit hours. If necessary, the number of students in the program should be limited or the number of faculty serving the programs should be increased.

UNIVERSITY OF SOUTH CAROLINA-COLUMBIA

Program	Degree	Concentration	Recommendation
Teaching	Ed.S.		Approval
Curriculum & Inst.	Ed..D.		Approval
Educational Adm.	M.A.		Approval
	M.Ed.		Approval
	Ed.S.		Approval
	Ph.D.		Approval
Instructional Media	M.Ed.		Probation *
Ed. Res. & Meas.	M.A.		Termination **
	M.Ed.		Approval
	Ph.D.		Approval
Foundations of Ed.	Ph.D.		Approval
Special Education	M.Ed.	Visually Hand.	Approval
		Emotionally Hand.	Approval
		Learning Disab.	Approval
		Mental Ret. (Mild)	Approval
		Early Child. Spec. Ed.	Approval
	M.A.T.	Visually Hand.	Approval
		Emotionally Hand.	Approval
		Learning Disab.	Approval
		Trainable Ment. Hand.	Approval
		Educ. Ment. Hand.	Approval
	Ph.D.		Approval
Student Personnel Serv.	M.A.		Termination **
	M.Ed.		Commend. of Excell.
Counselor Education	M.A.	Elementary Counselor	Approval
		Secondary Counselor	Approval
	M.Ed.	Elementary Counselor	Approval
		Secondary Counselor	Approval
	Ed.S./Ph.D.		Approval
Elementary Education	M.A.		Approval
	M.Ed.		Approval
	Ph.D.		Approval
Early Childhood Ed.	M.A.		Approval
	M.Ed.		Approval
	Ph.D.		Approval
Secondary Education	M.A.	Biology	Approval
		History	Approval
		Mathematics	Approval
		Natural Science	Approval

		Physics	Approval
		English	Approval
Secondary Education	M.A.	Social Studies	Approval
		Geography	Approval
		Chemistry	Approval
		Earth Sciences	Approval
	M.T.	Biology	Approval
		History	Approval
		Mathematics	Approval
		Natural Science	Approval
		Physics	Approval
		English	Approval
		Social Studies	Approval
		Geography	Approval
		Chemistry	Approval
		Earth Sciences	Approval
	M.Ed.	Biology	Approval
		History	Approval
		Mathematics	Approval
		Natural Science	Approval
		Physics	Approval
		English	Approval
		Social Studies	Approval
		Geography	Approval
		Chemistry	Approval
		Earth Sciences	Approval
	Ph.D.		Approval
Early Child./Elem. Ed.	M.A.T.		Approval
Art Teacher Ed.	B.F.A		Approval
	M.A.		Approval
	M.A.T.		Approval
	I.M.A.		Approval
Business Teacher Ed.	M.AT.		Approval
	I.M.A.		Approval
Health Teacher Ed.	M.S.		Approval
	M.A.T.		Approval
	CERT.		Approval
Health Ed. Adm.	Ed.D.		Approval
Health Promotion & Ed.	M.S.P.		Approval
	M.P.H.		Approval
	M.S.P.H.		Approval
Music Teacher Ed.	B.M.E .		Approval
	M.M.E.		Approval
	Ph.D.		Approval
Physical Education	B.A.P.E.		Approval

	B.S.P.E.	Approval
	M.A.T.	Approval
	M.A.	Approval
	I.M.A.	Approval
	Ph.D.	Approval
Reading Teacher Ed.	M.Ed.	Approval
	M.A.	Approval
	Ph.D.	Approval
Teacher Ed. (COPE)	M.Ed.	Approval
	M.A.	Termination **
School Psychology	M.A.	Approval
	Ph.D.	Approval
Library Info. Media	M.L.I.S	Approval
	I.M.A.	Approval
German	M.A.T.	Probation *
	I.M.A.	Probation *
Spanish	M.A.T.	Approval
	I.M.A.	Approval
Latin	M.A.T.	Approval
	I.M.A.	Approval
English	M.A.T.	Approval
	I.M.A.	Approval
Biological Sciences	M.A.T.	Approval
	I.M.A.	Approval
Mathematics	M.A.T.	Approval
Chemistry	M.A.T.	Approval
	I.M.A.	Approval
Earth Sciences	M.A.T.	Probation *
	I.M.A.	Probation *
Physics	M.AT.	Probation *
	I.M.A.	Probation *
Natural Sciences	M.A.T.	Approval
	I.M.A.	Approval
Geography	M.A.T.	Probation *
	I.M.A.	Probation *
History	M.A.T.	Approval
	I.M.A.	Approval
Social Studies	M.A.T.	Approval
	I.M.A.	Approval
Theater	M.A.T.	Approval
	I.M.A.	Approval
Speech Lang. Pathology	M.S.P.	Approval

NOTE: No-off Campus offerings were reviewed by NCATE, SDE, or CHE
* Does not meet Commission on Higher Education productivity standard
** M.A. program should be terminated due to low enrollments or be subsumed under a generic degree.

A Continuing Accreditation visit was conducted by an NCATE Board of Examiners team on October 26-30, 1996. The University of South Carolina-Columbia served as the pilot institution for the new partnership involving NCATE, SDE, and CHE. As a pilot review, no off-campus programs were examined. The Board of Examiners report indicated that previous weaknesses identified in the last NCATE report had been removed and no new weaknesses were identified. A number of changes and initiatives were reported, the most significant being the establishment of eleven Professional Development Schools, participation in the Goodlad National Network for Educational Renewal, and membership in the Holmes Group.

At its April, 1997, meeting the NCATE Unit Accreditation Board, after reviewing materials and reports, rendered a decision to continue accreditation of the College of Education at the initial teacher preparation and advanced levels.

The consultant for the Commission on Higher Education served as a member of the Board of Examiners team for the October 1996, visit participating fully in the decision making process. The consultant identified overall concerns/weaknesses in the unit as follows:

1. Although excellent technology and computer equipment and facilities are now present, their use is not being addressed consistently or utilized evenly across all programs and levels. Not all faculty are employing technology or incorporating it appropriately into instructional activities.

2. Faculty productivity is uneven with about one-fourth of the faculty involved in securing grants and contracts. This is a bit out of balance for a leading research university.

3. Faculty workloads are somewhat skewed and uneven from one department to another and even, occasionally within a department.

4. Operating budgets for several of the units of the College are substantially below the typical level for units of this type in other research universities, especially flagship institutions. The operating support of the College ranks 11th among 15 at USC. This low ranking raises questions as to the adequacy of overall support of the teacher education program compared to the rest of the university. Allocations to the College of Education may not have kept pace with the changing environment in which teachers and other school personnel are being prepared these days. Because of the national reform movement involving an increased emphasis on collaboration with P-12 schools, the growth of collaborative Professional Development Schools, more extensive field experiences and the accompanying need for intensive supervision for these, and increased attention to induction year programs for beginning teachers and other school personnel, the cost of such programs has risen substantially in recent years.

5. Within the unit, it appears there may also be discrepancies among the four departments in average faculty salaries beyond that which would be expected due to

legitimate marketplace differences. Both the Department of Instruction and Teacher Education and the Department of Educational Psychology appear to be disadvantaged in average salaries at USC. Data are available from national organizations for baseline marketplace comparisons.

6. There is a plethora of terminal degrees in education available to students at the University of South Carolina-Columbia, especially at the doctorate level. These often appear to have similar general structures, program requirements, and underlying philosophies of purpose. There especially appears to be a blurring of the differences between the Ed.D. and the Ph.D. in Education degrees.

7. There are a number of programs at the Master Degree level with low enrollment, degrees awarded, and majors. Although, in most instances, these programs are trying to address legitimate needs they have productivity problems.

8. The financial support for faculty travel to attend and participate in national and regional professional meetings, conferences, and professional development activities is minimal. Exposure to such endeavors is extremely important both for the enhancement of the reputation of the University and the development and expansion of the faculties expertise.

9. There is a need for more support for graduate students, especially in the form of teaching or research assistants.

The Commission consultant was also responsible for reviewing programs that were not part of the NCATE folio review process. A report on each program follows:

Master of Arts and Master of Education in Community and Occupational Programs in Education (COPE): These degrees/programs were designed for persons who work as professional educators outside of the traditional P-12 schools, especially in enterprises that deal with adult learners. Their primary focus is on adult education. The essential difference between the two degrees is that the M.A. requires a formal thesis while the M.Ed. does not. The M.A. has been virtually dormant the past few years. In terms of productivity, the M.Ed. program has averaged 27.6 degrees awarded and has an average of 100.8 students enrolled over the five-year period. It is recommended that the M.Ed. program be continued with full approval and that the M..A. program be discontinued or subsumed under a generic degree title.

Master of Arts in Educational Administration: This degree was designed for prospective educational leaders NOT seeking South Carolina certification. It is primarily for those aspiring to become principals in private P-12 schools, or attaining positions in institutions of higher education administration. It needs to be made more accessible to a wider audience, perhaps through the use of distance learning and it needs to be infused with course work and experiences designed to make all of its students technologically literate and competent. In terms of program productivity, it appears to meet the Commission requirements. Because data were aggregated with that of the M.Ed. in Educational Administration program, precise data for the program was

not reported. However, the department reported that approximately 20 M.A. degrees in Educational Administration were conferred each year. The program is recommended for continuation with full approval.

Master of Education in Educational Administration: This degree was designed to fulfill the requirements for certification as a school district principal in South Carolina. This program also needs to be made accessible to a wider audience and it also needs to infuse appropriate knowledge and experience components to ensure its students are technologically literate and competent. Data for the program is aggregated with the similar Master of Arts program. It surpasses the Commission's Program Productivity Standard as it graduates an average of 60 students and has over 200 majors per year. It is recommended for continuation with full approval.

Master of Education and Master of Arts in Educational Research: These degrees were designed to develop competence in the critical reading of both quantitative and qualitative research, use of common tools in doing research, and effectively develop and use standardized tests. The major difference between the two degrees is a thesis required for the Master of Arts program. The Master of Arts program has low enrollments and there is a lack of meaningful differentiation between the M.Ed. and the M..A. degrees. In terms of productivity, data revealed that over the previous five-year period, an average of 1.8 degrees were awarded and there was an average of 7.1 majors in the program. However, it produces a large number of service hours as courses taught in these programs are necessary to the entire complex of graduate students in the field of education. It is recommended that the Master of Education Degree be continued with full approval and that the Master of Arts Degree in Educational Research be discontinued or subsumed under a generic degree.

Master of Education in Instructional Technology: The former M.Ed. in Instructional Media was reorganized and renamed in 1996. The program was designed to prepare qualified professional educators to design, develop, manage, and evaluate technology-based learning environments with an emphasis on computer technology applications. Since this program began in June 1996, data were not available at the time of the visit to provide a great deal of evaluation or to measure it in terms of the Commission's Program Productivity Standards. Recent data indicated that the program has had 2.9 majors, 1.2 degrees, and 2.3 service hours. It does not meet Program Productivity Standards and should be placed on probation.

Master of Education and Master of Arts in Secondary Education: These degrees were designed to provide advanced professional studies for persons who currently hold teacher certification and who aspire to further professional development in secondary education. The two degrees share common faculty, resources, administration, and facilities. There needs to be an expansion of the core requirements to cover ethnology, multicultural education, assessment topics, and to attend to the inculcation of the use of inquiry and reflection in students. The current faculty is stretched very thin because of heavy advisement loads. There is a need for more faculty to support the program and the faculty need to increase their scholarly productivity. In terms of productivity, over the past five-year period an average of 41.6 degrees were awarded. There are an average of 600 majors enrolled per year. Faculty not only staff this program but

they also double as the faculty for the doctorate program in secondary education. This is a very heavy burden compared to others in the College. It is recommended that this program be continued with full approval and with a strong recommendation that a generic degree be explored for this area of specialization, especially as it relates to the Master of Arts Degree.

Master of Education and Master of Arts in Student Personnel Service: The Master of Arts program has been essentially dormant for the past several years. The Master of Education Degree program attracts top students from across the country. It places its graduates in an array of colleges and universities at national and international levels. The program was designed to prepare graduates for college student affairs positions. Over 100 graduate assistantships are awarded each year to students in the program and the number of applicants exceeds the number of slots available. In terms of productivity, over the past five-years an average of 49.6 degrees were awarded, and there has been an average of 73.8 full-time students and 63.6 part-time students enrolled. This surpasses the Commission's Standards. It is recommended that the Master of Education Degree in Student Personnel be continued with a commendation of excellence. The Master of Arts Degree has been dormant in recent years and it is recommended that the degree be terminated and subsumed under a generic degree.

Educational Specialist in Educational Administration: The degree program was designed to fulfill the requirement for certification as a school district superintendent in the State of South Carolina. It underwent a major revision in 1989. The curriculum of the program is carefully aligned with the state requirements for the superintendent's credential. As with other programs, it could benefit by expansion through the use of distance education that will provide greater access to the program. The program needs to provide more skills and competency in computer and technology usage and applications in school operations to candidates. Faculty who serve this program also serve other degree programs in Educational Administration but workloads are comparable to other research universities. In terms of the Commission's Program Productivity Standards, the five-year average shows 18.0 degrees awarded each year with approximately 100 students enrolled each year. This meets the Productivity Standards of the Commission. It is recommended that the Educational Specialist in Educational Administration Degree be continued with full approval.

Educational Specialist in Teaching: The degree and program were designed for professional classroom teachers who desire to remain in the role of a teacher rather than pursuing careers in school administration or some other ancillary specialty. Although initiated in 1992, it had only begun to attract enrollments at the time of the visit. Although there were no graduates of the program at the time of the visit, current program productivity data indicate 6.7 majors, 4.8 degrees awarded, and 42.8 service hours. These data indicated that the program meets the productivity standards. Faculty who serve this program also serve other programs as well but workloads area comparable to other research universities. It is recommended that it be continued with full approval.

Educational Doctorate in Curriculum and Instruction: This degree and program were designed to prepare or further develop mid-career professional educators for leadership roles with particular expertise in curriculum design, development, and implementation. Furthermore, it was

designed to develop expertise in instructional strategies and applications within either a general or a focused framework. The use of cohort groups and the recent curriculum additions in the areas of technology and multicultural education have been positive features of the program. There is a lack of financial support for internships for Ed.D. students and an oversupply of applicants for the number of slots available in the program. In terms of productivity, there has been an average of 18.0 degrees awarded over the most recent five-year period. Over the past five-years there has been an average of 6.8 full-time students and 119.4 part-time students enrolled in the program. The program meets the Commission's Program Productivity Standards. It is recommended for continuation with full approval.

Educational Doctorate in Health Education Administration: This degree and program were designed to train Health Educators for leadership positions in private and public schools and post-secondary institutions of higher education. While the degree is conferred by the College of Education, the program is entirely administered as a part of the activities of the Department of Health Promotion and Education within the School of Public Health. Its strengths are excellent field experiences and internships. A weakness in the program is the lack of office space and facilities for student research. In terms of productivity, over the last five years there have been an average 2.0 degrees awarded. There has been an average of 4.4 majors per year and it minimally meets the Commission's Productivity Standards. It is recommended that the program be continued with full approval.

Doctor of Philosophy in Early Childhood Education: This degree was relatively new at the time of the NCATE review, having been approved for initiation in 1994. It was made an autonomous degree program after being an option in the Ph.D. in Elementary Education. The program appears to feature a will-constructed curriculum and is attracting high-quality doctoral students. At the time of the visit, no degrees had been awarded and there were 17 doctoral students enrolled in the program. Recent productivity data indicate 9.1 majors, 2.6 degrees awarded and 205.6 service hours which meet Program Productivity Standards. The program would benefit from additional monies for support of doctoral students. It is recommended that the Ph.D. program in Early Childhood Education be continued with full approval.

Doctor of Philosophy in Educational Administration: Within the program there are two options: one prepares professionals for the P-12 schools and the other for higher education. Although this is a robust academic program, it is limited by a lack of assistantships or fellowships that would allow more doctoral students can matriculate as full-time students. In terms of productivity, the program has conferred an average of 28.2 Ph.D. degrees – and has enrolled an average of 165 students over the past five years. It surpasses the Commission's Standards in terms of degrees awarded and students enrolled. The Ph.D. program in Educational Administration is recommended for continuation with full approval.

Doctor of Philosophy in Educational Research: The degree and program were designed to develop expertise in research design, measurement, evaluation, and testing. Additionally, the program develops expertise in statistical, psychometric, and qualitative methodologies applicable to educational research. Faculty in this area offer a large number of service courses required as core research tools in other programs. Faculty loads are roughly comparable to but somewhat

heavier than those at other research universities with Ph.D. programs of this type. The program's budget was judged to be at the minimal level of support. In terms of productivity, over a five-year period there have been an average of 2.8 degrees awarded with an average of 5.4 full-time students and 19.2 part-time students. These averages meet the Commission's Productivity Standards. The program is recommended for continuation with full approval.

Doctor of Philosophy in Elementary Education: The degree and program were designed to prepare teacher education leadership personnel in elementary education for P-12 school districts, state or national agencies, or as a professor in higher education institutions. Faculty serving this program also serve other programs as well and as a group, they carry a heavy load. Faculty loads are quite heavy when compared to typical faculty loads at other research universities. Faculty in this program also function as leaders in the master's level degree program which adds to their loads. The operating budget for the department the program is housed in is below the typical support provided for units with similar missions in research universities. In terms of productivity, over the past five-years an average of 9.0 degrees have been awarded and an average of 38.2 doctoral students enrolled per year. The program meets the Commission's Productivity Standards and it is recommended for continuation with full approval.

Doctor of Philosophy in Foundations of Education: The degree and program were designed to prepare academic scholars for faculty positions in higher education and other leadership positions in two major areas of specialization. These separate, non-overlapping tracks of study are: (1) educational psychology, and (2) social, historical, and philosophical foundations. The instructional cohort of the program has been weakened due to retirements and resignations. There is also a lack of ethnic and racial diversity of the faculty. The unit should analyze this and take appropriate steps to strengthen the cohort. In terms of productivity, an average of 3.0 degrees have been awarded, with 10.1 majors, and 146.3 service hours. This meets the requirements of the Commission's Productivity Standards. It is recommended that the program be continued with full approval.

Doctor of Philosophy in Physical Education: The degree and program were designed specifically to prepare graduates to assume teaching and research positions in higher education in the areas of physical education pedagogy and/or motor development and learning. It is one of the few programs nationally that prepares doctoral level specialists in physical education pedagogy. There is a lack of ethnic and racial diversity in the program. Because of its narrow focus, the department is encouraged to strengthen its contact with former students and graduates in order to obtain feedback on how it might be improved. Although this is a small program, it is unique and appears to be meeting a narrow needs since its graduates have been actively sought. Productivity data indicate 7.9 majors, 1.4 degrees awarded, and 421.8 service hours which meet the productivity standards. It is recommended that the program be continued with full approval.

Doctor of Philosophy in Secondary Education: The degree and program were designed for those individuals who desire to pursue a career in research and/or teaching at institutions of higher education, research institutes, or state or national agencies. Faculty carry a heavy load as they are also involved in other programs and degrees. Collectively, faculty scholarly productivity is low, especially for a research university. This program shares professors and courses with

students enrolled in the Ed.D. program in Curriculum and Instruction which results in problems in determining faculty load and student enrollment. The program appears to be a low cost program with heavy faculty loads, low financial support, and a large student enrollment in courses in other programs in this area of specialization. Additional faculty should be added to support this program. Ethnic and racial diversity is not represented and also needs to be addressed. The operating budget for the department the program is housed in is below the typical support provided for units with similar missions in research universities. In terms of productivity, there have been 3.5 majors, 0.2 degrees awarded and 138.6 service hours. The program only meets productivity standards through service enrollment and should be monitored carefully. The program is recommended for continuation with full approval.

Doctor of Philosophy in Special Education: The degree is a new program which was just initiated in 1995. No degrees had been awarded at the time of the visit. It was designed to prepare leaders in special education programs for schools, for institutions of higher education, and for other appropriate special education leadership positions in South Carolina or the Southeast. There has not as yet been time for the program to establish a track record so any rating would be premature. However, the program would benefit from additional monies for support of doctoral students and the faculty and administration of the program. Recent productivity data indicate 3.5 majors, 0.2 degrees awarded and 138.6 service hours. The program only meets the productivity standards due to service hours.

The Commission consultant applied the South Carolina Commission on Higher Education's Program Productivity Standards to all teacher education programs at the University of South Carolina-Columbia. As a result, several programs were identified as not meeting the Program Productivity Standards in terms of data on either the number of degrees awarded or the number of majors. Those which were low on two of the three criteria were:

M.A.T./I.M.A. Geography: One degree awarded in the last five years; average of 1.5 majors with no service hours reported.

M.A.T./I.M.A. German: An average of six degrees awarded, 4.8 majors and 26.3 service hours reported.

M.A.T./I.M.A. Earth Sciences: Eleven degrees awarded in the last five years, average enrollments of 4.6 per year, and no service hours reported.

M.A.T./I.M.A. Physics: An average of 4.2 degrees awarded, 7.5 majors, and 39.2 service hours were reported.

RECOMMENDATIONS/FINDINGS FOR THE UNIVERSITY OF SOUTH CAROLINA-COLUMBIA

1) The University of South Carolina-Columbia was granted continuing accreditation by NCATE at both the initial teacher preparation and advanced levels in April, 1997. The College of Education as the teacher education unit is fully accredited by NCATE.

2) The twenty-three programs reviewed by the Commission on Higher Education consultant that were not part of the NCATE curriculum folio review process follow with a recommendation.

   i) Master of Arts and Master of Education Degree in Community and Occupational Programs in Education (COPE). The Master of Arts degree has been dormant the past few years and it is recommended that the degree be terminated or subsumed under a generic degree title. It is recommended that the Master of Education degree be continued with full approval.

   ii) Master of Arts in Educational Administration: The program is recommended for continuation with full approval with suggestions to explore distance education to improve accessibility to the program and to infuse the use of technology into the curriculum.

   iii) Master of Education in Educational Administration: The program is recommended for continuation with full approval with suggestions to explore distance education and to infuse appropriate knowledge and experience components to ensure students are technologically literate and competent.

   iv) Master of Education /Master of Arts in Educational Research. The Master of Education degree program is recommended for continuation with full approval. However, it is recommended that the Master of Arts degree be terminated or subsumed under a generic degree due to low enrollment. There is little differentiation between it and the M.Ed. degree.

   v) Master of Education in Instructional Technology. The program is recommended to be placed on probationary status because of not meeting Commission Productivity Standards. The program is relevant and needed to serve educators in the area.

   vi) Master of Education & Master of Arts in Secondary Education: The program is recommended for continuation with full approval. The unit should explore offering a generic degree for this area of specialization, especially in regard to the Master of Arts Degree. The core courses need to be expanded to cover ethnology, multicultural education, assessment topics, and the use of inquiry. The program needs the support of additional faculty and current faculty must increase their scholarly productivity.

vii) Master of Education and Master of Arts in Student Personnel Service: The Master of Arts program has been essentially dormant for the past several years and it is recommended that it be terminated or subsumed as part of a generic degree. The Master of Education Degree is recommended for continuation with a commendation of excellence.

viii) Educational Specialist in Educational Administration: The program is recommended for continuation with full approval with a suggestion that it be considered for delivery by distance education to expand accessibility. It is also recommended that attention be given to providing more courses that incorporate skills and competency in computer and technology usage.

ix) Educational Specialist in Teaching: It is recommended that the program be continued with full approval.

x) Educational Doctorate in Curriculum & Instruction: The program is recommended for continuation with full approval. Attention needs to be given to the lack of financial support for internships and an oversupply of applicants for the number of slots available.

xi) Educational Doctorate in Health Education Administration: The program is recommended for continuation with full approval. The program needs to explore options to increase office space and facilities for student research. It meets the Commission's productivity standards.

xii) Ph.D. in Early Childhood Education: It is recommended that the program be continued with full approval.

xiii) Ph.D. in Educational Administration: The program is recommended for continuation with full approval. The unit should explore ways to increase the number of doctoral students who can enroll in the program on a full-time basis. The program meets the Commission's productivity standards.

xiv) Ph.D. in Educational Research: The program is recommended for continuation with full approval. Faculty in this area offer a large number of service courses required as core research tools in other programs. The unit should analyze the situation to determine if additional faculty should be hired to support the program. It meets the Commission's productivity standards and appears to be serving a need.

xv) Ph.D. in Elementary Education: The program is recommended for continuation with full approval as it is meeting needs of educators in the State and it meets the Commission's productivity standards. However, the unit should examine faculty loads, financial support, and ways to enhance faculty research.

xvi) Ph.D. in Foundations of Education. The program is recommended for continuation with full approval. It meets the Commission's productivity standards. The unit should analyze faculty support for the program and devise a plan to increase ethnic and racial diversity of the faculty.

xvii) Ph.D. in Physical Education: The program is recommended for continuation with full approval. Although it is a small program, it appears to meet a unique need and graduates are actively sought nationally. The unit should devise a plan to increase ethnic and racial diversity of the program. A survey of former students should be undertaken to obtain feedback for program improvement.

xviii) Ph.D. in Secondary Education: The program is recommended for continuation with full approval. It is a low cost program as it shares faculty and courses with other degree programs, especially the Ed.D. in Curriculum and Instruction. The unit should analyze faculty support for the program and devise a plan to increase ethnic and racial diversity of the faculty. The program meets the Commission's productivity standards.

xix) Ph.D. in Special Education: The program is recommended for continuation with full approval. However, productivity in the program is very low and needs to be monitored. There is a need for the program in South Carolina to prepare individuals for leadership in special education. The unit is encouraged to enhance financial support to the program for doctoral students and faculty and administration support.

3) The Commission's consultant also identified several overall weaknesses. Following are recommendations for those weaknesses.

i) It is recommended that the College of Education increase its incentives and strategies to increase technology applications and make more consistent and constant use of computers and other technologies by all faculty/staff in all instructional programs.

ii) It is recommended that attention continue to be directed toward faculty productivity across the unit. Renewed efforts should be mounted and incentives be employed to motivate and develop interest and capability of all faculty toward increased scholarly activities, especially research and publication.

iii) It is recommended that the faculty and administration of the College of Education develop more detailed guidelines for faculty work assignments specific to the College of Education and these be employed to balance work loads across all programs and faculty.

iv) It is recommended that an analysis of the internal allocation system be carried out to insure that all departments and programs within the College are receiving fair, justified, and an adequate share of the College operating budget.

v) It is recommended that the unit make optimum efforts to secure, within the institution, a fair, justified, and adequate level of support for all programs in light of new and added educational reform activities.

vi) It is also recommended that an internal study in the College of Education be conducted to study the comparative levels of faculty members to see if average and individual salaries are fair, justified, and appropriate in each case.

vii) It is recommended that the College of Education undertake an analysis of the plethora of degrees and programs offered in the College and see if they are justified and if the development of generic degrees subsuming a number of programs under the generic degree is feasible, especially in light of low productivity of several programs.

viii) It is recommended that the University of South Carolina-Columbia take the lead nationally in creating true differentiation between the Ph.D. and Ed.D. degrees in education. This could be done by creating obvious contrasts in terms of underlying philosophies, purposes, program requirements, and the way in which research is inculcated to doctoral students pursuing each degree.

ix) It is recommended that the College of Education conduct a study of Master degree programs in light of low enrollments and degrees awarded and examine the establishment of generic degrees subsuming a number of degrees into the one generic degree. In order to streamline and compress the array of Master's degrees offered, it is suggested that the College of Education collapse several of the M.A.T., M.Ed., and I.M.A. degrees into more generic degree programs with "areas of concentration" or "options" in the various content areas. For example, Social Studies, Fine Arts, or Natural Sciences. This would reduce paperwork, low program enrollments, proliferation of degree programs, and enhance accountability.

x) It is recommended that adequate travel support be provided to attend and participate in national and regional professional meetings, conferences, and professional development activities.

xi) It is recommended that more support be provided for graduate students in internships and more teaching/research assistantships. Office space and facilities for student research also need to be provided.

xii) It is recommended that attention be directed to providing more skills and competency in computer and technology usage and that technology be infused into course work and experiences designed to make all students technologically literate and competent.

xiii) It is recommended that the use of distance education be explored as a means to provide accessibility to courses, programs, and degrees for students.

4) As a result of programs not meeting the South Carolina Commission on Higher Education Program Productivity Standards the following recommendations apply:

   i) M.A.T./I.M.A. Geography: It is recommended this program be continued on probationary status.

   ii) M.A.T./I.M.A. German. It is recommended that the program be continued on probationary status.

   iii) M.A.T./I.M.A. Earth Sciences: It is recommended that the program be continued on probationary status.

   iv) M.A.T./I.M.A. Physics: It is recommended that the program be continued on a probationary status.

UNIVERSITY OF SOUTH CAROLINA-AIKEN

Program	Degree	Concentration	Recommendation
Elementary Education	B.A.Ed.		Approval
Elementary Education	M.Ed.		Approval
Early Childhood Ed.	B.A.Ed.		Approval
Early Childhood Ed.	B.A.Ed.	USC-Beaufort	Approval
Secondary Education	B.S.Ed.	Biology	Approval
		Comprehensive Science	Approval
		Chemistry	Approval
		Mathematics	Approval
	B.A.Ed.	English	Approval
		Comprehensive Social St.	Approval

An Initial Accreditation visit was conducted by an NCATE Board of Examiners team on February 7-10, 1999, at the University of South Carolina-Aiken. At its October 1999 meeting, the NCATE Unit Accreditation Board, after reviewing the material and reports, rendered a decision to accredit the School of Education at the University of South Carolina-Aiken at the initial teacher preparation and advanced level.

The UAB reported that all of the standards were met and identified four weaknesses. Four weaknesses were identified including: **(1)** (Initial) the conceptual framework is not clearly articulated by USC-Aiken at the USC-Beaufort campus by adjunct faculty, cooperating teachers, and students. (Advanced) the conceptual framework is not clearly delineated throughout the M.Ed. program; **(2)** the unit does not assure that part-time faculty are knowledgeable about current practice related to the use of computers and technology as they are integrated into teaching-learning; **(3)** the unit does not have sufficient full-time, tenure-track faculty to support the integrity, quality, and continuity of the programs; and **(4)** the unit does not have sufficient full-time clerical staff to support the programs offered.

The consultant for the Commission on Higher Education served as a member of the Board of Examiners team and participated fully in the decision making process. The consultant was also responsible for reviewing the one program (Master of Education in Elementary Education degree-M.Ed.) that was not part of the NCATE curriculum folio review process. The Master of Education in Elementary Education is a relatively new degree under the control of the Aiken campus beginning in 1997. Prior to this, it was under the control of USC-Columbia.
As a result, there was limited longitudinal data from students and employers. To date, a high degree of satisfaction is expressed by students and professionals in the area regarding the quality of the program. The program has limited financial and personnel resources. In terms of productivity, the program has averaged 2.0 degrees, an average of 8.9 majors which meets the

Commission Program Productivity Standards criteria for these two areas. The program fell below the service hours standard as an average of 9.3 service hours were generated.

Four concerns/weaknesses were identified for the Master of Education in Elementary Education degree programs as follows:

1. The conceptual framework needs to drive the program (not individual courses) and it needs to be fully integrated throughout the program.

2. Currently the degree is a collection of courses rather than a program. Opportunities other than course work are important for part-time students to truly be part of a program.

3. There needs to be more diversity in both faculty and students in the program and more males need to be in the program.

4. Faculty scholarship and scholarly activities need to be increased, especially in the area of research.

5. Additional financial and human resources need to be allocated to the Master of Education degree program in Elementary Education. Additional full-time tenure-track faculty and support staff are needed, particularly a faculty member in social studies.

The consultant also identified three other weaknesses/concerns with the total operation of the School of Education at the University of South Carolina-Aiken.

1. There is a problem with the coordination of the Early Childhood Education program at the USC-Beaufort campus, as it does not consistently reflect the dynamic educator conceptual framework.

2. There is an over-reliance on part-time and adjunct faculty to deliver programs. While there are many qualified part-time/adjunct faculty available, there is a crucial need for a "critical mass" of full-time tenure-track and tenured professors to provide the leadership necessary to developmentally examine and revise programs, advise students, serve on school and university committees, and reach out to schools in the area.

3. The School of Education has limited financial and human resources to conduct quality programs. There is a dire need for additional tenure track professors and support staff. Specifically, there is a need for a tenure track professor with expertise in social studies. Additional staff support is needed in the Office of the Head of the School of Education and for the coordinator of the Master of Education Degree in Elementary Education.

The Commission consultant was also charged with the responsibility of applying the South Carolina Commission on Higher Education's Program Productivity Standards to all teacher education programs at the University of South Carolina-Aiken. All programs in teacher education at the University of South Carolina-Aiken meet the Commission on Higher Education

Program Productivity Standards as they meet the requirement that at least one of the three areas must be me.

RECOMMENDATIONS/FINDINGS FOR THE UNIVERSITY OF SOUTH CAROLINA-AIKEN

1) The University of South Carolina-Aiken was granted accreditation by NCATE at both the initial teacher preparation and advanced level programs in October, 1999. All programs are therefore approved and should be continued with full approval.

2) The weaknesses identified in the UAB report must be dealt with by the School of Education and progress submitted in their annual report to NCATE. It is recommended that the School move as quickly as possible to remedy the weaknesses that were identified.

3) The one program reviewed by the Commission's consultant since it was not part of the NCATE curriculum folio review process (M.Ed.in Elementary Education degree) met the Commission's Program Productivity Standards and it is recommended for continuation with full approval with the following recommendations to correct the four weaknesses identified:

   i) It is recommended that the School review the program and fully integrate the conceptual model in all aspects of the program. The curriculum and courses should be a result of the review which may mean revision of current courses or the development of new courses.

   ii) It is recommended that the faculty involved in graduate education look upon the M.Ed. in Elementary Education degree as a total program, not just a collection of courses. To do this, planning must be done to involve the students (mostly part-time) in different experiences outside the traditional classroom. Special projects/activities, or collaborative research with faculty members, and membership and attendance at professional organization meetings are some examples.

   iii) It is recommended that a plan to recruit more diversity in both faculty and students be developed and implemented. The plan should include strategies to enroll more male students.

   iv) It is recommended that an internal study be undertaken to look at faculty loads taking into account not only teaching assignments, but also all of the things faculty are involved in such as advising and committee work. As part of the study, a plan should be developed and implemented for each faculty member to develop an annual professional development plan that will increase the faculty member's scholarship and scholarly activities, especially in the area of research. The plans should also be used in the annual faculty evaluation process. Support for professional development

by the administration in terms of additional financial resources is essential to the success of professional development and increased scholarly productivity.

4) Recommendations for the other concerns/weaknesses identified by the Commission's consultant are as follows:

   i) The School of Education must take steps to ensure that the conceptual model be consistently reflected in the Early Childhood Education program offered at the USC-Beaufort campus.

   ii) It is recommended that additional financial and human resources be allocated to the School of Education and especially for the M.Ed. in Elementary Education degree program. A proposal identifying the need to reduce the number of part-time/adjunct faculty should be submitted for funding by the Administration. There is an immediate need for a full-time tenure-track professor with expertise in social studies and the Coordinator of the program requires clerical assistance.

5) All programs in teacher education at the University of South Carolina-Aiken meet the requirements of the South Carolina Commission on Higher Education Program Productivity Standards and should be continue with full approval.

UNIVERSITY OF SOUTH CAROLINA-SPARTANBURG

Program	Degree	Concentration	Recommendation
Elementary Education	B.A.Ed.		Approval
Elementary Education	M.Ed.		Approval
Early Childhood Ed.	B.A.Ed.		Approval
Early Childhood Ed.	M.Ed.		Approval
Secondary Education	B.S.Ed.	Biology	Approval
		Chemistry	Approval
		Political Science	Approval
		Mathematics	Approval
	B.A.Ed.	Mathematics	Approval
		Political Science	Approval
		History	Approval
		English	Approval
		French	Approval
		Spanish	Approval
Physical Education	B.S.Ed.		Approval

An Initial Accreditation visit was conducted by an NCATE Board of Examiners team on February 28-March 4, 1998 for the University of South Carolina-Spartanburg. At its October 1998, meeting, the NCATE Unit Accreditation Board, after reviewing the materials and reports, rendered a decision to accredit the School of Education at the University of South Carolina-Spartanburg at the initial teacher preparation and advanced levels.

The UAB reported that Standard II.B (Composition of Candidates) was not met at the advanced level, and that Standard III.B (Composition of Faculty) was not met at either the initial or advanced levels. Eight weaknesses were identified as follows: **(1)** the conceptual framework is not understood by members of the larger professional community including cooperating teachers; **(2)** required course work and experiences in physical education do not adequately reflect the philosophy of the education unit nor the elements of the conceptual framework; **(3)** the physical education program only minimally infuses professional and pedagogical studies into its teacher preparation program; **(4)** there is no explicit unit plan for recruiting, hiring, and retaining a diverse faculty at the initial level; **(5)** at advanced level, there is no unit plan to recruit, admit, or retain students; **(6)** at the advanced level, the unit does not admit and retain a diverse student body; **(7)** the unit is not successful in retaining a diverse faculty; **(8)** the unit has no plan for the recruitment of a diverse faculty.

The consultant for the Commission of Higher Education served as a member of the Board of Examiners and participated fully in the decision-making process. The consultant was also responsible for reviewing the one program (Master of Education in Elementary Education Degree) that was not part of the NCATE curriculum folio process. The program is relatively new

with a three-year history which results in little longitudinal data. The program has produced an average of 5.5 degrees awarded, had an average of 3.6 majors, and generated an average of 13.9 service hours during the time the program has been in existence. The program meets or exceeds the Commission Program Productivity Standards in the average number of degrees awarded and service hours. However, it falls just below the standard of 6.0 majors.

Six weaknesses were identified by the consultant in the Master of Education in Elementary Education degree that need attention as follows:

1. There is unevenness in the scholarly productivity of the faculty and much of the work is localized. New faculty have not had time to establish a professional development plan and do not have a seasoned mentor.

2. There is currently no plan for recruitment of students into the degree program and there needs to be one especially for the recruitment of cultural diversity and male candidates.

3. Currently the degree is a collection of courses rather than a program. Opportunities other than course work are important for part-time students to truly be part of the program.

4. The use of portfolios and reflective journals is a great asset for the program. However, there is a lack of consistency in the use of portfolios and reflective journals.

5. New faculty members need to be groomed for more responsibility in the program and all faculty need a professional development plan that is tied into annual evaluations.

6. Students in the program are not actively engaged in conducting research. A course in methods of research is required, but students would benefit from actually designing, conducting, and reporting on research related to their P-12 classrooms.

The consultant also identified weaknesses/concerns with the total operation of the School of Education at USC-Spartanburg as follows:

1. There is an unevenness across the unit and also with other educators outside the unit in articulation and integration of the conceptual framework. Not everyone outside the unit has been informed about the conceptual framework to the point where they can determine what it is.

2. Review of faculty vita found an uneven engagement in scholarly activity. New faculty, in particular, need assistance to plan and to be supported in their scholarly activities.

3. Course syllabi and bibliographies do not always reflect the use of current texts, publications, and professional journals.

4. Candidates seeking admission to the teacher education program who posses a baccalaureate degree are not required to meet the same general education requirements as do candidates who are earning initial degrees.

5. The graduate programs need to move beyond just a collection of courses and become a "total" program. A total program expands beyond just courses and includes credit and non-credit experiences that contribute to the professional development of the students.

6. The criteria for designation as graduate faculty do not seem to be clear and understood. It appears that the only criterion is the doctorate degree while scholarship and scholarly activities do not appear to be a requirement.

7. The use of part-time adjunct faculty to teach graduate-level courses needs to be closely monitored by the unit.

8. The number of students in the Master's degree programs is small and there is little cultural diversity in the student body.

9. There is an unevenness in how portfolios, reflective journals, and case studies are used by individual faculty members with students. There also needs to be greater clarity between portfolios used for program completion and individual courses.

10. Although the M.Ed. degree programs require a course on research, students are not required to actually conduct any research. Students need to go beyond being exposed to methods of research by undertaking active research projects.

The Commission consultant was also charged with the responsibility of applying the South Carolina Commission on Higher Education's Program Productivity Standards to all teacher education programs at the University of South Carolina-Spartanburg. All programs at the University of South Carolina-Spartanburg in teacher meet the Commission's Program Productivity Standards.

RECOMMENDATIONS/FINDINGS FOR THE UNIVERSITY OF SOUTH CAROLINA-SPARTANBURG

1) The University of South Carolina-Spartanburg was granted accreditation by NCATE at both the initial teacher preparation and advanced level in October, 1998. All programs should be continued with full approval.

2) Standard II.B (Composition of Candidates), and Standard III.B (Composition of Faculty) which were not met, must be dealt with by the School of Education and progress towards meeting these standards and addressing the weaknesses must be submitted in their annual report to NCATE. It is recommended that the School of Education move as quickly as possible to remedy the standards not met and the weaknesses identified.

3) The one program reviewed by the Commission consultant since it was not part of the NCATE curriculum folio review process (M.Ed. in Elementary Education degree) met the Commission's Program Productivity Standards. It is recommended for continuation with full approval with the following recommendations to correct the six weaknesses identified:

i) It is recommended that an internal review be made of faculty scholarship and scholarly activities establishing expectations and guidelines for faculty. All faculty need to be engaged in scholarly activities and new faculty need to be given assistance and support to develop such activities.

ii) It is recommended that a Professional Development Plan be required for each faculty member to develop their scholarly productivity in their area of expertise. The plan should be individualized to meet the needs of the faculty member as well as the unit. The plan will be beneficial in conducting the annual evaluation of faculty.

iii) It is recommended that a mentor program be developed for new faculty and that this program be put into a written unit plan. Each new faculty member would be assigned to a seasoned tenured faculty member who would help the new faculty member with their professional development plan.

iv) It is recommended that a plan be developed and implemented to recruit, admit, retain, and graduate students, particularly students of diversity. The plan should also include strategies to recruit and retain more males.

v) It is recommended that the M.Ed. in Elementary Education be critically examined by the faculty to ensure that it becomes a total program and not just a collection of courses. To do this, planning must be done to involve the students (mostly part-time) in different experiences outside the traditional classroom. Special projects/activities, collaborative research with faculty members, and membership and participation in professional organizations are some examples.

vi) It is recommended that guidelines for use of portfolios and reflective journals be developed with student and faculty input. The faculty should also determine the use of portfolios and reflective journals to avoid duplication. It is also recommended that the portfolio be used by each individual student throughout his/her program and that it be presented to the faculty prior to graduation for performance assessment purposes.

vii) It is recommended that a greater emphasis be placed on student research including students actually applying knowledge gained in research courses by designing, conducting, and reporting on action research project related to their P-12 classroom.

4) The Commission's consultant also identified several weaknesses. Following are recommendations for those weaknesses.

   i) The unit should develop an internal review of programs and a faculty development seminar to ensure alignment of courses with the framework. Seminars and workshops on the conceptual framework for P-12 educators and others would help in educating other about the framework and education programs.

   ii) Resources and planning for faculty development need to be implemented to engage faculty in scholarly activity. A mentoring program for new faculty also should be developed.

   iii) Faculty need to review course syllabi and seek suggestions from colleagues from other institutions to update texts, publications, and professional journals used in course syllabi.

   iv) The unit needs to develop criteria that ensure that students who come with a degree from another institution complete the approved USC-Spartanburg program with all required courses and experiences.

   v) Faculty in the unit need to examine the M.Ed. degree programs to ensure that they become total graduate programs. In particular, faculty need to see themselves as mentors for graduate students and non-credit experiences need to be developed to challenge students to help them grow professionally.

   vi) The difference between faculty and graduate faculty need to be reviewed, specifically defined, and made available to all faculty.

   vii) The unit needs to move away from the use of adjunct faculty teaching graduate level courses and move towards full-time faculty teaching these courses.

   viii) A recruitment plan must be developed and implemented for the graduate degree programs to increase number of students and diversity.

   ix) The portfolio and reflective journal process should be continually evaluated and fine tuned to be sure it is providing the necessary information to make professional judgments about how students have met the conceptual framework/program objectives.

   x) Students in the M.Ed. degree programs need to plan, conduct, and report on a research project in their classrooms.

5) It is recommended that all programs in teacher education at the University of South Carolina-Spartanburg be continued with full approval as they meet the Commission's Program Productivity Standards.

WINTHROP UNIVERSITY

Program	Degree	Concentration	Recommendation
Curriculum & Inst.	Ed.S.	Elementary	Termination*
		Secondary	Termination*
		Special Education	Termination*
Education Adm. & Sup.	M.Ed.		Approval
Education Adm.	Ed.S.		Termination*
Educational Media	M.Ed.		Termination*
Special Education	B.S.	Mild Disabilities	Approval
		Severe Disabilities	Approval
Special Education	M.Ed.		Approval
Counseling & Dev.	M.Ed.	Community	Approval
		School	Approval
Elementary Education	B.S.		Approval
Elementary Education	M.Ed.		Approval
Early Childhood	B.S		Approval
Secondary Education	M.Ed.	Art	Approval
		English	Approval
		History	Approval
		Mathematics	Approval
		Social Studies	Approval
		Biology	Approval
		Family & Cons.Sci.	Approval
		French	Approval
		Spanish	Approval
Secondary Education	M.A.T.	Art	Approval
		Biology	Approval
		English	Approval
		French	Approval
		Family & Cons. Sci.	Approval
		Mathematics	Approval
		Music	Approval
		Physical Education	Approval
		Social Studies	Approval
		Spanish	Approval
Art Education	M.A.	Applied Studio	Approval
Business Education	B.S.		Approval
Business Education	M.S.		Termination*
Business Education	M.A.T.		Approval
Family & Cons. Science	B.S.	Teacher Education	Approval
Family & Cons. Science	M.S.		Approval
Choral Music	B.M.E.		Approval

Music Education	M.M.E.		Approval
Instrumental Music	B.M.E.		Approval
Physical Education	B.S.	Teacher Education	Approval
Physical Education	M.S.		Approval
Reading	M.Ed.		Approval
Modern Languages	B.A.	French Teacher Ed.	Approval
		Spanish Teacher Ed.	Approval
English	B.A.	Teacher Education	Approval
Biology	B.S.	Teacher Education	Approval
Biology	B.A.	Teacher Education	Approval
Chemistry	B.A.	Teacher Education	Approval
Mathematics	B.A.	Teacher Education	Approval
Mathematics	B.S.	Teacher Education	Approval
School Psychology	M.S.		Approval
School Psychology	S.S.P.		Approval
History	B.A.	Teacher Education	Approval
Political Science	B.A.	Teacher Education	Approval
Sociology	B.A.	Teacher Education	Approval
Theater	B.A.	Teacher Education	Approval
Art	B.A.	Teacher Education	Approval

* The unit recommended termination and the Commission consultant concurred.

A Continuing Accreditation visit was conducted by an NCATE Board of Examiners team on November 1-5, 1997, for the teacher education unit at Winthrop University. At its March 1998 meeting, the NCATE Unit Accreditation Board, after reviewing materials and reports, rendered a decision to approve continuation of the accreditation of the College of Education at the initial teacher preparation and advanced levels. The UAB reported one weakness from the previous visit still existed and added two new weaknesses. These are as follows:

Weakness Continued from the Previous Visit:

1. The composition of the faculty has limited cultural diversity. The cultural diversity of the faculty has decreased since the last NCATE visit. The unit does not have an explicit plan to ensure hiring and retaining a diverse faculty.

New Weaknesses Identified:

1. The unit does not have a conceptual framework completed and implemented for the M.A.T program. A task force has been developing the proposed framework and it has been presented to the faculty.

2. The unit does not ensure competence of graduates in most advanced programs. Candidates are not held to performance-based assessment, other than completion of courses.

The consultant for the Commission on Higher Education served as a member of the Board of Examiners team and participated fully in the decision-making process. The consultant was also responsible for reviewing the five programs that were not part of the NCATE curriculum folio review process. The five programs reviewed are as follows:

Educational Specialist in Curriculum and Instruction: (Elementary Education, Secondary Education, and Special Education): The consultant agrees with the unit's decision to discontinue this degree. It continues to have low enrollments and graduation rates, a lack of faculty resources, and a lack of regularly scheduled advanced course offerings. It is recommended that the Ed.S. in Curriculum and Instruction be terminated.

Master of Education in Elementary Education: It is recommended that the program be continued with full approval. It is serving a need in the area served by Winthrop University and it meets the Commission's Program Productivity Standards for average number of degrees awarded and average number of majors. Although the program has written goals in terms of student outcomes, there is limited diversity in terms of exit criteria and the means of ensuring the graduate's mastery of knowledge other than the completion of the prescribed set of courses. Faculty who support this program also have other responsibilities that include teaching and advising in other graduate programs. The responsibilities cause faculty to not always be available for advisement and instruction. Attention to the assignment of faculty will strengthen the program.

Master of Education in Secondary Education: (English, History, Math, Social Studies, Biology, Family & Consumer Sciences, French, and Spanish): It is recommended that the program be continued with full approval as it is meeting the need of licensed secondary teachers to obtain advanced knowledge and skills in discipline work. This program is well coordinated. The discipline faculty work well with the education faculty to ensure that students receive the appropriate advisement throughout their programs. The program meets the Commission's Program Productivity Standards in all three areas.

Master of Science in Business Education: It is recommended that the program be continued with full approval. The program's curriculum ensures that students completing the program can work well in leadership roles in schools as well as in the public sector. With the increase in enrollments, the unit must made a decision to permanently assign faculty to provide systematic and regular advisement for students.

Master of Science in Family and Consumer Sciences: It is recommended that the program be continued with full approval. However, the unit must undertake a careful review of the program because of weaknesses identified in the consultant's report which include: there is a strain on the small number of faculty available for advisement and teaching; there is low enrollment in the

program; it is a field of study in the M.Ed. in Secondary Education program; and there is a mixing of undergraduate and graduate students in classes.

The Commission consultant identified six additional weaknesses that need to be addressed. They are as follows:

1. Not all advanced programs have defined exit criteria. Although a prescribed set of courses are identified, there is not a clear statement of exit criteria.

2. The overall number of programs in the unit far surpasses the total number of students attracted to the unit at the advanced level. The unit should review the productivity data and consider those programs with low productivity for termination.

3. There is an uneven application of preparation that significantly expands the understanding of the needs of diverse populations, particularly on issues related to race, gender, and exceptionalities.

4. There is uneven engagement of faculty in scholarly activities. Records show some faculty active in publishing in refereed journals while other faculty vita reflect little scholarly activity. It is anticipated that faculty be minimally engaged in the activities of a professional organization related to the discipline taught. Minimum expectations of graduate faculty in a teaching institution would be engagement in ongoing action research as a means of encouraging student inquiry.

5. Review of documents as well as campus interview reflected several references to programs offered off-site, none of which appear in the current *SCCHE Inventory of Degree Programs*.

6. The unit has not implemented the conceptual framework across the entire curriculum in graduate programs. No evidence of a comprehensive implementation of the conceptual framework beyond the core courses was observed.

The Commission consultant was also charged with the responsibility of applying the South Carolina Commission on Higher Education Productivity Standards to all teacher education programs in the College of Education at Winthrop University. All of the programs in teacher education meet the Commission's Program Productivity Standards as they meet at least one of the criteria. However, fourteen programs were low on two of the criteria as listed below and these programs should be monitored. A plan should be developed to increase and maintain enrollments in these programs.

Art Education M.A.: An average of 0.2 degrees, 1.3 majors, and 5.7 service hours were reported.

Family and Consumer Sciences B.S.: An average of 1.6 degrees, 7.0 majors, and 18.2 service hours were reported.

Choral Music B.M.E.: An average of 4.5 degrees, 42.8 majors, with no service hours reported.

Music Education M.M.E.: An average of 4.8 majors, 4.5 degrees awarded, with no service hours reported.

Physical Education M.S.: An average of 3.9 majors, 4.4 degrees awarded, with 6.1 service hours.

English B.A.: An average of 2.6 degrees awarded, 4.0 majors, with no service hours reported.

Chemistry B.S.: An average of 0.4 degrees awarded, 2.7 major, with no service hours reported.

Biology B.S.: An average of 1.4 degrees awarded, 13.4 majors and no service hours reported.

History B.A.: An average of 2.0 degrees awarded, 32.3 majors, with no service hours reported.

Political Science B..: An average of 0.4 degrees awarded, 5.1 majors, with no service hours reported.

Sociology B.A.: An average of 0.2 degrees awarded, 3.6 majors, with no service hours reported.

Theater B..: An average of 0.2 degrees awarded, 0.8 majors, with no service hours reported.

Art B.A.: An average of 1.6 degrees awarded, 18.5 majors, and no service hours reported.

RECOMMENDATION/FINDINGS FOR WINTHROP UNIVERSITY

1) Winthrop University was granted continuing accreditation by NCATE at both the initial teacher preparation and advanced levels in March, 1998. The College of Education as the teacher education unit is approved. Programs should be continued with full approval.

2) The three weaknesses identified in the UAB report must be dealt with by the College of Education and progress on their removal will be submitted in their annual report to NCATE. It is recommended that the College of Education move quickly to remedy the weaknesses identified.

3) Five programs were reviewed by the Commission's consultant since they were not part of the NCATE folio review process. One of the programs (Educational Specialist in Curriculum and Instruction) was reported by the unit as being terminated. It is recommended that the unit's decision be supported and the degree be terminated.

4) The four remaining programs reviewed by the Commission consultant are recommended for approval and continuation (M.Ed. in Elementary Education; M.Ed. in Secondary Education; M.S. in Business Education; and M.S. in Family and Consumer Sciences). However, some

programs were identified with weaknesses and the following recommendations are made to help improve them.

i) Master of Education in Elementary Education: It is recommended that an internal review be made as to how faculty are assigned to serve the program with priority being given to services and instruction for the M.Ed. in Elementary Degree program. Faculty currently are assigned to multiple responsibilities which split their time and attention. Busy adult students want to know they can count on reaching program faculty whenever they have programmatic concerns.

ii) Master of Science in Business Education: It is crucial that attention be given to the assignment of faculty with the unit to this program. With the increase in enrollments, the unit must make a decision to permanently assign faculty to provide systematic and regular advisement for students.

iii) Master of Science in Family and Consumer Sciences: It is strongly recommended that the unit carefully review the program particularly in relation to enrollment both regionally and nationally. The unit needs to determine the demand for such a program, especially when multiple programs are being offered. Faculty support for the program must be examined also.

iv) It is recommended that the unit establish a process of establishing and clarifying statements governing faculty scholarly activity including involvement of faculty in the procedure. Expectations and guidelines should be developed and shared with all faculty. Individual professional development plans should be made part of each faculty member's responsibilities. Sufficient resources and other support to achieve and maintain the minimum expectations that are developed must be provided. Annual evaluation of faculty should include the professional development plan and demonstration by faculty of how they are meeting expectations.

v) The unit must determine if it is offering more than 50 percent of programs at off-site locations. If it is, then it must take steps to have such programs approved by the Commission as well as have them included in the *SCCHE Inventory of Degree Programs.*

vi) The unit should continue to examine and revise the advanced coursework and requirements to ensure that all objectives in the graduate conceptual framework have been addressed.

5) All programs in teacher education at Winthrop University meet the South Carolina Commission on Higher Education Productivity Standards on at least one of the criteria as required. However, thirteen programs did not meet two of the criteria and should be closely monitored in the future. A plan must be developed to recruit and maintain students in these programs or consideration be given to terminate.

Recommendations for Future Programs

Obviously, there will be new requests for teacher education programs in the future. Some are probably already underway in the minds of faculty at the various institutions. Before any new program should be implemented there are some steps that will be helpful in making a decision. They are as follows:

- a comprehensive needs assessment should be conducted including issues of duplication of existing programs.
- a fiscal impact study should be undertaken including the potential for generating income, and also the necessary human and financial resources that will be needed to ensure a high quality program.
- the role of technology should be thoroughly investigated.
- the use of distance education to deliver the program should be explored.
- implementing a pilot program for a period of time establishing evaluation criteria in advance to be utilized in reviewing the program.

Too often, new programs are implemented without the necessary resources, both human and financial, to support a quality program. Almost without exception, the faculty on each of the eleven campuses are already carrying heavy loads, adding additional programs without additional faculty would not be beneficial.

In the opinion of the consultants there are some program areas that need to be explored. They are specific programs to serve urban and rural settings, middle schools, special education, and technology. There is especially a need to help teachers incorporate technology (not just computers) into the teaching-learning process in their classrooms. For example, computer-assisted instruction in the classroom is on the verge of changing the way students learn. Teachers need help in learning how to utilize technology to create new learning activities for their students.

Appendix 1

National Council for the Accreditation of Teacher Education Standards

Category I: Design of Professional Education

Standard I.A Conceptual Framework(s) (Initial and Advanced) The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission.
Standard I.B General Studies for Initial Teacher Preparation (Initial) The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge.
Standard I.C Content Studies for Initial Teacher Preparation (Initial) The unit ensures that teacher candidates attain academic competence in the content that they plan to teach.
Standard I.D Professional and Pedagogical Studies for Initial Teacher Preparation (Initial) The unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.
Standard I.E Integrative Studies for Initial Teacher Preparation (Initial) The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students.
Standard I.F Advanced Professional Studies (Advanced) The unit ensures that candidates become more competent as teachers or develop competencies for other professional roles (e.g., school library media specialist, school psychologist, or principal).
Standard I.G Quality of Instruction (Initial and Advanced) Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.
Standard I.H Quality of Field Experiences (Initial and Advanced) The unit ensures that field experiences are consistent with the conceptual framework (s), are well-planned and sequenced, and are of high quality.
Standard I.I Professional Community (Initial and Advanced) The unit collaborates with higher education faculty, school personnel and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.

Category II: Candidates in Professional Education

Standard II.A Qualifications of Candidates (Initial and Advanced) The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

Standard II.B Composition of Candidates (Initial and Advanced) The unit recruits, admits, and retains a diverse student body.
Standard II.C Monitoring and Advising the Progress of Candidates (Initial and Advanced) The unit systematically monitors and assess the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.
Standard II.D Ensuring the Competence of Candidates (Initial and Advanced) The unit ensures that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.

Category III: Professional Education Faculty

Standard III.A Professional Education Faculty Qualifications (Initial and Advanced) The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.
Standard III.B Composition of Faculty (Initial and Advanced) The unit recruits, hires, and retains a diverse higher education faculty.
Standard III.C Professional Assignments of Faculty (Initial and Advanced) The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.
Standard III.D Professional Development of Faculty (Initial and Advanced) The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

Category IV: The Unit for Professional Education

Standard IV.A Governance and Accountability of the Unit (Initial and Advanced) The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to deve3lop, administer, evaluate, and revise all professional education programs.
Standard IV.B Resources for Teaching and Scholarship (Initial and Advanced) The unit has adequate resources to support teaching and scholarship by faculty and candidates.
Standard IV.C Resources for Operating the Unit (Initial and Advanced) The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.

Program Productivity Standards

At its meeting on December 5, 1991, the Commission approved a new policy designed to provide guidelines for measuring the productivity and the cost-effectiveness of existing degree- granting programs in four-year institutions. When used with the Commission's established program evaluation and institutional assessment policies and processes, the policy ensures that all programs meet an established level of productivity. The policy requires the institutions to justify the continuation of ow-productivity programs that do not meet the productivity standards.

The minimum standards for productivity involve: 1) the number of degrees conferred in the program annually; 2) the number of upper-division FTE students enrolled in any given degree program; and 3) the number of FTE students taking course offered in the discipline in questions, including those hours in support of other majors, which is commonly referred to as service enrollment. The specific standards are as follows:

Minimum Standards for Degree Productivity

		Productivity Criteria (Five-Year Average)	
	Degrees Awarded	**Major Enrollment**	**Service[3] Enrollment**
Baccalaureate	5	12.5[1]	12[2]
Master's/First Professional	3	6.0[2]	10
Doctoral	2	4.5	N/A

[1] Upper-division majors
[2] G-1 enrollments
[3] Calculated by dividing total credit hours generated in discipline by appropriate divisor: 30 (UG); 24 (G-1); 18 (G-2)