

Certification Programs: What needs to be expanded or added?

□ Programs:

- TSOL – add a university (UG) concentration
- T2T – Graduate focus

□ Programs:

- Formalize Middle School Program
- Special Ed: Combine LD, EBD, MD for Mild D Program
- Masters for Secondary Ed – add options

□ Programs

Middle Level program

↓ Reading – OUT

↑ Early Childhood – IN

↑ Special Ed – IN
➤ *With redesign*

↓ Elementary OUT

□ Courses:

- Writing Course
- ED11
- Other:
- Actively encourage T2T candidates to work on masters.
- Recruit more students

□ Courses:

- ED 20 – GER people
- Middle – Special needs in M.S. (TESOL)
- Elementary – Add U.S., SC History and earth science
- Restructure Ed 30/31
- Add Elective Ed Research course
- Study Abroad?

□ Courses:

- Interdisciplinary courses with other academic departments
- TESOL Course
- More sections of geography for any student
- Technology course rather than CS 16 undergrad
- Technology course on graduate level

↑ School Leadership IN

? Middle School
➤ *Caution*

↑ TESOL – IN
➤ *w/expansion*

? Secondary–
➤ *Needs discussion/redesign*

Base decisions on NEED – NOT numbers

Certification Programs: What needs to be reduced, eliminated or combined?

□ Undergraduate:

- Combine nature of special ed courses
- Sequence methods courses: 1 method class per term
- Eliminate secondary areas with historically low numbers

□ Graduate:

- Cohorts in school leadership need some on campus time
- Once cohort begins – don't add
- Consider reducing #s of cohorts in school leadership or add faculty

□ Staffing/supervision of secondary candidates outside our department

□ Revisit secondary offerings

□ Eliminate reading (for now) due to lack of faculty

□ Combine elementary – middle courses (example literacy)

□ One fine arts course

□ Redesign special ed options (mild D combination)

□ NCATE – it is driving us.

□ Combine ED 50 + content-specific methods courses
(May open door to work with other departments)

□ Eliminate CS 16
(add our own technology course)

□ Redesign the 3 math courses for elementary major
(from 3 to 2)

□ Cross-list middle school courses *(undergrad and grad)*

□ Combine related arts methods courses
(THA 60, Music 69 & Art 58 into one related arts methods course)

□ TA & Art – under discussion

□ Latin – great need, low #s – keep

□ Physics and chemistry: need to keep options open

□ Elementary: Art, music, TA – combine. Meeting is scheduled

□ Math – restructure

□ Grad: Review Reading

□ Review CS 16

□ Integrate 40, 41 & 42 content with other methods courses.

Alignment of Faculty with Program Changes

- Encourage faculty retooling
- Matrix – courses/faculty and programs/faculty
- Clarify responsibilities – programs, etc. – Who is in charge?
- Expand offering double listings – ex. Opens UG schedule
- Recruit faculty to address needs
- Add faculty for early childhood
- Using adjunct faculty in practicum (*already occurring*)
- Foundation courses?
 - Ed 11 – 5
 - Ed 20 – 3
- Foundation courses – retool faculty – mentor each other
- Rotate faculty – field base and campus base
- Audit interest and willingness (past experience) of faculty to teach courses
- What does a faculty member aspire to?
 - e.g. undergraduate, graduate, administration, research, grant writing
 - Department would affirm this in some way.
- Faculty members need to generate individual objectives for the next academic years.
- Hiring/status
- Faculty appointment needs to match program needs.
- Either we are a seamless undergrad/grad program or we are not.

Faculty Teaching Audit		
Name	Course Expertise	Desire for Expertise

Teaching/Release Time Schedule			
<i>(Prepare 3 years forward)</i>			
Course	Instructor Fall	Instructor Winter	Instructor Spring

- Rotate responsibilities
- Periodic release time
- Add summer schedule

Administrative Load: What are the priorities? How can load be shared?

□ Top Priorities:

- Fewer and shorter meetings
- Delegate tasks, duties to smaller groups/individuals e.g. appeals
- Equitable distribution of work related to NCATE, etc.

OR

- Hire specific person to manage NCATE
- Revisit NCATE (?) → dialogue w/acc. about differences related to colleges vs. departments of education

□ Mid Priority:

- Clarify lines of responsibility
- Should everyone do everything? Advising, e.g.

□ Low Priority:

- Recognize/minimize administrative tasks related to off-campus courses/programs

□ Top Priorities:

- NCATE
- School District/Network
- Grant writing
- State Department of Education/NCLB
- University Responsibilities
- Programs (UG/Graduate)

□ Mid Priority:

- Clarify and assign departmental roles:
 - Authority
 - Accountability

□ Top Priorities:

- NCATE – program reviews, committee work, ongoing training & quality assurance
- Teacher to Teacher – principals, teachers, districts
- Advising – graduate
- Recruitment for Furman – programs
- Community Outreach:
 - e.g. – Children’s Museum, Suzuki, Hispanic Student Organization

□ How can load be shared?

- Statement of administrative expectations for each faculty member based on program needs
- Rotation of committee chairs, committee membership
- Accountability procedures for meeting expectations – committee reports at department meetings

□ Top Priorities:

- State Department
- University Comm
- Dept Comm
- Program Development
- Loc
- Title II
- T2 T
- Teaching Fellows
- Upstate Consortium
- School Partnership

Teacher to Teacher: What are the issues that should be addressed?

- Rotation of faculty
- Permanent coordinator
- Getting districts "on board"
w/ true partnership
- True partnership means that
F.U. has a say re; who gets
hired to mentor/site
coordinator
- Research to measure
whether our candidates make
a difference in the classrooms
- Continued funding – program
is expensive (time, mileage,
tuition revenue)
- Liabilities:
 - Not cost effective
 - Necessitates certain
summer courses to be
staffed:
 - Intense program for
students
 - Summer teaching required
for some faculty
 - Need for more options:
 - For secondary and
elementary – a 4-year
certificate
 - Too tied to districts who
hire T2T – relinquish
autonomy
- Assets:
 - Ultimate mentoring model
 - Very high success rates in
retention
 - Unique
 - Puts FU students in upstate
districts
- Need for coordinator
- Faculty time investment
- Responsibilities on and off
campus
- Defining senior year teaching
experience and communicating
to teachers
- Assuring excellent mentor
teachers
- Staffing concerns – rotation
to avoid burn out
- Elementary:
 - Candidates feel program is
inflexible and that, they
must choose a master's
program feel concerned
- Secondary:
 - How is the 5th year going to
look?
 - Master's options
 - Philosophical difference
between teaching methods
and best practices
- Refine secondary program:
 - Time element
 - Assessment
- Funding
- Fostering district
relationships
(politics)
 - Mentor Teachers
 - +1st year mentoring
- Commitment to program
(student)
 - Clarifying
 - Connecting
- Mine T2T for research!
 - Time?

What are the priorities for advocating for policy change? Developing a case for support.

- TENURE –
 - Grad/SS Teaching
- “The right thing for the profession” (NH)
- NATURE of education department is different v. university
- T2T – national trend, cutting edge – T2T research/support
- Present to Status Committee
- Multi-prong top-down approach:
 - Educate the Deal
 - Summer School
 - Graduate Program
 - Work with Riley
 - Re-invite the Dean to hear what we have to say
- Antecedent question:
 - Does the department really want a grad program?
- Ethical Point:
 - If Furman supports grad program, it must validate the work of its faculty
- Are we a unified program (grad/undergrad) or not?
- Two-tiered set of teaching obligations (beyond 5-course contractual load)
- Grad courses require additional research (students & course content) that doesn’t ever really “count”
- Community engagement
- Advocacy communications:
 - Extended program IS extension of undergrad program needs to recognize faculty involvement
 - Disconnect between “engaged learning” and reward system (we do engaged learning)
 - How we define research – integral to what we do
 - Longitudinal program data
 - Based on classroom/schools/own teaching
 - Need to develop a research plan & use to communicate with Dean & Status Committee

Is consensus management working? How to improve morale and collaboration among educational faculty?

- Group research publishing
 - Faculty
 - Students
- Balance consensus model:
 - BIG
 - Don't sweat small stuff
- Celebrate
- Equal respect among people and programs
- Everyone needs to be more engaged in the larger university community
- Rotate responsibilities to help address burn out
- Too many projects – too many hats
- Better use of e-mail for FYI
- Meetings for discussions/motions
- Fewer department meetings
- Streamline:
 - Appeals
 - Announcements
 - FYI Items
- Have meetings focus on 1 major issue
- Need committee reports on rotation basis:
 - Need to appoint committees annually
 - Give clear charges
 - Rotate membership

NCATE HOME PAGE