I. Description of Institution

Morris College was founded in 1908 by the Baptist Educational and Missionary Convention of South Carolina to provide educational opportunities for Negro students in response to the historical denial of access to the existing educational system. Today, under the continued ownership of its founding body, the College opens its doors to a culturally and geographically diverse student body, typically from the Southeast and Northeast regions. Morris College is an accredited, four-year, coeducational, residential, liberal arts and career-focused institution awarding baccalaureate degrees in the arts and sciences and in career-based professional fields.

The College serves the needs of its students, alumni, and community.

It serves its students by:
- Providing sound liberal arts and career-based programs with a particular emphasis on teacher education.
- Providing an intensive program for mastering basic social, thinking, listening, speaking, reading, writing, mathematical, technological, and leadership skills.
- Providing services and programs to assist in their academic, social, professional, and personal development.
- Promoting an ethical and religious environment which complements the student's total development.

It serves its alumni by:
Promoting a relationship that is mutually beneficial to the alumni and the institution.

It serves its community by:
- Providing continuing education and services to clergy and laity.
- Promoting the growth and development of the larger community through public service programs.
- Providing research services and facilities in the solution of academic and community problems.

Morris College is primarily a student-centered institution which seeks to fulfill this mission by:

- Evaluating the academic performance of students to ensure competence in communication, problem solving, critical thinking, and the use of information technology.
- Emphasizing a broad understanding of the liberal arts and sciences.
- Emphasizing specific professional and technical skills necessary to meet societal demands.
- Emphasizing total development of the student for responsible citizenship in a global society.
This student-centered commitment embraces the College's motto, "Enter to Learn; Depart to Serve."

II. The Mission of the Teacher Education Unit

The mission of the Teacher Education Unit is to prepare candidates for teaching careers in elementary and secondary schools. Included in the mission is the concept of providing high quality programs through effective teaching, content-related field experiences, on-going assessment, and other learning opportunities to ensure that all graduates meet the standard of highly qualified.

Because of the constant technological, social, and occupational changes in our society, education must be dynamic. More than ever, students in today’s P-12 schools must learn how to become independent learners and adept at adapting to the changes in every aspect of life and learning. Thus, their teachers must be models of independent learning, while demonstrating enthusiasm, motivation, and love for the teaching and learning process. Teachers must also be experts in and modelers of the elemental skills of listening, reading, speaking, and writing; for mastery of these skills serves as the foundation for independent and lifelong learning.

III. Teacher Candidate Outcomes and Measures Used to Evaluate Outcomes

1. Subject Matter Outcomes and Consistency/Accuracy in Measurement:

   A. Praxis II scores: All Programs had a 100 percent pass rate on Praxis II
   B. Overall GPA of Program completers (2011-2012): is 3.5 and for 2012-2013- 3.1
   C. Two Programs are nationally accredited and meet the standards of the professions of Early Childhood and Elementary Education.

2. Clinical Practice Requirements and Outcomes and Consistency/Accuracy in Measurement:

   A. How Many field/clinical hours total are required of candidates in the school of education? A minimum of 100 hours is required in accordance with South Carolina policy.
   B. How many weeks is the student teaching experience? Approximately 12 weeks (60 consecutive full days) in accordance with South Carolina policy.
   C. How many weeks do candidates teach full-time within the student teaching experience/ Student Teachers teach nine weeks for sixty consecutive days.
D. One hundred percent of teacher education candidates in 2011-2012 school year satisfactory completed clinical practice requirements (long range plan, ADEPT observed lessons, log of professional duties, and portfolios).

E. One hundred percent of candidates completed a portfolio highlighting their teaching skills.

III. Post-Graduation Measures

1. Percent of Graduates Hired: 2011-2012- (100%) and 2012-2013(100%)
2. Percent of Graduates Hired in Low Performing Schools: 2011-2012 (0%) and 2012-2013 (0%).
3. Percent Enrolled in Graduate Schools: 2011-2012-(0%) and 2012-2013(.16%)

IV. Follow Up Post Graduation:

a. All Morris College Teacher Education Candidates-100% successfully completed the beginning teacher mentorship program required by South Carolina Department of Education for 2011-2012-2012-2013.

V. Other helpful Information about Accreditation Outcomes:

1. Date of Last Review: November 2010
2. Date of next Review: November 2017