

Newberry College Institutional Report

Overview and Conceptual Framework

A.1. What are the institution's historical context and unique characteristics (e.g., HBCU or religious)? [one paragraph]

Founded in 1856, Newberry College (NC) is a co-educational, residential, four-year undergraduate liberal arts college, affiliated with the Evangelical Lutheran Church in America (ELCA). NC resides on a 90-acre, wooded campus in the small southern town of Newberry, South Carolina (population ~10,000). Steeped in Southern charm and blessed with a mild climate, historic Newberry is noted for being one of the safest cities in the southeast. The beautifully restored Newberry Opera House (NOH) draws diverse audiences weekly to enjoy performances from nationally acclaimed artists. Located just minutes away from both the state capital of Columbia and Lake Murray (one of the largest man-made lakes in North America), NC students have access to a plethora of cultural and recreational opportunities. NC is nationally recognized for its commitment to values-based-learning, which integrates community service with coursework, while ensuring individual attention and guidance in a caring teaching-learning environment. NC honors its Christian heritage and welcomes a variety of religious traditions (~90% of students are non-Lutheran). NC embraces Lutheran concept of vocation, leading students to prepare for meaningful life experiences, occupations, and service to the world. Often described colloquially as a school which trains “teachers and preachers,” teacher preparation and religion continue to be strong programs at NC. Additionally, business, physical education, forensic science, music, nursing, communications and art are also popular majors. NC pursues and promotes professional preparation of students and faculty in all disciplines to be meaningful contributors in their communities and families. The student body of NC is diverse in many ways, which also reflects the geographic area currently served. Approximately 44% of students are in ethnic minorities and more than 40% are first generation college students.

A.2. What is the institution's mission? [one paragraph]

The primary mission of Newberry College is to "challenge and nurture students for lifetimes of service and leadership through intellectual transformation, social development, a culture of physical well-being, and spiritual growth by providing a Christian education in the Lutheran Tradition.”

The college strives to achieve the four pillars of the mission through the attainment of ten goals. The goals of the Newberry College educational program are to provide an environment and the resources through which students have the opportunity to:

1. Gain a basic knowledge of the arts, humanities, social sciences, and natural sciences as expressions of human culture and as ways of understanding the world and our place in it.
2. Gain an in-depth knowledge of the history, methods of inquiry, and current intellectual claims of a specific disciplinary or interdisciplinary area of study.
3. Develop the skills of critical analysis in order to solve problems in both a humane and a scientific context.
4. Develop effective oral and written communication skills.
5. Acquire knowledge and skills for the effective use of information technology.
6. Acquire an understanding of the heritage of the Christian faith and its ethical implications to develop a set of values for guiding life choices.
7. Develop an appreciation for the dignity and worth of all individuals and the skills and personal qualities that contribute to fulfilling relationships with people of diverse backgrounds.
8. Obtain knowledge and develop attitudes and habits that will contribute to lifelong emotional and physical health.
9. Develop the ability to work with others as leaders or as members of a team to accomplish common goals in the workplace or in civic, religious, or other organizations.
10. Acquire knowledge and skills that foster and sustain life-long personal growth and professional development.

A.3. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators? [1-2 paragraphs]

Newberry College's Professional Education Unit is officially called the Teacher Education Program (TEP). It is led by the Department of Education (DOE) and includes majors from the following departments: Health and Physical Education, Music, Biology and Chemistry, Mathematics, English, and History/Social Sciences. The faculty in these departments who teach professional and/or specialty area education courses and who serve as college supervisors are considered members of the Professional Education Unit and therefore, comprise the TEP faculty.

The Vice President for Academic Affairs (VPAA) has designated the Chair of DOE as Director of TEP. The Director of TEP has overall responsibility for the TEP and chairs the Teacher Education Committee (TEC) and the Team for the Continuous Improvement in Teacher Education (CITE). A system of committees supports the work of the TEP and includes representation from all departments in the TEP and P-12 partners. Committees include the college-wide Academic Assessment Committee (AAC), Teacher Education Committee (TEC), Team for the Continuous Improvement in Teacher Education

(CITE), Faculty Council and Faculty Assembly. The College's Academic Policies and Procedures clearly recognize the central role of the TEP in college decisions regarding the preparation of P-12 educators (i.e., program changes regarding any education program at the College must have concurrence from TEC).

As the department with responsibility for coordinating the TEP at NC, the DOE provides leadership and support to all programs in the TEP including service by DOE offices (e.g., College/Public School Partnerships and Clinical Experiences, and Student Affairs/Certification). The DOE Chair's Office also serves as the college's primary liaison to the South Carolina State Department of Education Division of Educator Quality.

A.4. What are the basic tenets of the conceptual framework and how has the conceptual framework changed since the previous visit? [1-2 paragraphs]

The Newberry College Conceptual Framework is summarized in the motto, "Building Better Communities, One Teacher at a Time." The Conceptual Framework includes the Vision, Conceptual Outcomes, Mission, Five Guiding Principles, and Dispositions. These are explained in the Conceptual Framework Document and represented visually in the Conceptual Framework Graphic.

Vision: Newberry College candidates and graduates will be recognized as models of life-long learning, service, leadership, and professional behavior in the campus, public school, local, state, and global communities.

Conceptual Outcomes: Each graduate will exemplify Teacher as Learner, Servant, Leader and Professional. *Mission:* The Newberry College Teacher Education Community provides each candidate the opportunity to become a highly qualified teacher who is a caring, reflective, life-long learner with the knowledge, skills, and dispositions necessary to instruct future generations of students.

Guiding Principles: Best Practice, Content, Ethics

Dispositions: Fairness, Judgment, Sense of Community, Professional Commitment, Integrity, Reflection

NC recognizes a responsibility to produce educators who can work effectively with a broad range of stakeholders to improve the communities in which they work and live. They are able to build better communities in their classrooms, schools, towns, state, nation, and world.

Since 2003, three major refinements were made to the conceptual framework:

1. In 2006, with the hiring of a new department chair and several new faculty members, the Teacher Education Advancement Team (formerly TEAT, now CITE) completely revised the Conceptual Framework. Every aspect of the former Conceptual Framework was changed to reflect the new direction the TEP needed to take.
2. In 2009, faculty began to express concern over the lack of emphasis placed on content within the Conceptual Framework. After much discussion, CITE decided that Technology, while an important

guiding principle, be removed as a stand-alone element and incorporated into Best Practice. This guiding principal was replaced with Content.

3. In December 2009, an outside consultant was hired to facilitate the TEP faculty and candidates with the development a new Vision statement. The notion of “sense of community” rose to the forefront during this process. Through surveys and focus group meetings, the new vision emerged along with the conceptual outcomes we hope our graduates will exemplify. Also, the mission was revised to place emphasis on the idea of community and on the individual candidate.