



Morris College Teacher Education Handbook



2020 – 2021

Foreword

The Office of Teacher Education in the Division of Education is the Educator Preparation Provider (EPP) of Morris College.

The *Teacher Education Handbook* is to provide information for pre-candidates who are preparing to apply for admission to the Teacher Education Program and for all candidates who have been admitted to the Teacher Education Program. This document serves as the guide for getting an appropriate and informed start in preparing for admission to the Teacher Education Program and a guide for assisting candidates in completing the program. When used in conjunction with information in the College catalog, the entering pre-candidates and returning candidates will gain precise information about application procedures, forms, interviews, state requirements, College requirements, schedules, and program expectations.

This handbook also serves as a resource for all Program Coordinators, teacher education faculty (full-time and adjunct), practicum teachers, cooperating teachers, as well as any other appropriate institutional and public school personnel.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; 2020

NOTICE

The commitment of Morris College Teacher Education to the development of high quality professional educators has been locally and nationally recognized for decades. The Handbook is a public guide about educator preparation operation and policy. The Handbook began documenting revisions in 2004. In 2020, the program adopted documentation of each section to provide a timeline for students, faculty, and public about updates or other changes to specific sections.

Fall 2020

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Overview of the Educator Preparation Provider

The Morris College Educator Preparation Provider is one of five programs housed in the Division of Education: (1) Health Science, (2) Recreation Administration, (3) the Army Reserve Officer Training Corps, (4) Cooperative Education, and the, and (5) Teacher Education, to include the *Call Me MISTER* Program.

The Educator Preparation Provider offers baccalaureate degrees in six (6) areas: Early Childhood Education, Elementary Education, Biology/Secondary Education, English/Secondary Education, Mathematics/Secondary Education, and Social Studies/Secondary Education.

Candidates preparing to teach on the secondary level are majors in their chosen disciplines (i.e., biology, English, mathematics, social studies). They must, however, enroll in the Teacher Education Program and have two academic advisors: one for the major discipline and one for the professional education courses. The program of instruction for all teacher education majors consists of four main segments: general education, professional education, the specialized requirements of the major discipline, and electives. The Teacher Education Program is designed to ensure that all candidates graduate demonstrating the unit's pre-determined knowledge, skills - dispositions and are prepared to be teachers who are **competent, critical thinkers, reflective practitioners, and caring.**

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O.1 Mission Statement of Morris College

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."

O.2 Vision and Mission of the Educator Preparation Provider

Vision of the Educator Preparation Provider

The Educator Preparation Provider envisions the Morris College Teacher Education Program as the premier program in the nation in preparing teachers who are competent, critical thinkers (analytical), reflective practitioners, and caring. Also, it envisions the graduates as being committed to meeting the educational needs of all learners in our world's diverse settings. To this end, the Educator Preparation Provider's vision is captured in the theme: The nation's premier teacher education program in preparing teachers who are **Competent, Critical Thinkers, Reflective Practitioners, and Caring**.

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Mission of the Educator Preparation Provider

The mission of the Educator Preparation Provider 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.

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O.3 Candidate Outcomes and Candidate Dispositions

The Morris College Educator Preparation Provider expects its graduates to possess and to demonstrate specific knowledge, skills, and dispositions that are unique to its program. These unique elements are defined as Candidate Outcomes and Candidate Dispositions.

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Candidate Outcomes

The Educator Preparation Provider identified four candidate outcomes that serve as the vehicle that guides the program and as the adhesive that connects and binds the candidates' learning experiences:

Competent

Competent teachers are experts in the content that they teach. Teacher education programs must provide candidates with a foundation of information, research results, and theories that can be applied to experiences in classrooms. Teachers must have a thorough knowledge of formal and informal assessment strategies. Thus, teachers must have the ability to understand a given situation, access appropriate information, and analyze the circumstances in light of potential results. Further, they must possess and appropriately apply knowledge relative to diverse cultural, social, economic and cognitive differences that learners bring to the classroom. Competent teachers also understand and use their knowledge of technology to bridge the social, cultural, and economic gaps, in order to increase the probability of equal access to educational opportunities.

Critical Thinkers

Teachers think critically about every aspect of the teaching-learning process: the curriculum standards that must be taught, the selected objective, the most effective way to introduce the objective, which en-route learning's must be presented first, how to take a learner from not knowing to knowing, which guided activities will best reinforce the learning for all learners, and the most effective means of determining if learning has occurred for all learners. Further, if learning has not occurred for every learner, then the analytical teacher knows what to draw upon from his repertoire of content and pedagogical knowledge.

Reflective Practitioners

Teachers who are reflective practitioners master the hallmarks of reflective practice: self-knowledge and self-assessment. Self-assessment motivates self-improvement. Thereby, reflective practitioners continue to grow in their ability to teach by thinking about their teaching, testing teaching ideas, and improving practice.

Caring

Caring teachers model respect and sensitivity for their learners. They also work to support the learners' self-concept and self-efficacy as much as their achievement; encourage efforts while challenging students to do their best; promote a climate of caring and trust; help students set achievable goals; and consider individual growth or progress in assessing learning.

Candidate Dispositions

When the Educator Preparation Provider's competent, critical thinking, reflective practitioners, and caring candidates graduate, they will also possess and demonstrate the following five elements of moral and ethical behavior:

1. Value for reflection as a part of professional growth;
2. Respect and value for all students and their diverse talents and abilities;
3. A sensitivity to community and cultural norms;
4. Establishing and maintaining high expectations for all students and believing that all children can learn
5. Value for collaborative efforts to enhance practice and problem solving.

6. Value and demonstrate fairness in all interactions with students, parents, and colleagues
Throughout the teacher education program, pre-candidates and candidates are assessed relative to their acquisition of the candidate outcomes and the candidate dispositions.

O.4 Candidate Outcomes and Proficiencies

The Teacher Education Educator Preparation Provider's four candidate outcomes are supported by 21 proficiencies that must be demonstrated by all candidates. These proficiencies are aligned with the **Educator Preparation Provider's Conceptual Framework**, the state's ten ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Performance Standards; the Council for the Accreditation of Educator Preparation (CAEP) standards, as well as the standards of specialized associations for which the unit has programs: National Council for the Social Studies (NCSS); National Council of Teachers of English (NCTE); National Council of Teachers of Mathematics (NCTM); the National Science Teachers Association (NSTA); and the National Association for the Education of the Young Child (NAEYC). Also, all standards are aligned with the Educator Preparation Provider's standards, which are the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), which the unit adopted as its standards.

Acquisition of the 21 proficiencies will ensure that all unit completers will possess the knowledge, skills, and dispositions required to become teachers who are Competent, Critical Thinkers, Reflective Practitioners, and Caring. Moreover, the candidates will be prepared to facilitate learning that will have a positive impact on P-12 student achievement. The proficiencies are aligned with the Educator Preparation Provider's conceptual framework and appear below.

Candidate Outcome 1: Teachers as Competent Educators (CO)

Proficiencies

- 1.1. understand the major concepts and processes of inquiry central to the subject area(s) of preparation;
- 1.2. understand verbal, nonverbal, and media/technology strategies for effective communication with all students;
- 1.3. understand how diverse cultural, ethnic, socio-economic, gender, and exceptionality issues affect student learning;

- 1.4. understand the relationship among human development, teaching, and learning;
- 1.5. understand the interrelationship of curriculum, instruction, and assessment within and across the disciplines;
- 1.6. understand the concepts related to technology;
- 1.7. understand the principles of effective classroom management to promote positive social, democratic, and mutually respectful behavior and purposeful learning; and
- 1.8. understand the philosophical, historical, and sociological foundations of education and implications for teaching in a diverse society.

**Candidate Outcome 2: Teachers as Critical Thinkers (CT)
Proficiencies**

- 2.1. research and use theories, current information, resources, best practices, and technologies to design and facilitate effective learning environments to enhance teaching and learning;
- 2.2. select and use a variety of instructional strategies to enhance teaching and learning;
- 2.3. plan and deliver culturally responsive lessons through differentiated instruction, by monitoring student learning and adjusting practice based on knowledge of student interests, abilities, skills, experiences, and peer relationships;
- 2.4. use effectively appropriate classroom management strategies that promote student learning; and
- 2.5. select, design, administer, analyze, and interpret a variety of appropriate assessments, and use the results to enhance teaching and learning.

**Candidate Outcome 3: Teachers as Reflective Practitioners (RP)
Proficiencies**

- 3.1. use critical and systematic reflection on effects of discussions and actions on others to improve teaching practices;
- 3.2. engage in inquiry, reflection, and self-assessment to improve practice; and
- 3.3. value reflection as a part of professional growth.

**Candidate Outcome 4: Teachers as Caring Educators (CA)
Proficiencies**

- 4.1. respect and value all students and their diverse talents and abilities;
- 4.2. demonstrate sensitivity to parents/family, community and cultural norms;
- 4.3. establish and maintain high expectations for all students; and
- 4.4. value collaborative efforts to enhance practice and problem solving.
- 4.5. value and demonstrate fairness in all interactions with students, parents, and colleagues

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O.5 Call Me Mister Program

The *Call Me Mister* Program (Mentors Instructing Students Toward Effective Role-Models) is a scholarship teaching preparation program. The program seeks to recruit, prepare, certify, and secure employment for young African American males, who want to teach in the elementary schools in South Carolina. One may major in Early Childhood Education (PK-2) or Elementary Education (grades 3-6). Basic criteria for program consideration are to maintain of a minimum of a 2.50 grade point average, enroll in at least 16 credit hours per semester, and to take Praxis Core, a basic skills test required for pre-candidates to be considered for admission to the Teacher Education Program, no later than the summer prior to the beginning of the sophomore. The *Call Me Mister* Program provides financial assistance toward participants' books and tuition. All participants must complete and sign a contractual agreement. For more information, contact the Collaborator for the *Call Me Mister* Program at Extension 3197.

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Program Majors

Program Objectives and Course Requirements by Major

PO.1 Program Requirements and Certification Grade Configurations

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PO.3 Elementary Education, Grades 2-6

PO.4 Biology/Secondary Education, Grades 9-12

PO.5 English/Secondary Education, Grades 9-12

PO.6 Mathematics/Secondary Education, Grades 9-12

PO.7 Social Studies/Secondary Education, Grades 9-12

Note:

EDU 251: Foundations of Education is the prerequisite to all other courses in education. It must be successfully completed before a pre-candidate can enroll in other major and professional education courses.

PO.1 Program Requirements and Certification Grade Configurations

Program requirements for each major consist of those elements, courses and experiences which directly contribute to the mastery of the competencies which characterize the teacher who is competent, a critical thinker, a reflective practitioner, and caring. These requirements culminate in the field experience commonly termed the Observation and Directed Teaching Internship.

To ensure that candidates are properly prepared to master the proficiencies necessary for them to achieve the unit's expected outcomes, specialized curriculum per major and carefully designed field experiences are offered and should be taken in the sequence outlined by the teacher education unit. Upon completion of the unit's requirements, as well as those for South Carolina Teacher Certification, candidates will be prepared to teach in one of the following certification grade configurations:

- **Early Childhood Education—Grades P-3;**
- **Elementary Education—Grades 2-6;**
- **Biology, English, Mathematics, Social Studies/Secondary Education—Grades 9-12.**

PO.2 Early Childhood Education, Grades PreK-3

Program Objectives

Students interested in teaching pre-kindergarten through third grade should declare a major in Early Childhood Education. Early Childhood Education majors should complete the general education program, major subject matter requirements, professional education courses and all requirements for certification. The objectives of the Early Childhood Education majors are designed to produce effective teachers who are able

1. to develop an understanding of an appreciation to both the function and the beauty of language and how it develops.
2. to build the foundation of mathematics understanding to include counting, recognition of numerals, problem solving, and reasoning, using manipulative and technology.
3. to develop an understanding and appreciation for the various areas of science, to include life science, earth science and physical science and to encourage a spirit of inquiry.
4. to help students understand who they are and how they relate to family, school, community, and the larger society; how the past, the present, and the future interconnected; and how cultures are similar and different.
5. to develop an understanding of the importance of personal hygiene, health, and physical fitness and to promote good health habits and appropriate physical activity.
6. to build a foundation for understanding and appreciating and participating in the visual and performing arts.

PO.3 Elementary Education, Grades 2-6

Objectives

Students who plan to become elementary teachers should declare a major in elementary education and must complete the general education program, professional courses, and additional subject matter preparation as required for certification.

The elementary education program places emphasis on the development of skills and their application of the content area in programs for grades two through six. The objectives of the Elementary Education major are as follows:

1. To develop an understanding of the influence of communication on individual development, and an understanding of the processes involved in learning to listen, speak, read, and write the English language clearly and effectively.
2. To develop an understanding of the language of mathematics, mathematical skills, and problem-solving skills.
3. To provide an understanding of the scope, content, skills and methods of social studies.
4. To provide an appropriate program for science, health, physical and safety needs of children.
5. To provide Study in the fine arts so that the teacher may develop the skills needed to work creatively with children in the aesthetic experiences in music, visual arts, dramatics and creative dance.
6. To provide for the study of human growth of young pupils in the elementary grades with diverse backgrounds.
7. To provide for study of principles of learning and the learning environment for elementary children.

PO.4 Biology/Secondary Education, Grades 9-12

BIOLOGY AND BIOLOGY/SECONDARY EDUCATION PROGRAM

Objectives

The Biology and Biology/Secondary Education Majors strive to

1. Present an integrated concept of life as manifested in animals, plants, and microorganisms. Such a concept reveals characteristics common to all these forms of life and accentuates their dependence on one another, directly or indirectly.
2. Demonstrate the interrelationships of living organisms with their abiotic environment.
3. Demonstrate that organization and coordination at different levels are so vital that any disruption of these processes may result in disturbance or even “death.”

4. Provoke thought and inquiry concerning the evolution and metamorphosis of living beings prior to acquiring their present form.
5. Provide the necessary background for advanced study and the preparation required for studying medicine, dentistry, nursing, or any other related health profession.
6. Study biology and other sciences in light of recent technological advances and recognize the impact of these at the human, ethical, and environmental levels.
7. Enable students to recognize the contributions of biologists from diverse cultures and different eras of human history.
8. Prepare interested students (candidates) to teach biology at the secondary school level by meeting the following (NSTA) standards:

- (1) Content
- (2) Nature of Science
- (3) Inquiry
- (4) Context of Science
- (5) Skills of Teaching
- (6) Curriculum
- (7) Social Context
- (8) Assessment
- (9) Environment for Learning
- (10) Professional Practice

The above standards are described in the NSTA Specialty Area Report (SPA) and are reflected in the major course syllabi and related rubrics.

9. Make candidates aware of new developments in research and technology and use them to enhance their student learning and performance.

PO.5 The English/Secondary Education, Grades 9-12

ENGLISH/SECONDARY EDUCATION

Objectives

1. To prepare secondary school candidates to teach effectively the three components of the secondary English curriculum and the South Carolina 9-12 English Language Arts Curriculum Standards.
2. To prepare candidates who can effectively teach writing skills and demonstrate acquisition of the National Council of Teachers of English (NCTE) Standards 9-12.

3. To introduce candidates to the experiences, ideas, and attitudes of writers and thinkers of various cultural backgrounds and help them learn to appreciate these writers through discussions, lectures, individual and group projects and research.
4. To emphasize the relevance of linguistic and literary study in understanding contemporary life by relating linguistic and communication theory to practical life situations.
5. To show candidates the unity and diversity of human experience portrayed in various works of literature.
6. To acquaint candidates with the roles and responsibilities of the teaching profession.
7. To acquaint teacher candidates with research trends consistent with current practices and which promote school effectiveness.

PO. 6 Mathematics/Secondary Education, Grades 9-12

Objectives

The Mathematics and Mathematics/Secondary Education Majors strive

1. To develop a sound understanding of the basic concepts and methods of mathematics and how to teach the 9-12 South Carolina Curriculum standards.
2. To develop proficiency in computational mathematics and in the use of the symbolic language of mathematics.
3. To enable the student to apply mathematics to a wide range of problems in everyday life and in related academic disciplines.
4. To develop in the student an appreciation of the role of mathematics in the culture of the past as well as the present.
5. To prepare the student for continued study of mathematics at an advanced level.
6. To prepare interested students to teach mathematics at the secondary level by meeting the following standards: Council for the Accreditation of Educator Preparation (CAEP) and the National Council of Teachers of Mathematics (NCTM).

7. To make student teachers aware of new developments and technology in mathematics in order to foster in them the desire for continuous learning through research and experimentation

PO. 7 Social Studies/Secondary Education, Grades 9-12

Objectives

1. To prepare interested students to teach social studies at the secondary level to a diverse group.
2. To integrate the study of anthropology, economics, geography, government/political science, history, philosophy, psychology, religion and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society.
3. To prepare an educated citizenry to live successfully in a democratic society.
4. To help candidates analyze who they are and how they relate to their communities, the nation, and the global community.
5. To study how the past, present, and future are interconnected.
6. To help candidates understand cultural diversity and meet the challenges of the work world and communities.
7. To outline the kinds of professional development to improve the teaching and learning of social studies.
8. To help candidates develop technological and research skills to think critically and make decisions about related social issues.
9. To prepare candidates to meet the needs of their students who learn in different ways and who come from diverse backgrounds.
10. To teach candidates to use a variety of assessment strategies to measure student progress.



Admission, Probation, and Suspension

A Special Message for Pre candidates

A.1 Criteria for Admission to the Teacher Education Program

A.2 Advisement for Teacher Education Majors

A.3 Academic Probation, Suspension, and Dismissal from College

A.4 Probation, Suspension and Dismissal from Teacher Education

A.5 Graduation Requirements

A.6 Candidate Progression and Development

A Special Message for Pre-Candidates

Students are given every opportunity to pass the Praxis Core Examination. Pursuant to Sections 59-26-20 and 59-26-40 of the South Carolina Code of Laws, “any person taking the Basic Skills Examination (Praxis Core) and fails to achieve a passing score on all sections shall be allowed to retake the test or a portion thereof”.

When you delay taking Praxis Core, you are also **prolonging the completion of your program requirements**, which translates into a **delay of your graduation date**. Beginning with your first semester of enrollment at Morris College, the faculty in the Teacher Education program schedule Praxis Core help sessions. You also have the benefit of guided assistance in the H. H. Butler Computer Laboratory as you work on the Praxis Core exam preparation. Regular meetings are held just for you. These sessions are important; therefore, you need to be in attendance. Early on, the program begins assessing the commitment of teacher education candidates; who will be committed to doing what the program requires in order to become the teacher who is Competent, a Critical Thinker, a Reflective Practitioner, and Caring. Your preparation for the teaching profession begins now. We are excited that you are here and are eager to assist you in reaching your goal of becoming a teacher. We are confident that you have the potential to meet **ALL** requirements. Let’s prepare for success!!!

A.1 Criteria for Admission to the Teacher Education Program

Pre-candidates, students who desire to enter the teaching profession, are:

- to complete the **Intent to Major in Teacher Education** form during the first semester of enrollment in the College;
- participate in Teacher Education Orientation Sessions, Praxis Core Workshops, work on Praxis Core software in the H. H. Butler Laboratory, and take Praxis Core during the freshman year.

Praxis Core is a national standardized examination that assesses one's proficiency in mathematics, reading, and writing. It is legislated by the State of South Carolina that all persons seeking admission to teacher education programs must earn the qualifying score for each part of the examination: Mathematics; Reading; and Writing.

Application for Admission to the Teacher Education Program is completed during the spring semester of the sophomore year or the first semester of the junior year. All required forms are available from Program Coordinators and the Office of Teacher Education. Criteria for formal admission to the Teacher Education Program appear below:

Applicants for admission to the Teacher Education Program must

- a. submit passing scores on all parts of Praxis Core (Candidates are responsible for having official Praxis Core score reports sent to the Office of Teacher Education, via the Educational Testing Services.);
- b. complete *45 hours of college credit, excluding developmental course credit;
- c. have earned cumulative grade point average of 2.75 on a 4.0 scale (2.8 effective Fall 2021);
- d. complete EDU 251: Foundations of Education, with a grade of "C" or better;
- e. submit an Application for Admission to the Teacher Education Program;
- f. demonstrate competency in oral and written English (a rating of "Acceptable" or above on language usage during the Admission-to-Teacher Education Interview, on the "Why I Believe I Will Be An Effective Teacher" essay, and a passing score on the Writing portion of Praxis Core);
- g. demonstrate personal and social fitness to become a teacher (no disciplinary infractions as evidenced through the Office of Student Affairs);
- h. demonstrate physical and mental wellness for the tasks to be performed (no evidence to the contrary);
- i. provide a statement of disclosure concerning all prior convictions to include felonies and misdemeanors.
- j. refer to the guidelines for completing the pre-professional portfolio that are distributed in the course, EDU 251: Foundations of Education.

Contact your Academic Advisor for additional assistance, if needed; Listed are examples of documents that must be included in the portfolio:

- written evidence of your progress toward achieving the Educator Preparation Provider's Candidate Outcomes of becoming a competent, critical thinking, reflective, and caring teacher

- a one-page essay (Times New Roman 11-12-point font) explaining why you believe you will become an effective teacher.
 - a philosophy of education, written in third person (Times New Roman 11-12-point font)
 - two recommendation forms completed by 1 faculty member from the Division General Studies and 1 from the Teacher Education Unit or 2 faculty from Division General Studies.
- k. submit the pre-professional portfolio to your Academic Advisor two weeks before the Admission-to-Teacher-Education Interview.
 - l. earn a rating of “*Acceptable*” or above on the pre-professional portfolio from the Teacher Education Review Committee;
 - m. earn a rating of “*Acceptable*” or above on the Admission-to-Teacher-Education Interview; and
 - n. await written notification of the Teacher Education Review Committee’s decision from the Director of Teacher Education within two weeks after the Admission-to-Teacher-Education Interview.

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A.2 Advisement for Teacher Education Majors

During the freshman year or the first semester persons transfer to the college, they are assigned advisors. Their advisors are the Program Coordinators for the unit’s respective majors.

Therefore, an individual’s advisor is determined by the pre-candidate’s anticipated major.

Morris College has a written policy on academic advising. It states in the Personnel Policy Handbook, F II-3:

All candidates are assigned academic advisors to insure that they achieve maximum progress toward their educational objectives. It is a responsibility of the academic divisional chairman to assign a group of students to each academic advisor. Academic advisors are faculty members who have been assigned that responsibility by their divisional chairman, and these advisors must have a thorough knowledge of the course requirements for each program and of the content of each course. The academic advisor must confer with each assigned advisee at least once during each semester to discuss the candidate’s academic program and to assist in preparing class schedules for the following semester. It is also necessary for the academic advisor to coordinate closely with the Office of Admissions and Records in monitoring the candidate's educational program.

In keeping with college policy, all pre-candidates and candidates are assigned an advisor within the Educator Preparation Provider. The candidates are placed with faculty advisors who are trained in Early Childhood Education, Elementary Education, and Secondary Education. Candidates in secondary education areas are assigned advisors in the content area (English, social studies, biology, and mathematics) through collaboration with respective chairpersons where majors are offered and an advisor in the Educator Preparation Provider.

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A.3 Academic Probation, Suspension, and Dismissal from the College

Students must maintain a minimum grade point average based on the number of semester hours attempted. The minimum grade point average is as follows:

<u>Total Semester Hours Attempted</u>	<u>Cumulative Grade Point Average</u>
up to 24	1.50
52 to 55	1.70
56 and above	2.00

Academic Probation

The record of each student is reviewed at the end of each semester. For each semester that a student fails to achieve the minimum grade point average, he/she is placed on academic probation. A student on academic probation may enroll for no more than 13 semester credit hours and may participate only in academic and academic-related activities.

Academic Suspension

After two consecutive semesters on academic probation, the student will be suspended. A student suspended for academic reasons may not enroll at the College for one full semester; however, he/she may seek approval from the Academic Dean to attend summer school in order to improve his/her cumulative grade point average. The student must present written confirmation of the Academic Dean's approval before he/she will be permitted to register for the summer session.

A student who has been suspended must request readmission to the College at the end of the semester during which he/she was suspended. If readmitted, the student must earn a minimum grade point average of 2.5 in the returning semester and may participate only in academic and academic-related activities.

Academic Dismissal

A student who has been previously suspended and who fails to achieve the minimum grade point ratio after being readmitted will be dismissed from the College and may be ineligible to reenroll.

A.4 Probation, Suspension and Dismissal from Teacher Education

A candidate admitted and enrolled in the Teacher Education Program may be suspended or dismissed from the program for the following:

1. Failure to comply with EPP policies and procedures.
2. Misconduct and lack of responsibility during practicum experiences and the Observation and Directed Teaching Internship.
3. Failure to maintain a 2.75 grade point average. **
4. Failure to pass (ADEPT4.0/SCTS 4.0) observations during the Observation and Directed Teaching Internship.

**Candidates must maintain a minimum cumulative grade point average of 2.75. If the grade point average places candidates on academic probation with the College, they are notified through the regular college channels as outlined in the most recent Morris *College Catalog* and the *Student Handbook*.

When placed on probation from the Teacher Education Program, the candidates must meet with the Teacher Education Review Committee. The Teacher Education Review Committee will advise the candidates and make recommendations about the candidates' status in the Teacher Education Program.

A.5 Graduation Requirements

1. A candidate for graduation must earn the last 30 hours during the senior year in residence at Morris College.
2. A candidate for graduation must have earned a minimum of 124 credit hours and a grade point average of not less than 2.0. Certain major programs require a higher number of credits for graduation.
3. A candidate for graduation must complete a written application for graduation and file it with the Office of Admissions and Records no later than the end of the student's junior year. The Office of Admissions and Records will notify the student of his/her readiness for graduation prior to the next registration period.
4. A candidate for graduation must secure the Application for Graduation from the Office of Enrollment Management (OEM).
5. Graduation fee is submitted to the Business Office. Application for Graduation is submitted to the OEM.

6. Graduation exercises are held annually in May following the close of the spring semester. All candidates are expected to participate in the exercises. If compliance with this regulation is not possible, requests for graduation in absentia must be made in writing to the Academic Dean.
7. All candidates for graduation must be certified by the Director of Admissions and Records.
8. A final capstone presentation is required of all candidates for graduation.
9. Candidates seeking to graduate in four years may require more than four years if:
 - they had academic deficiencies in English and/or mathematics;
 - they were on academic probation one or more times;
 - they enrolled in teacher preparation programs; or
 - they changed their major academic program.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

A.6 Candidate Progression and Improvement -Key Points

1. Assessment is a critical part of the Teacher Education Program. To this end, Educator Preparation Provider has developed an assessment system designed to measure candidates' achievement within courses and their progress at each of the program's five levels: Level I: Pre-admission: Recruitment; Level II: Admission to the Teacher Education Program; Level III: Pre-professional (After admission to the Teacher Education Program and completion of all major and professional courses except Observation and Directed Teaching Internship.); Level IV: Professional (After completion of Directed Teaching Internship.); and Level V: Induction (After graduation and during the first year of employment.) Details of the assessment system appear in the next section of this document.
2. Candidates must adhere daily to the College's dress code when attending classes on campus and dress professionally when engaged in field and service learning experiences.
3. To move from one Assessment Level to the next, candidates must meet the criteria described in the *Assessment of Candidates* section of this document.
4. The Teacher Education Educator Preparation Provider has test preparation resources for all program-required standardized examinations. EDMENTUM, a computer software program for Praxis Core, is located on the computers in the H. H. Butler computer laboratory. Printed materials are available via the Office of Teacher Education to assist candidates in preparing for all Praxis Core and Praxis II assessments. Candidates can get additional Praxis information and registration details from the Educational Testing Services' Website: www.ets.org. Exam preparation is available via Learning Express Library, an online database link on the Richardson-Johnson Learning Resource Center (library) web page.

5. Individual Improvement Plans (IIP) are developed for pre-candidates/candidates who sit for the interview and are unsuccessful in meeting the requirements for acceptance to either of the assessment Levels 11-IV. Pre-candidates/Candidates must satisfactorily complete the requirements of these academic development plans.
6. After satisfactorily completing the IIP, the pre-candidate/candidate may re-apply to the Teacher Education Review Committee to be considered for admission to one of the program's assessment levels. The program grants unsuccessful pre-candidates/candidates two opportunities to re-apply for admission to any of the program's assessment levels. All unsuccessful applicants must complete a Growth Plan after each failed attempt for program movement. When a candidate is unsuccessful after the second re-application (total of three), the Teacher Education Review Committee may advise the applicant to choose another major.
7. Candidates must complete all required practicum hours, beginning with those required for EDU 251: Foundations of Education and culminating with those for the Observation and Directed Teaching Internship.
8. Candidates must apply for and pass the Praxis II Examinations before qualifying for the Observation and Directed Student Teaching Internship.
9. Candidates must have an acceptable South Carolina Law Enforcement Department (SLED) criminal check before Directed Student Teaching Internship. Candidates for the fall semester must file paperwork with SLED by the preceding February, and spring candidates must file paperwork by the preceding June.
10. Candidates must apply to the South Carolina State Department of Education for Student Teaching. An application fee is required. Candidates for fall semester must file paperwork by the preceding February, and spring candidates must file paperwork by the preceding June.
11. Candidates must apply, sit for an interview, and receive approval from the Teacher Education Review Committee for admission to participate in the Observation and Directed Teaching Internship after having completed all program course work and having passed all required Praxis assessments.
12. Candidates must undergo ADEPT 4/SCTS 4.0 training before beginning the Observation and Directed Student Teaching Internship.
13. The Director of Teacher Education makes recommendations to South Carolina's Office of Educator Certification for the candidates to be certified and submits the candidates' completed application for the Initial Teaching Certificate.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Updated Fall 2020



Field Experiences

Field Experiences

FE.1 Field Experiences Defined

FE.2 Descriptions of Practicum Types

FE.3 Agreement with Public Schools

FE.4 Selection of Public Schools

FE.5 Personnel Involved in Practicum I –Practicum III

FE.6 Qualifications for Practicum Teachers

FE.1 Field Experiences Defined

To ensure that candidates have opportunities for practical experiences as they develop into teachers who are caring, competent, critical thinkers, and reflective practitioners, the Educator Preparation Program requires a minimum of 100 hours of clinical experiences prior to internship. Candidates are to complete their pre-Clinical Internship practicum hours during the following four field experiences: Practicum I: Observation; Practicum II: Strategies and Activities; and Practicum III: Methods and Materials. The directed teaching clinical experience is Practicum IV Observation and Directed Teaching Internship and consists of a minimum of 480 hours. Consistent with the program's conceptual framework, these field experiences are designed to provide opportunities for candidates to become acquainted with the teaching-learning process within the setting of the public-school system. **Candidates are responsible for their transportation to and from all field experiences.**

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Fall 2020

FE.2 Descriptions of Practicum Types

Type I Practicum: Observation (15 hours in an assigned school)

The initial clinical experience occurs in the Type I Practicum, which is required during EDU251 Foundations of Education. This course is usually taken in either the second semester of the freshman year or the first semester of the sophomore year. The primary purposes of this experience are to provide an orientation to the classroom experience and to observe how teacher practitioners facilitate effective classroom management. For many pre-candidates, this is the time when they determine if teaching is really the profession for them. Pre-candidates engage in activities such as:

- correcting papers,
- observing lessons taught by master teachers,
- checking attendance,
- reading stories to small groups,
- listening to a child read a story,
- attending weekly follow-through sessions with the College instructor, and
- maintaining a reflection journal.

Table 1 reflects the program level of the practicum, the course prefix and title, the types of activities and assessments that are required in the on-campus class and during the field experience at a P-12 school, and the candidate outcomes that are addressed from the EPP’s Conceptual Framework.

Table 1: Type I Field Experience: Practicum I: 15-20 Hours Observing in an Educational Setting

Program Level	Course Prefix/Title	Type of Assessments	Candidate Outcome(s)
Level I: Pre-Admission: Recruitment and Selection	EDU 251: Foundations of Education	<ul style="list-style-type: none">• In-course evaluations• Practicum Evaluation• Philosophy of Education/Teaching• Resume/Letter of Application• Reflection Journal	<ul style="list-style-type: none">• Caring• Reflective Practitioner

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Fall 2020

Type II Practicum: Strategies and Activities (10-20) hours per course in an assigned school

The Type II Practicum includes courses that are open to prospective candidates before full admission to the EPP and also courses that others that can be taken only by teacher education candidates, those officially admitted to the program. An asterisk marks the courses in Table 3 that only teacher education candidates can take.

The Type II Practicum is designed to provide opportunities for participants to be involved in activities that will increase their knowledge of what constitutes the teaching-learning process. Further, the experiences in Practicum II will assist the participants in realizing that the teaching-learning process depends largely on the types of strategies and activities used by the teacher. No one strategy is appropriate for all circumstances. Therefore, one has to build a repertoire of teaching strategies and activities and learn to reflect, evaluate and make decisions about which strategy is likely to be the most effective given the diverse students in the learning setting. To this end, candidates are engaged in the following:

- designing lessons and activities in which **learning** is the focus rather than the teaching,
- designing lessons and activities in which students **think** and are not just being told what to do,
- designing lessons and activities that make learning **connections**. Link students’ learning in a particular subject with other subjects and what they are learning outside the classroom,
- designing lessons and activities which are **activity-based** so that students are active participants in the leaning process,
- designing lessons and activities that create a **positive learning environment** that promote curiosity, encourage students to ask questions in an environment where ideas are treated fairly and given consideration, and
- Designing lessons and activities that help students **learn how to learn**.

**Table 2:
Type II Practicum: Strategies and Activities (10-15 hours per course in a PK-6 School)**

Course Prefix/Title	Type of Assessments	Candidate Outcome(S)
GSC 200: Curriculum, Instruction and Assessment in Science for Elementary Education	<ul style="list-style-type: none"> • Course Evaluations • Lesson Plans • Unit Plans 	<ul style="list-style-type: none"> • Competent • Critical Thinker

<p>GSC 201 Curriculum, Instruction and Assessment in Science for Early Childhood Education</p> <p>EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education</p> <p>EDU 306 Behavior and Development of the Young Child</p>	<ul style="list-style-type: none"> • Evaluation of Teaching • Case Studies • Evaluation of Practicum • Reflection Logs 	<ul style="list-style-type: none"> • Reflective Practitioner • Caring
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Practicum III: Methods and Materials (20 hours in an assigned school)

During the Type III Practicum, candidates observe P-12 teachers teaching the content that corresponds with the professional and/or major courses in which they are enrolled. In addition to observing P-12 teachers, the candidates work collaboratively with the P-12 teachers and the college instructors to do the following:

- develop a two-week standards-based integrated unit for a specific grade level
- teach at least two standards-based lessons from the two-week unit
- undergo an observation evaluation (ADEPT 4.0) of each lesson and conference
- complete a reflection of at least two lessons

Type III Practicum: Methods & Materials: 10-30 hours per course in a PK-12 School

Course Prefix/Title	Type of Assessments	Candidate Outcome(s)
<p>* EDU 301: Curriculum, Instruction and Assessment for Elementary Education</p> <p>*EDU 311: Curriculum, Instruction and Assessment for Early Childhood Education</p> <p>*EDU 313: Curriculum, Instruction and Assessment in Social Studies for Elementary Education</p> <p>*EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood</p>	<ul style="list-style-type: none"> • Course Evaluations • Lesson Plans • Analysis of Lessons • Unit Plans • Visual Displays 	<ul style="list-style-type: none"> • Competent • Critical Thinking • Reflective Practitioner • Caring

<p>*EDU 317: : Curriculum, Instruction and Assessment in Mathematics for Elementary Education</p> <p>*EDU 400: Curriculum, Instruction and Assessment in Reading</p> <p>*EDU 406: Curriculum, Instruction and Assessment in Secondary School Science</p> <p>*EDU 407: Curriculum, Instruction and Assessment in Secondary School Social Studies</p> <p>*EDU 413: Curriculum, Instruction and Assessment in Secondary School Mathematics</p> <p>*EDU 415: Curriculum, Instruction and Assessment in Secondary School English</p>		
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Type IV Practicum: Clinical Internship (Observation and Directed Teaching)

Course: Prefix/Title	Type of Assessments	Candidate Outcome
EDU 402: Observations and Directed Teaching (Early Childhood)	<ul style="list-style-type: none"> ▪ Cooperating Teacher Evaluations ▪ College Supervisor Evaluations 	<ul style="list-style-type: none"> ▪ Competent ▪ Critical Thinker ▪ Reflective Practitioner
EDU 403: Observations and Directed Teaching (Elementary Education)	<ul style="list-style-type: none"> ▪ Program Coordinators Evaluation 	<ul style="list-style-type: none"> ▪ Caring
EDU 412: Observations and Directed Teaching	<ul style="list-style-type: none"> ▪ Case Study ▪ Long-Range Plans ▪ Capstone Presentation ▪ Research Paper ▪ ADEPT 	

FE.3 Agreement with Public Schools

All field placements for the Educator Preparation Provider are made in accordance with a written agreement signed annually by area public school superintendents and the President of Morris

College. The specifications of this agreement are accepted by both Morris College Teacher Education faculty and public-school personnel.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Fall 2020

FE.4 Selection of Public Schools

An effort is made to arrange field experiences in public schools that reflect some element of the unit's conceptual framework and where the Educator Preparation Provider's pre-candidates/candidates can benefit from teaching experiences where faculty and administrators work cooperatively with college faculty and students. All public schools used for field experiences must be accredited by SACS (the Southern Association of Colleges and Schools).

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

FE.5 Personnel Involved in Practicum I-Practicum III

In order for the field experiences to operate smoothly and to be most beneficial for pre-candidates and candidates, a partnership is established among the college faculty, public school personnel, and the practicum student. Persons who fill the roles of the positions defined below make up the partnership team.

1. **Cooperating Administrator** - One who functions as an administrator in a public school and assumes the responsibility for coordinating the presence of practicum student on that particular school campus;
2. **Practicum Teacher** - One who teaches in a public school and undertakes the additional responsibility of supervising a candidate who is engaged in on-site experiences prior to student teaching;
3. **Practicum Student** - A candidate who is engaged in on-site experiences prior to student teaching;
4. **College Supervisor** - A faculty member from the Morris College Teacher Educator Preparation Provider responsible for working with the practicum teacher in supervising a practicum student;
6. **Director of Teacher Education** - The individual who oversees the overall operations of the Teacher Education Unit, coordinates field placements, and recommends successful program completers for licensure by the South Carolina State Department of Education.

FE. 6 Qualifications for Practicum Teachers

Teachers who serve as practicum teachers must:

1. hold a valid South Carolina Professional Certificate in their area of supervision;
2. have successfully taught for at least three years and have at least two years of experience at the grade level and/or subject area for which supervision is assigned;
3. have a genuine desire to work with pre-service teachers;
4. have been recommended, based on the aforementioned criteria, by the human resources officer (or designee) for service as a practicum teacher.



Clinical Experience (Observation and Directed Teaching Internship)

Morris College Educator Preparation

ST.1 Type IV Clinical Experience (Practicum Observation and Directed Teaching Internship)

ST.2 Purpose of the Clinical Experience Internship

ST.3 Requirements for Admission to Observation and Directed Teaching Internship

General Information

ST.4 Personnel Involved in the Observation and Directed Teaching Internship

ST.5 Procedures for Assigning Candidates to Observation and Directed Student Teaching

ST.6 Roles and Responsibilities of Student Teachers

ST.7 Removal of a Student Teacher

ST.8 Removal Options

ST.9 Candidate Appeal

ST.10 Repeating Directed Teaching

ST.11 Grading

ST.1 Type IV Practicum: The Directed Student Teaching Internship

The Type IV Practicum: Observation and Directed Teaching Internship is the capstone of the teacher preparation program. It occurs after candidates have completed all their course requirements with a grade point average of 2.60 or better, have received a clear criminal report from the South Carolina Law Enforcement Division (SLED), have passed all of the Praxis II Examinations, to include Principles of Learning and Teaching, and have received at least an “acceptable” from the Teacher Education Review Committee on their pre-directed teaching interview.

The Observation and Directed Teaching Internship bridges the gap between educational theory and classroom practice. During the directed teaching internship, the candidate completes a minimum of 60 days observing and teaching in a classroom with a cooperating teacher. The

candidates plan and supervise typical classroom activities under the close guidance of the cooperating teacher and a college supervisor. The expectations for candidates during the Observation and Directed Teaching Internship include the following:

Course Prefix/Title	Type of Assessments	Candidate Outcome
EDU 402: Observation and Directed Teaching (Early Childhood)	<ul style="list-style-type: none"> • Cooperating Teacher Evaluations • College Supervisor Evaluations 	<ul style="list-style-type: none"> • Competent • Critical Thinker
EDU 403: Observation and Directed Teaching (Elementary Education)	<ul style="list-style-type: none"> • ADEPT 4.0 Evaluations • Case Studies • Long-Range Plans • Portfolio 	<ul style="list-style-type: none"> • Reflective Practitioner • Caring
EDU 412: Observation and Directed Teaching in Secondary Schools		

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Fall 2020

ST.2 The Purpose of the Observation and Directed Teaching Internship

The directed teaching experience is designed to accomplish the following:

1. to give the student teacher, under the guidance of a competent practicing professional, first-hand experiences with P-12 students;
2. to allow the student teacher to apply theoretical content and professional knowledge acquired during coursework at the college;
3. to provide an opportunity for the student teacher to learn from a cooperating teacher who models and exemplifies good pedagogy;
4. to allow the student teacher to practice and develop teaching skills including planning, implementing, and evaluating instruction; and
5. to allow the student teacher the opportunity to demonstrate the unit's dispositions and to impact student achievement.
6. to demonstrate various and complex responsibilities that are required of teachers in a democratic society,
7. to demonstrate confidence and self-assurance when making decisions based on professional judgment,
8. to demonstrate personal qualifications that promote effective learning,

9. to demonstrate proficiency in selecting, organizing, and directing learning situations to each learner,
10. to demonstrate mastery in applying knowledge of human developmental characteristics by adjusting to the mental, social, emotional, and physical growth of pupils.
11. to demonstrate the ability to collect, interpret, and use data for the evaluation of self, pupils, and group growth.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

ST.3 Requirements for Admission to Observation and Directed Teaching Internship

Admission to directed teaching is by application. Candidates must meet the following requirements:

1. admission to the teacher education program;
2. submission of passing scores for required Praxis II: Subject Assessments and Principles of Learning and Teaching;
3. completion of curricular requirements with a cumulative grade point average of at least 2.60;
4. have no grade less than a “C” in major and professional courses.
5. must have a clear criminal background check from State Law Enforcement Division (SLED). The cost is approximately fifty two dollars (\$52) and is the candidates’ responsibility. **Candidates scheduled to student teach during the fall must have SLED criminal background checks filed during the preceding February, and those scheduled for the spring must file the appropriate paperwork and fee with SLED in June preceding the semester of student teaching.**
6. earn a rating of at least “Acceptable” on the Admission-to-the Observation and Directed-Teaching-Internship Interview

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

General Information

ST.4 Personnel Involved in the Observation and Directed Teaching Internship

In order for the Observation and Directed Teaching Internship to operate smoothly and to be most beneficial for the student teacher, a partnership is established among the college faculty, public school personnel, and the student teacher. Persons who fill the roles of the positions defined below make up the directed teaching partnership team.

1. **Cooperating Administrator** - One who functions as an administrator in a public school and assumes the responsibility for coordinating the presence of student teachers on that particular school campus;

2. **Cooperating Teacher** - One who teaches in a public school and undertakes the additional responsibility of supervising one student teacher during a semester;
3. **Student Teacher** - A teacher education candidate meeting the requirements established by the Teacher Education Unit for participation in directed teaching;
4. **College Supervisor** - A faculty member from the Morris College Educator Preparation Provider responsible for working with the cooperating teacher in supervising a student teacher;
5. **Evaluators** - Faculty members and/or public-school personnel who are ADEPT/SCTS 4.0 trained and serve on the student teacher's evaluation team. The evaluation team consists of three evaluators: the Cooperating Teacher, the College Supervisor/designee, and a faculty member from the Educator Preparation Provider.
6. **Director of Teacher Education** - The individual who oversees the overall operations of the Educator Preparation Provider, coordinates field placements, and recommends successful program completers for licensure by the South Carolina State Department of Education.

ST.5 Procedures for Assigning Candidates to Observation and Directed Student Teaching

- Prior to actual student teaching, candidates work only with the college supervisory staff. Contact with the personnel of the school to which the student has been assigned is made only after official notification of the assignment is given and then only in consultation with a college supervisor.
- The Director of Teacher Education facilitates applications for student teaching placements via the personnel directors in local School Districts. Contractual agreements, which grant the College permission to conduct field experiences within their respective schools, exist between these approved School Districts.
- The Director of Teacher Education informs these persons of the college's needs in terms of number of students, grade or subject area preferred, and the dates when they are scheduled to arrive and leave.
- The Cooperating Administrator contacts the principals for determining the staff and reports his findings back to the Director of Teacher Education.
- In no case is a candidate to make contacts or arrangements for his student teaching assignment. This is the sole responsibility of the college.
- From this point on, the college's supervisory team deals directly and only with the cooperating school.
- After the placement has been made, the student teacher deals directly and only with the cooperating teacher, the principal/principal's designee, and the college supervisor.
- If a serious problem arises, the cooperating teacher, the principal/principal's designee should contact the college supervisor directly and immediately.

ST.6 Roles and Responsibilities of Student Teachers

These guidelines are minimal and dynamic.

For the student teacher, the Observation and Directed Student Teaching Internship provides an opportunity to synthesize and apply knowledge and skills accumulated during the teacher education program. Student teachers are not expected to have mastered all aspects of classroom teaching, but they are expected to apply knowledge gained from coursework and to provide effective instruction for children. Student teachers are expected to be positive and cooperative and to understand that the welfare of public school students is their primary responsibility. The basic responsibilities of the student teacher are:

1. to ask for assistance as needed.
2. to provide meaningful, well-planned, **standards-based** learning experiences on a daily basis for students in the assigned classroom;
3. to actively seek suggestions and advice from the cooperating teacher and to be receptive to constructive criticism; maintain records of feedback in the Reflection Log;
4. to work cooperatively on a daily basis with public school teachers, students, and administrators, and with the college supervisor;
5. to develop with the cooperating teacher long-range plans for the gradual assumption of teaching responsibilities in the classroom; submit the first draft of the long-range plan at the end of the fifth week of the Observation and Directed Teaching Internship;
6. to prepare and submit daily lesson plans for the Cooperating Teacher's approval on Fridays preceding the week the lessons are to be taught; all guided activities and assessments must be attached to the lesson plans;
7. to plan and implement at least one integrated instructional unit;
8. to keep a Reflection Log;
9. to normally assume total teaching responsibilities for a minimum of three quarters of the directed teaching experience;
10. to prepare, video, and write analyses of two lessons
11. to adhere to the daily schedule of the cooperating teacher including such activities as bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (this does not include activities for which the cooperating teacher receives extra compensation such as coaching);
12. to adhere to the calendar of the assigned school district as opposed to the calendar of the College; student teachers who live on campus must make living arrangements for school holidays that do not correspond with those of the College;
13. to attend school daily and be punctual;
14. to notify the cooperating teacher, the principal, and the college supervisor in case of absence or in case of leaving school early due to an emergency;
15. to make-up any days missed from school;
16. to maintain the role of a student teacher -- **NEVER** functioning as a substitute teacher in the absence of the cooperating teacher;

17. to employ discipline which demonstrates respect for the child - **NEVER** engaging in or serving as a witness to corporal punishment;
18. to behave, speak, and dress in a professional manner;
19. to participate in no outside activities (employment or additional coursework) which interfere with student teaching;
20. to attend the weekly classes required by the Educational Seminar;
21. to earn passing ratings on the formal ADEPT evaluations; and
22. to complete and present the Observation and Directed Teaching portfolio according to EPP requirements.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Fall 2020

ST.7 Removal of a Student Teacher

The Teacher Education Unit will normally apply the following guidelines concerning the removal of a student teacher. These guidelines will cover removal prior to the end of the semester.

The criteria for evaluating student teachers are based on the objectives agreed upon by the faculty and published in the **Morris College Teacher Education Handbook**. These objectives are incorporated in the formal evaluation forms. Judgments concerning the effectiveness of student teachers will be based on these objectives. It is expected that student teachers will show steady progress during the student teaching experience toward reaching a satisfactory level on all objectives by the completion of the experience. Normally, cause for early removal from student teaching will be based on consistent deficiencies in any of the following areas:

1. Effective teaching (instruction and planning);
2. Classroom management (instruction and behavior);
3. Content knowledge;
4. Oral and written communication skills; and
5. Ethical and professional behavior (including health problems that jeopardize others within the normal confines of the classroom).

Evidence of less than satisfactory performance may be documented by, but is not limited to, any of the following: Morris College Teacher Education Evaluation Forms; notes of the cooperating teacher, administrator, or college supervisor; lesson plans; and video tapes of lesson. Student teachers can also be removed upon the request of the cooperating school district.

The following procedures and practices must be followed when a student teacher has been identified as performing below a satisfactory level:

1. The student teacher must be observed and evaluated by at least two ADEPT trained education faculty members/designees.
2. The student teacher must be observed and evaluated by the Cooperating Teacher and when possible an additional classroom teacher or a school administrator.

3. The student teacher will be observed by a college faculty member at least twice a week until performance reaches a satisfactory level or a decision is made to remove the student teacher.
4. The student teacher will be videotaped and a follow-up conference will be conducted during which the tape will be viewed by the student teacher and college supervisor.
5. With the agreement of the Student Teacher, an Assistance Team will be assigned to assist the student teacher with identified deficiencies.
6. A copy of all formal evaluations, with recommendations for change, will be provided to the student teacher and Cooperating Teacher.
7. At least one three-way conference will be conducted with the student teacher, cooperating teacher, and college supervisor. Documentation should include suggestions for improvement. The conference should be conducted at least one week prior to withdrawal of the student teacher.
8. The student teacher must be notified in writing that removal from directed teaching will occur unless significant improvement is made in teaching performance.
9. Ineffectiveness in one area (as listed under criteria) might be serious enough to cause removal even through improvement occurs in other areas.
10. A student teacher will be removed immediately under unusual circumstances (i.e. child abuse, unethical, illegal, or immoral conduct), or if requested by the principal or school district.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

ST.8 Removal Options

A conference involving the student teacher, the college supervisor, and the Chairperson of the Division of Education will be conducted upon removal.

This conference will present the student with available options:

Removal from directed teaching with an assignment of a grade of “WF:”

- Repeating the semester of directed teaching. (Recommendations for remediation will be reflected in the Growth Plan.);
- Choosing to pursue a major other than teacher education. Career counseling will be provided upon the student’s request or may be required by the Division of Education.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

ST.9 Candidate Appeal

If the student teacher chooses to appeal removal, the student should adhere to the Morris College guidelines for submitting appeals, as reflected in the College Catalog.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

ST.10 Repeating Directed Teaching

A student who is removed or otherwise fails to successfully complete directed teaching shall be subject to the following:

1. Within ten (10) working days of a candidate's removal or unsuccessful completion of directed teaching, the Director of Teacher Education, the college supervisor, the candidate's academic advisor, and the cooperating teacher will collectively meet with the student to discuss the student's performance in directed teaching. A student who is unavailable for such meeting will be ineligible for further directed teaching placement until such time as the meeting occurs.
2. During the meeting, the Director of Teacher Education, the college supervisor, the candidate's academic advisor, and the cooperating teacher will determine if the candidate's performance in directed teaching warrants a second directed teaching placement the following semester. Candidates will generally be eligible for a second directed teaching placement. However, a candidate whose conduct is determined by the Director of Teacher Education, the college supervisor, and the candidate's academic advisor to jeopardize or pose a threat to the safety or well-being of students and/or teachers, the classroom learning environment, or the school in which the candidate is placed, will not be eligible for a second directed teaching placement.
3. During the meeting, if it is determined that the candidate is eligible for a second directed teaching placement, the Director of Teacher Education, the college supervisor, the candidate's academic advisor, and the cooperating teacher will establish an Individual Improvement Plan for the student. The plan will outline the requirements the student must successfully complete in order to be eligible for a second directed teaching placement, the time period within which such requirements must be completed, and the requirements for the candidate to successfully complete the second directed teaching placement. A written copy of the plan will be mailed to the student within five (5) working days of the meeting date. The candidate must agree to all conditions set forth in the plan, sign the plan, and return it to the Director of Teacher Education within five working days in order to be eligible for consideration for further directed teaching placement.
4. A candidate will be eligible to reapply for directed teaching placement through normal Morris College enrollment procedures only after successfully fulfilling the requirements set forth in the Individual Improvement Plan. The IEP must be approved by the Teacher Education Review Committee before a candidate can be considered for a second directed teaching placement. Eligible candidates will thereafter be assigned a second directed teaching placement that will be supervised by a cooperating teacher with extensive experience with student teachers and Morris College faculty member.
5. If a candidate is removed or otherwise fails to successfully complete a second directed teaching placement, the candidate will not be eligible for further directed teaching placement.

ST.11 Grading of Student Teacher

At the conclusion of the Observation and Directed Teaching Internship, student teachers will receive a grade of either an A, B, C, D, or F. Determination of the final grade is the responsibility of the college supervisor; however, careful consideration will be given to the evaluations of cooperating teachers.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016



Assessment System for Candidates

Assessment System for Candidates and the Program

AS.1 Description of the Educator Preparation Provider's Assessment System

AS.2 Assessment of Pre-Candidates and Candidates

AS.3 Assessment Level II. Admission to the Teacher Education Program

AS.4 Assessment Level III. Pre-Professional

AS.5 Assessment Level IV: Professional

AS.6 Assistance for Unsuccessful Applicants

AS.7 Capstone Course

AS.1 Description of the Unit's Assessment System

The assessment of Morris College teacher education candidates takes place in two major ways: (1) assessment within courses and (2) assessment of the candidates' progress throughout the program. In-course assessments consist of specific assignments related to the course content, focused on specific course objectives, and evaluated by the course instructor. Assessment of the candidates' progress through the program is organized in a series of levels where candidates' progress is formally assessed. At each level, a decision is made whether or not to allow the candidates to continue to the next level in the series.

The assessment system describes the data used by the unit to track and monitor candidates' progress through the teacher education program. The data are also used to evaluate the effectiveness of the program. Processes, forms, and a database have been developed to fully document each candidate's progression through each level and to allow for accurate and

consistent data collection for program evaluation. The aggregated data from these levels serve as the basis for program changes, as evidenced by candidates' performance. Special emphasis is given to pre-candidate and candidate performance on Praxis Core and Praxis II. These data are reviewed each semester and based on the findings; unit and program changes are implemented to address the immediate needs of candidates in the teacher education program and the long-term goals of the unit. At each assessment level, the unit has in place a support system for those candidates who have deficiencies. A candidate, under the advisement of the Teacher Education Review Committee, develops a Growth Plan to address areas of need.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

AS.2 Assessment of Pre-Candidates and Candidates

The following section summarizes the five levels of the Morris College Candidate Assessment System.

Assessment Level I – Pre-Admission: Recruitment/Selection

Population: Freshmen and sophomores who indicate that they are interested in majoring in Teacher Education and complete the Intent to Major in Teacher Education.

Pre-candidate data are collected at Level I from the following sources:

- SAT/ACT scores
- Entry-level placement
- Freshman mid-term and semester grades
- Participation in Program Orientation Sessions and Praxis Workshops
- Demonstration of ethical behavior
- Assessment of Dispositions: EDU 251: Foundations of Education

Purpose: Data at Level I provide evidence for the Teacher Education Review Committee to determine a pre-candidate's seriousness about becoming a teacher who is competent, a critical thinker, a reflective practitioner, and caring.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

AS.3 Assessment Level II – Application for Admission to the Teacher Education Program

Population: Pre-candidates who have met the criteria to be considered for admission to the Teacher Education Program and have submitted an Application for admission to the Teacher Education Program.

Pre-candidate data are collected at Level II from the following sources:

- Passing scores on Praxis Core
- 45* semester hours of credit, excluding developmental courses (effective Fall 2019)
- Cumulative grade point average of 2.75 or above
- Interview with the Teacher Education Review Committee
- Satisfactory completion of a writing sample
- Demonstration of proficiency in oral and written communication
- Faculty recommendations (2): 1 general studies and 1 education faculty
- Demonstration of ethical behavior
- Submit Professional Portfolio

Purpose: Data from Level II provide evidence for the Teacher Education Review Committee to determine if pre-candidates are prepared to study in the professional and major segments of the teacher education program.

AS.4 Performance Assessment Level III – Pre-Professional

Population: Candidates who have satisfactorily completed all major and professional courses, except Observation and Directed Teaching Internship, the Educational Seminar, and have earned passing scores on all appropriate Praxis II examinations.

Candidate data are collected at Level III from the following sources:

- Cumulative grade point average of 2.60 or above
- Earn grade of “C” or above in major and professional courses
- Interview for Clinical Practice (Directed Teaching)
- In-course assessments
- Satisfactory completion of practicum requirements (evaluation by professor, onsite supervisor, self-assessments or reflections)

- Demonstration of growth in understanding and appreciation of diversity (reflections on personal growth, artifacts from practica with diverse students, evaluation by onsite supervisor, and student work)
- Demonstration of growth in the use and understanding of implications of technology in teaching (evidenced through course projects, reflections on growth and use, lesson/unit plans with rationale for technology use, etc.)
- Continued satisfactory demonstration of skills and dispositions related to the conceptual framework
- Satisfactory completion of Service Learning Projects
- Portfolio review by the Teacher Education Review Committee
- Passing scores on Praxis II and other tests required for initial teacher licensure in South Carolina

Purpose: Data from Level III provide evidence for the Teacher Education Review Committee to determine the candidates' readiness for the student teaching experience.

AS. 5 Assessment Level IV: Professional

Population: Candidates who have been admitted to the Directed Teaching Internship.

Candidate data at Level IV are collected from the following sources:

- South Carolina teaching Standards (SCTS) 4.0 Observations and evaluations
- Candidate's reflections of Directed Teaching experiences
- Cooperating teacher's evaluation of skills and dispositions related to the Teacher Education Program's conceptual framework
- The College Supervisor's evaluation of the skills and dispositions related to the Teacher Education Program's conceptual framework
- Exit Review with the Teacher Education Review committee: Successful completion and presentation of the professional portfolio, including evidence showcasing the candidate's proficiency in skills and dispositions related to the Teacher Education Program's conceptual framework (especially targeting ability to teach effectively students with diverse abilities, and cultures, as well as to use effectively technology to enhance instruction)
- Long-Range Plan, to include unit and lesson plans

- Summative SCTS 4.0 evaluation and conference

Purpose: Data collected at Level IV allow the Teacher Education Review Committee to determine the extent to which candidates have mastered the identified competencies toward becoming teachers who are competent, critical thinkers, reflective practitioners, and caring.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Fall 2020

AS.6 Assistance for Unsuccessful Applicants Levels II – IV

Under the supervision of the Teacher Education Review Committee and academic advisors, unsuccessful applicants develop a Growth Plan to address deficiencies evidenced during the admissions process. After completion of the Growth Plan, unsuccessful applicants must submit a written request for a Review/Determination Meeting with the Teacher Education Review Committee. At the meeting, the Teacher Education Review Committee reviews the plan and makes a determination relative to its acceptance and the applicant's readiness to sit for another Admission-to-Teacher-Education Interview. The Teacher Education Review Committee notifies the applicant in writing of its decision within two weeks of the Review/Determination Meeting.

Unsuccessful applicants have two opportunities to re-apply for admission to the program. When applicants are unsuccessful after the second re-application (total of three) for admission to the Teacher Education Program, the Teacher Education Review Committee advises the applicants to choose another major.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

AS.7 The Capstone Course

The capstone course is different from other courses you will have taken at Morris College. The aim of a capstone course is not to cover more material or information, but rather to help you pull together and make sense of what you will have already learned in previous courses.

Before enrolling in the capstone course, all teacher education candidates must have already passed all parts of Praxis II, to include Principles of Learning and Learning, earned a cumulative grade point average of 2.60 or better, and received a rating of Acceptable or above on the Admission-to-the Observation and Directed Teaching Internship.

Therefore, the capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning that have been established by the institution and the particular area of study. By its very nature, the capstone course is a method of evaluation. The course is a culminating, academic experience that connects all previous courses in the academic discipline, area of specialization in teacher education, professional and all required courses, and facilitates transition to a career in teaching.

The capstone course for all teacher education majors is EDU 405: Educational Seminar. It provides an opportunity for candidates to demonstrate that they have achieved the goals for learning established within the major and requires the application of that learning in a final research project.

The final project is then presented to the college community and invited guests as a form of assessment. The capstone process focuses on academic learning, critical thinking, reflection, effective communication, and lifelong knowledge and skills. A panel of judges assesses the presentation of the final project.

Fall 2004; Revised Spring 2006; Rev Fall 2008; Rev Spring 2010; Rev Summer 2014; Rev Fall 2015; Rev Summer 2016; Rev Fall 2020



Induction Follow-Up, Licensure, and Recertification

Induction Follow-Up, Licensure, and Recertification

- I.1 Assessment Level V: After Graduation
- I.2 Evaluation of First – Year Professionals
- I.3 Initial Licensure and Recertification

After Graduation Follow-Up

The teacher education unit is committed to ensuring that its graduates continue to model the proficiencies of professionals who are competent, critical thinkers, reflective practitioners, and caring educators. Therefore, the unit designed a follow-up component to its assessment system, Assessment Level V.

Assessment Level V: After Graduation

Population: All Teacher Education Program Completers who are employed in the teaching profession.

Candidate data at Level V are collected from the following sources:

- Survey completed by the graduate during the first year of teaching
- Worksite visits during the first year of teaching by teacher education faculty
- Follow-up surveys during the third year of teaching
- Employer’s evaluation of graduate during the first year of teaching

Purpose: Data collected at this Assessment Level V allow the Teacher Education Review Committee to determine the effectiveness of the Teacher Education Program as evidenced by the level at which graduates model the elements of the unit's conceptual framework, address diversity in the classroom, and use technology to enhance P-12 learning.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

Evaluation of First-Year Professionals

- The Office of Teacher Education and the Office of Alumni Affairs both conduct follow-up surveys of our graduates.
- Information obtained is compiled and analyzed by the Office of Institutional Research.
- The compiled findings and the original questionnaires are forwarded to the Office of Teacher Education. These data are studied by the faculty in Teacher Education. The findings are used for improving practices and policies in Teacher Education and for general curriculum development of its programs.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016

Initial Licensure and Recertification

Initial Licensure

1. The applicant must have an all-clear report on the required FBI criminal records review.
2. OR if an arrest record is documented, it must be approved by the State Board of Education.
3. An applicant must complete a state approved teacher education program designed for initial teacher licensure at the undergraduate or graduate degree level.
4. The college or university must be regionally or nationally accredited.
5. Qualifying score on required licensure examination(s).
6. For initial licensure, all applicants must present the required score on the Principles of Learning and Teaching.
7. Application for licensure must be initiated by program completer via SCDE website.
8. College transcripts must be mailed or electronically transmitted directly to the Teacher Education Program and SCDE Certification Office from the college registrar or in sealed envelopes (obtained from the college) from the applicant.

9. An official score report for the appropriate Praxis and Subject Area Examination and the Principles of Learning and Teaching must be forwarded directly from Education Testing Service.
10. The FBI check takes from several weeks to two months to process.

Recertification

1. The Professional Certificate may be renewed for a subsequent five-year period upon presentation of six (6) semester hours of credit in a content area.
2. Technology is included as a content area.
3. A one-year extension may be granted upon written request provided an individual's certificate has not been expired for more than five years.
4. Certificates that have been expired for over five years have additional requirements for reinstatement.

Fall 2004; Revised Spring 2006; Revised Fall 2008; Revised Spring 2010; Revised Summer 2014; Revised Fall 2015; Revised Summer 2016; Fall 2020