

Southern Wesleyan UNIVERSITY

School of Education



“Educators who demonstrate scholarship within a Christian Ethic of Care”

Undergraduate Field Placements and Clinical Experience Handbook

A resource for teacher candidates, clinical supervisors, and cooperating
teachers

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SOUTHERN WESLEYAN UNIVERSITY MISSION STATEMENT

Since its founding by The Wesleyan Church in 1906, Southern Wesleyan University has been a Christian community of learners that recognizes God as the source of all truth and wisdom. The university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning, and living.

Located in Central, South Carolina, the university is a halfway point between Charlotte, North Carolina, and Atlanta, Georgia. It is thirty minutes from the Blue Ridge Mountains and ten minutes from Clemson University, with whom it shares some cooperative programs. Southern Wesleyan welcomes persons with a wide variety of backgrounds and abilities. Younger and older, undergraduate and graduate, residential and commuting, and traditional and non-traditional students work and interact with a faculty guided by a Christian understanding of the liberal arts.

The university evolved from a small Bible institute and its first charter as Wesleyan Methodist College in 1909 into a four-year, private, liberal arts college, regionally accredited in 1973. Historically, the founders of the college understood linguistic, quantitative, and analytical skills to be the foundation of a liberal arts education. Further, they believed that the cultivation of this curriculum within the context of faith, worship, studies in religion, and service to others created a fertile soil for intellectual and spiritual growth. Thus, the college ensured that every student would be well grounded in these areas by developing a general education curriculum of liberal arts studies. That tradition is alive today. All undergraduate programs--traditional and nontraditional--contain a core curriculum in the liberal arts.

Building on this tradition, Southern Wesleyan prepares students for graduate study and leadership in such fields as religion, education, music, business, medicine, law, and a variety of civic and social service professions. Graduate programs are offered in fields in which the university has demonstrated particular strengths. Although the university serves the Southeast, the teacher candidate population is a wholesome blending of cultural, ethnic, and regional diversity drawn from the entire United States and the international community. Such diversity encourages broader development of values.

Ideal graduates of Southern Wesleyan have a healthy respect for themselves and others as bearers of God's image. This respect encourages care for personal, mental, physical, and spiritual health. They seek a biblical social awareness that cares for people and their environment. Through the completion of courses in world history, culture, and the arts (in traditional and non-traditional classes and in international settings), they are prepared to serve society with respect for the past and a vision for the future. Southern Wesleyan graduates are prepared to confront a rapidly changing world with skills in communication, information processing, analysis, synthesis, and problem-solving. In summary, the success of the mission of the university will be measured ultimately in the lives of the alumni who grow in faith, knowledge, love, and hope as they serve God and others.

MISSION AND VALUES

University Core Values: Christ-Centered: Purpose, Scholarship, Community, Transformation

- *Purpose:* A specific calling for a unique role in our world.
- *Scholarship:* Academic excellence in an innovative faith-centered environment.
- *Community:* Belonging to a connected and compassionate body of learners.
- *Transformation:* Christ's redemptive work in individual and corporate life.

UNIVERSITY MISSION

Southern Wesleyan University is a Christ-centered, student-focused learning community devoted to transforming lives by challenging students to be dedicated scholars and servant-leaders who impact the world for Christ.

ACCREDITATION

Southern Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University. <http://www.sacscoc.org/>

The teacher education programs at Southern Wesleyan University are accredited by The Council for the Accreditation of Educator Preparation (CAEP), <http://www.caepsite.org>. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and other learning centers operated at Southern Wesleyan. The university's teacher and administrator education programs are also approved by the South Carolina Board of Education. (Documents describing accreditation are on file in the Office of the President and may be reviewed upon request.) In addition, Southern Wesleyan University is a member of the National Association of Schools of Music.

Southern Wesleyan University announces that the Society for Human Resource Management (SHRM) has acknowledged that its Bachelor of Science in Business Administration with a concentration in Human Resource Management has the renewal of its alignment with SHRM's HR Curriculum Guidebook and Templates. Throughout the world, 421 programs in 319 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The HR Curriculum Guidebook and Templates were developed by SHRM to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines – created in 2006 and revalidated in 2010 and 2013 – are part of SHRM's Academic Initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards.

Since 2008, Southern Wesleyan University has been a member of the National Association of Schools of Music ([NASM](#)) having met its rigorous artistic and educational standards. NASM standards address resources and policies in areas such as curricula, library, instruments, equipment, facilities, budget, technology, and faculty development. Recognition by this association of over 650 members affirms the high quality of music programs at SWU and is a distinct advantage both for the reputation of its programs and for the recognition of its graduates. NASM seeks the best learning conditions for music students and promotes the strength and quality of music in higher education by assisting institutional members and their faculties to do their best work.

Degree program(s) of study offered at Southern Wesleyan University has been found exempt from the requirement of licensure by the University of North Carolina under provisions of North Carolina General Statutes Section (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

The university is a member of the Council for Christian Colleges and Universities (CCCCU) and of the South Carolina Independent Colleges and Universities (SCICU). Its students who are residents of South Carolina are eligible to apply for South Carolina Tuition Grants.

The school is recognized and listed by the U.S. Office of Education and by the Veterans Administration. It is authorized by Federal law to enroll non-immigrant alien students.

Southern Wesleyan University has an established policy concerning the availability of student records. This policy complies with the Family Educational Rights and Privacy Act of 1974, as amended. The act, with which the university intends to comply fully, was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data. The university policy on the availability of students' educational records is on file in the Office of Academic Records and may be obtained upon request.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973, Southern Wesleyan University does not discriminate based on race, national origin, sex, or physical handicap in any of its policies, practices, or procedures. The university reserves its right to operate as a church-related institution and to develop policies consistent with the religious tenets of its sponsoring denomination, The Wesleyan Church.

Federal legislation, Title II, Section 207, of the Higher Education Act, requires states and institutions having teacher preparation programs to submit annual reports on teacher preparation and licensing. The institutional reports include the pass rates of students on tests required for state certification, the number of students in the program, and the institution's accreditation status, among other information. The state report summarizes the institutional reports and state requirements and provides a rank ordering of the institutions based on the pass rates reported. Southern Wesleyan University provides an abbreviated report in this catalog and a full report at the following website: [Stakeholder Information | Southern Wesleyan University \(swu.edu\)](#)

Southern Wesleyan University offers a wide variety of online courses and programs to current and prospective students across the United States. Under the authorization of the National Council for State Authorization Reciprocity Agreement (NC-SARA or SARA), Southern Wesleyan is authorized and licensed to offer online courses and degree programs in select states throughout the country. At this time, the institution only accepts applications for online programs from students who reside in any of the [NC-SARA-approved states](#).

LETTER FROM DIRECTOR OF EDUCATION/COORDINATOR OF FIELD STUDIES

Welcome to the School of Education at Southern Wesleyan University!

Southern Wesleyan or better known as SWU is growing future educators with a Christian Ethic of Care in mind in the Teacher Preparation Program. The School of Education is committed to our teacher candidates to prepare them to be future educators and to set them on a path of lifelong learning.

The School of Education at SWU prepares teacher candidates for the teacher certification track in the areas of Early Childhood Education (PK-3rd), Elementary Education (2nd-6th), Special Education Multi-Categorical (PK-12th), Physical Education (PK-12th), and Music Education (Pk-12th). The School of Education also has a noncertified track in the area of Early Childhood Education and Family Studies.

The Teacher Education Program is state and nationally accredited and developed by faculty and staff at SWU to promote the knowledge and skills needed to be successful in the teaching field.

This document has been prepared as a supplement to help guide teacher candidates, cooperating teachers, and clinical university supervisors on the requirements of the program at SWU and in accordance with state regulations.

On behalf of the faculty and staff at Southern Wesleyan University, I would like to thank each of you for the journey you are taking to be a candidate or to help assist our candidates as they start this path to becoming certified educators.

Contact information: JLYoung@swu.edu

Sincerely,

Dr. Janice Young

Assistant Professor of Education

Director of Teacher Education

Coordinator of Field Studies

INTRODUCTION

This handbook is designed to be a guide for every step of the program's field experiences and specific procedures and requirements related to field practicum experiences and clinical experiences.

The teacher candidate embarking on this endeavor should be mindful that the successful completion of each semester and how it is directly associated with the continual prioritization of responsibilities related to the assigned school and classroom. As a representative of Southern Wesleyan University to the community, the teacher candidate embodies the degree to which the ideas of specific content areas and pedagogy have been successfully taught and comprehended. It is the continued performance of the principles of successful teaching that will refine the skills of the novice and provide the experience necessary to make discriminating decisions regarding theory and practice in the daily activities of the classroom.

The faculty of the School of Education is supportive of the teacher candidate who desires to enter the profession of teaching. However, it is the full responsibility of the teacher candidate to complete the requirements specific to the respective field experience placement, as well as the necessary documentation to obtain successful completion of the course and for the program completion to obtain initial certification for teaching in the state of South Carolina. Failure to do so may adversely affect the teacher candidate's request for state certification and, by implication, the possibility of immediate employment.

SOUTHERN WESLEYAN UNIVERSITY LEARNING OUTCOMES

In keeping with the ultimate mission of the university to integrate faith, learning, and living, the School of Education, along with other Divisions of the College of Arts and Sciences offering teacher certification, has established goals for those pursuing an education degree with the intention of obtaining teacher certification and becoming a classroom instructor. It is the desire of the University and the School of Education that each teacher candidate develops a degree of maturation in these areas that is commensurate with the instructional and experiential emphasis that was received during the teacher candidate's tenure as an undergraduate student. Further, it is anticipated that the integration of these areas will be a continuing process that will enhance the teacher candidate's life and the profession of teaching. It is understood that it is not enough for the institution to provide the instructional and practical processes necessary to challenge the teacher candidate and promote personal growth. It is also the responsibility of the teacher candidate to actively pursue a meaningful relationship with Christ; knowledge of the subject area content and pedagogy; and personal habits that promote physical, mental, and emotional health, as well as acceptable social behavior.

The learning community at Southern Wesleyan University fosters in participants

- biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;
- the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective;

- the ability to effect positive change through skillful, values-driven engagement with their world.

Such that graduates . . .

- Bear witness to a deepening relationship with God through Christ reflected in integrity of thought, affection, and action.
- Have established lifestyle habits that facilitate ongoing growth intellectually, spiritually, physically, socially and emotionally.
- Approach issues of both a theoretical and practical nature from a consistently biblical perspective, tempered by awareness of personal biases and divergent views.
- Lead positive change by seeking justice for, reconciliation with, and service to others in a manner that reflects understanding of social dynamics.
- Recognize and value truth and beauty in themselves and their surroundings as reflections of the Creator.
- Critically and creatively, construct their own well-reasoned perspectives in discussing current trends, ideas and events, drawing on understanding of the breadth of human knowledge.
- Demonstrate skill in listening, reading, scholarship, writing, public speaking and the use of technology.
- Solve problems effectively using scientific research, critical thinking, and creativity.
- Work collaboratively in diverse cultural groups to achieve positive results.
- Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

INTASC STANDARDS

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. This "common core" outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share. More importantly, these Model Core Teaching Standards articulate what effective teaching and learning look like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real-world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

THE LEARNER AND LEARNING

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

CONTENT

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision-making. As students move through the educational program at SWU, they will become more involved in the total aspect of using assessments to monitor student growth and plan instructional strategies as well as needed accommodations for learners.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

UNDERGRADUATE DEGREE PROGRAMS

The School of Education offers curriculum sequences in early childhood education, elementary education, early childhood/elementary education, physical education, and special education that lead to a Bachelor of Science degree and teacher certification through the South Carolina State

Department of Education. The special education program prepares the undergraduate for PK-12 multi-categorical (mild to moderate disabilities) certification in the areas of emotional disabilities/behavioral disorders, learning disabilities, and mental disabilities.

All programs include a general education strand, an appropriate content area strand, and a professional education strand specific to the major. The syllabi of courses required for the preparation of educational personnel in each professional education program reflect knowledge bases, current research, effective practice, and school effectiveness. Further, the course content has been aligned to the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), the respective Specialized Professional Association (SPA) standards, the South Carolina state curriculum standards, the ADEPT assessment instrument, and the Southern Wesleyan University School of Education dispositions.

Program	Certification Grade Levels
Early Childhood Education	PK-3
Elementary Education	2-6
Early Childhood/Elementary Combination	PK-6
Physical Education	PK-12
Special Education	PK-12
Early Childhood and Family Studies	Non-licensure Program

EDUCATION PROGRAM GENERAL REQUIREMENTS

The teacher candidate should discuss the educational goals and program requirements with the education faculty and the major advisor near the beginning of the college career. Graduation with a degree that includes required education courses does not guarantee state certification. Candidates must meet all state requirements for certification to be recommended for a certificate. *The South Carolina State Department of Education may change its requirements for teacher certification while a teacher candidate is completing the undergraduate education major program. The requirements for the education major programs and teacher certification specified in Southern Wesleyan University documents reflect current South Carolina State Department of Education guidelines. Therefore, the teacher candidate should remain informed through participation in education meetings, education classes, and advising sessions.*

PRAXIS CORE-ACADEMIC SKILLS TEST FOR EDUCATORS

To be accepted into a Teacher Education program, the teacher candidate is required by the South Carolina State Department of Education to pass Praxis Core Academic Skills for Educators, which measures reading, writing, and mathematics skills. The teacher candidate who has achieved a minimum SAT score of 1100 for the old SAT (Verbal and Math); 1650 for the new SAT (Verbal, Math, Writing), or a composite ACT score of 24 may waive these assessments. The teacher candidate should see the respective education advisor for additional information. The teacher candidate should pass all three tests by the first semester of the sophomore year to apply for admission to Lock I.

TEACHER EDUCATION ADMISSIONS LEVELS

To ensure the quality of the teacher education program at Southern Wesleyan University and the teaching profession, a system has been established to monitor the progress of each teacher

candidate enrolled in the program. Some of the criteria associated with these admission levels are mandated by the Council for Accreditation of Educator Preparation (CAEP) and the South Carolina State Department of Education. Others are required to meet prerequisites established by the University and the School of Education. Each requirement of an admission level must be successfully met, or the teacher candidate will be denied permission to take additional education courses and/or required to meet additional requirements as outlined in a Plan of Action developed by the candidate's advisor(s).

Each of the three levels of admission is referred to as a "Lock." A canal lock is a mechanism that lifts or lowers water vessels, such as boats and barges, from one water level to another. Similarly, the School of Education "Locks" facilitate the "elevation" of the candidate from one level of admission to another.

The teacher candidate planning to complete a teacher-certification program at Southern Wesleyan University must meet the requirements for admission to the Teacher Education Program in addition to those related to obtaining teacher certification. The teacher candidate must begin the admission process at the conclusion of the second semester of study and continue to complete additional requirements at prescribed points in succeeding semesters. It is the teacher candidate's responsibility to initiate the procedures related to each step in the process. Failure to do so may adversely affect the teacher candidate's completion of the professional education courses and the respective major courses in a timely fashion.

The LOCK SYSTEM

Schedule for Electronic Program Portfolio Review	
Lock I Admission to the Teacher Education Program	Third semester of course work, during EDUC 2003/2123/2663, Effective Methods
Lock II Admission to the Clinical Experience	During EDUC 4502 Pre-clinical Experience
Lock III Program Completion	During EDUC 4627/4637 Clinical Experience I/II

Lock 1 APPLICATION CRITERIA

The teacher candidate will apply for Lock I in their respective Effective Methods with Field Experience course: EDUC 2003 for the Elementary/Middle School or EDUC 2663 for Early Childhood Education.

The teacher candidate must sign a statement of disclosure concerning all prior convictions including felonies and misdemeanors as part of the Effective Methods Field Experience & Lock I application.

The teacher candidate must sign a statement-indicating adherence to a Code of Professional Ethics as part of the requirements of the respective Effective Methods course.

The teacher candidate will complete and include in the portfolio the SWU School of Education Dispositions Self-Assessment form.

The teacher candidate will be interviewed by a committee comprised of professional educators from the community, the School of Education faculty, and an education teacher candidate selected by the faculty. The pre-teacher candidate will be notified to schedule an appointment to meet with the committee to respond to questions and make a three- to five-minute presentation on a specified topic. The purpose of the interview is to assess the student's communication techniques (INTASC Principle 6); the student's perception concerning relations among constituents (INTASC Principle 10); and the student's disposition toward a Christian ethic of care (SWU Disposition). The teacher candidate must be assessed at least at the level of "Basic" on each INTASC Principle and the Dispositions.

The teacher candidate will complete a mini-lesson for the professor and will teach that same lesson in the field placement.

DEPARTMENT RECOMMENDATIONS

The teacher candidate's name will also be submitted to the department chairperson of the respective major. The respective department chairperson will be requested to indicate whether the student is an acceptable candidate for admission to the teacher education program.

CREDIT HOUR REQUIREMENT

The teacher candidate must have successfully completed a minimum of 45 semester hours of college course work at the time of admission (conclusion of the semester of application). Grade Point Average Requirement The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5 at the time of admission (conclusion of the semester of application).

LOCK 2 APPLICATION CRITERIA

The teacher candidate will apply for admission to Lock II as part of the requirements for EDUC 4502, Pre-Clinical Field Experience. The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5. • The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics. • The teacher candidate's transcript must indicate that all course work will be completed before enrollment in EDUC 4627, Clinical Experience I, and EDUC 4637, Clinical Experience II. A teacher candidate for whom an exception has been made must be on schedule as outlined in the approved program completion proposal submitted in Lock I.

LOCK 2 PORTFOLIO REVIEW

The teacher candidate will present evidence that competency has been established concerning all INTASC/SWU Principles. The portfolio will be reviewed by a committee of professional educators who serve in the community. The teacher candidate will also include evidence that competency has been met at the level of "Basic" on the ADEPT Performance Standards 4-9 as evaluated as part of the respective Effective Methods/Field Experience course (INTASC Principle 1). • The teacher candidate will complete and include in the portfolio the Pre-Clinical Dispositions Self-Assessment form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to "educators who demonstrate scholarship within a Christian ethic of care." The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student's perceived self-growth in

these areas over time (INTASC/SWU Principle 11). · The teacher candidate must be assessed at the level of “Basic” on the ADEPT Performance Standards 4-9 (INTASC Principles 1-9 and INTASC/SWU Principle 11) as evaluated as part of the Pre-Clinical Field Experience.

LOCK 3 APPLICATION CRITERIA

The teacher candidate will apply for admission to Lock III as part of the requirements for EDUC 4627, Clinical Experience I, and EDUC 4637, Clinical Experience II. The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics. The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.

LOCK 3 PORTFOLIO REVIEW

The third and final review of the teacher candidate’s e-portfolio will be by a committee of professional educators who serve in the community. The portfolio will present evidence that the teacher candidate has met competency in all INTASC/SWU Principles. The teacher candidate must obtain a holistic rating of “Basic” on the electronic portfolio. · The teacher candidate must complete and include the teacher candidate Dispositions Self-Assessment form. The statements in this survey are based on dispositions that the faculty of the School of Education has determined are essential to “educators who demonstrate scholarship within a Christian ethic of care.” The teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student’s perceived self-growth in these areas over time (INTASC Principle 11).

CERTIFICATION RECOMMENDATION

The teacher candidate must be recommended by the Director/Coordinator of Teacher Education for teacher certification by the South Carolina State Department of Education. Accordingly, the teacher candidate must obtain minimum scores as established by the South Carolina State Board of Education on the appropriate Praxis II: Subject Assessment Test and the Praxis II: Principles of Learning and Teaching (PLT) Test.

FIELD EXPERIENCE PLACEMENTS

Teacher candidate preparation for the education profession should include field experiences in classrooms that reflect a diverse student population. These classrooms should include students who are characterized by differences in race, ethnicity, socioeconomic status, and abilities.

Accordingly, the Director/Coordinator of Field Studies will assign the teacher candidate to varying cooperating schools and grade levels that include a demographic makeup that approximates that of the diverse communities comprising the local school districts. Specifically, the teacher candidate will be assigned to a minimum of three different grade levels in three different schools in fulfillment of the requirements of the field experiences.

The teacher candidate is responsible for transportation to each school that is cooperating in the field placements. When it is possible, the teacher candidate should plan field experience visits to occur on a regularly scheduled basis that best facilitates the cooperating classroom schedule and needs of the cooperating teacher. It is not permissible for the teacher candidate to change the regularly scheduled day or time of the field experience visit unless it is pre-approved by the public school partner.

The teacher candidate is required to be in the classroom during instructional times. Therefore, lunch and recess do not count toward the candidate's time log.

All candidates must complete a [Background Check](#) through Southern Wesleyan and do a Tuberculosis [TB Test](#), through a local pharmacy (CVS or Walgreens).

Field experiences consist of different hours dependent upon which class is taken and can be 12, 15, 30, 36, or 40 hours.

FIELD PLACEMENT FORMS

[Effective Methods Public School Partners Form](#)-Cooperating teachers complete this form.

[Attendance Time Log-All Field Placements](#)-Teacher candidates complete this form.

PRE-CLINICAL EXPERIENCE

This is the last school practicum field experience before the clinical experience. Candidates are assigned to two pre-clinical experiences at two different levels. One-half of the candidate's time is spent in each academic setting, which is 40 hours in each for a total of 80 hours. The candidates prepare lesson plans and teach 6 lessons during this time. All candidates must receive favorable evaluations by the supervising teachers, as well as credit for the course, to proceed to Clinical Experience I. The teacher candidate must provide evidence that Praxis II: Subject Assessment Tests and Praxis II: Principles of Learning and Teaching (PLT) Test have either been attempted or passed during this course. Required of all education candidates in all programs the semester before Clinical Experience.

This course is designed for teacher candidates to observe and reflect on the instructional skills demonstrated by the Public School Partner (PSP). Teacher candidates will assist with classroom activities considered appropriate by their PSP and university supervisor. Teacher candidates will gain classroom experiences because of partnerships formed between public schools and the university. The assigned field-based activities will provide an opportunity for the Candidate to observe, participate, inquire, and reflect on teaching and learning. The primary purpose of the Pre-Clinical is to prepare teacher candidates to move into the Clinical Experience. It is a requirement for all education majors.

COOPERATING TEACHER RESPONSIBILITIES FOR PRE-CLINICAL

The candidate will teach 3 lessons during each 40-hour practicum in which a full lesson plan will be written and provided 48 hours before teaching. The CT will be required to observe two of those lessons of which one will be for practice and the second one will be formally written up and added into Chalk and Wire. The third observation will be completed by the Director/Coordinator of Field Studies.

At the end of the practicum experience, the CT will complete an InTASC review of the teaching standards to be added into Chalk and Wire on the Candidate and will complete a survey on Professionalism sent by the Director.

PRE-CLINICAL DOCUMENTS FOR THE COOPERATING TEACHER

[NIET Rubric](#)

[NIET Observation Form](#)

[Attendance Time Log](#)

CLINICAL EXPERIENCE

The capstone courses for the education major are EDUC 4627 Clinical Experience I and EDUC 4637 Clinical Experience II, which occur during the teacher candidate's last semester. The clinical experience must be considered the highest priority among the teacher candidate's other activities. The fact that the student's schedule has been arranged so that all academic requirements have been fulfilled prior to the Clinical Experience attests to the importance the School of Education faculty assigns to the Clinical Experience semester. The teacher candidate must provide evidence that the Praxis II content area tests have been passed before admission to Lock II and Expanded ADEPT Plan. (Before state licensure can be obtained the teacher candidate must pass both the *Praxis II: Subject Assessments exams and the Principles of Learning and Teaching (PLT)*). Permission from the Director/Coordinator of Field Studies must be obtained to maintain outside employment, when necessary and a Plan of Action will be developed for both parties to know the expectations.

The teacher candidate is evaluated in each of the four domains found in the [SC Teaching Standards 4.0 rubric](#).

Attendance at all orientation sessions is mandatory in preparation for the clinical experience. These sessions occur on Wednesday afternoons each week for the first month of the semester then once a month thereafter.

CLEARANCE TO SERVE IN A SC SCHOOL SETTING

Complete the [Application](#) on the Teacher Portal for Student Teaching Approval and Initial Certification through the SC State Department of Education. **This requires a fee.

Complete the [Fingerprinting Process and Criminal Records Review](#). **This requires a fee.

Complete a [Tuberculosis \(TB\) Test](#). **This requires a fee.

THE PROFESSIONAL TEACHER

ENHANCEMENT BEHAVIORS

Wong (1998) references that the successful teacher is a leader who typically demonstrates "enhancement behaviors" by spending time participating, learning, and growing. Field Experiences are critical for the development of such enhancement behaviors in the professional life of the novice teacher. On the other hand, "protective behavior" is revealed when teachers complain, rationalize, and disparage others to avoid their responsibilities and keep colleagues off task.

One of the most critical areas in which the teacher candidate must display professional conduct involves interaction with administrators, teachers, and staff employees of the cooperating school. Such behavior should be positive and indicative of enhancement behaviors typically demonstrated by the teacher as a leader. Therefore, it is inappropriate for the Teacher candidate to engage in conversations with the personnel of the cooperating school in which complaints and dissatisfaction with the administration, faculty, and staff of Southern Wesleyan University are voiced or the perceived inadequacies of its curriculum are discussed.

SEXUAL HARASSMENT

The teacher candidate is expected to be thoroughly familiar with the policies and procedures related to reporting incidents of sexual harassment as adopted by the district where the cooperating school is located. Strict compliance with district guidelines is imperative when the teacher candidate believes there has been a personal incident involving sexual harassment. Further, such incidents should be reported to the Cooperating Teacher and Director/Coordinator of Teacher Education immediately. It is of critical importance that the teacher candidate has a thorough understanding of the respective district's meaning of the term "sexual harassment" before initiating any action.

The AUTONOMY OF THE COOPERATING TEACHER

The autonomy of the cooperating classroom teacher is practiced in an environment in which there are many individuals concerned with the supervision of the teacher candidate. The professional educators who are involved in the supervision and assessment of the teacher candidate have theoretical positions that may inevitably lead to some variance of ideas. The essence of the theory of professional autonomy in teaching, however, is that such differences are constructive and ultimately serve the teacher candidate in the development of a personal philosophy of classroom teaching.

The dilemma these divergent ideas foster relates to their resolution within the framework of the teacher candidate's ever-evolving viewpoint of the composition of correct teaching practice. The teacher candidate should attempt to construct a personal style of teaching from among the different positions that become apparent in the interaction with professionals during the Clinical Experience. It must be remembered, however, that the Cooperating Teacher retains the legal and ethical responsibility for the pupils in the classroom. Therefore, although the Cooperating Teacher may permit the teacher candidate to practice a personal style of teaching, there will be no contradiction of the Cooperating Teacher's decisions regarding unresolved matters that may become evident as a result of different teaching philosophies.

In a sense, the supervisors view the teacher candidate as one who is attempting to carry some of the ideals of the profession into the personal teaching experience. Among those concepts is a commitment to important work, freedom in research, and the pursuit of knowledge. Accordingly, the teacher candidate should be allowed considerable freedom and autonomy in teaching, consistent with the legitimate prior claims of the school.

WORKING IN THE COOPERATING TEACHER'S CLASSROOM

The Teacher candidate

- may not serve as the substitute teacher in the event the CT is absent
- may take the students to recess without the CT if there are other teachers from the school on the playground with the teacher candidate
- must have cell phones out of sight during the school day
- should arrive at the cooperating school no later than the required arrival time and leave no earlier than the required departure time agreed upon by the CT
- must attend all meetings and participate in all school functions during the field experience and is required to attend all meetings or after-school events, the CT is required to attend during clinical

- is not required to participate in school functions for which the CT receives additional compensation beyond the regular teacher's salary such as after-school programs and coaching responsibilities
- may not leave the cooperating school during school hours to "run errands" unless asked to do so by a school administrator
- may not bring his/her sick children to the classroom
- should be addressed by the last name only in the presence of a student
- is not permitted to date students and/or teachers in the cooperating school during any field experiences.

ATTENDANCE

Field experience hours are dependent upon the specific course taken and the number of hours based on that course. It is the expectation for the teacher candidate to create a schedule with the CT at the start of the semester and continue that schedule until the semester is over.

The Clinical Experience commences and concludes on dates determined by the Coordinator of Field Studies with consideration of the calendar of events of the cooperating school district. The teacher candidate is normally scheduled *to attend in the cooperating school(s) for 70-72 academic calendar days, including 2 orientation days*. The teacher candidate who is present in the cooperating school(s) *for fewer than 68 academic calendar days will not fulfill the attendance requirement for the Clinical Experience as required by the School of Education*.

Please notify the Director/Coordinator of Field Studies if there are any long-term health or family leave issues that will affect attendance. If a candidate discloses these issues and cannot complete the required dates during the semester, a plan of action will be developed to include the possibility of giving an incomplete for the semester and continuing to complete requirements during the next semester.

The teacher candidate must realize the importance of punctuality and attendance as they relate to the successful completion of the clinical experience. Further, regular and prompt attendance provides pupils with a model of desirable life practice and is contributory to their sense of safety and welfare at the beginning of each school day. Therefore, the teacher candidate is expected to be prudent in attendance and punctuality unless there is a personal illness that necessitates the attention of a physician or threatens the health of others. Situations out of the control of the teacher candidate, such as a death in the immediate family or an automobile malfunction, may also be prohibitive to attendance at the school. In all such cases, it is the responsibility of the teacher candidate to immediately notify the Cooperating Teacher of the attendance status for that day along with the Director/Coordinator of Field Studies.

SCHOOL OF EDUCATION DRESS CODE POLICY

Candidates are expected to follow the [dress code policy](#) in place at SWU and any policies the specific school district has.

CLINICAL: GETTING STARTED IN THE COOPERATING SCHOOL

During the first few days and weeks of the Clinical Experience, it is recommended that the teacher candidate attend to the following:

- become familiar with the community in which the school is located and the demographics of its population;
- become familiar with administrators and staff employees and their respective responsibilities;
- become familiar with the school's daily schedule and routines, its curriculum offerings including special education, and its physical characteristics;
- become familiar with the school calendar for the period of the clinical experience placement;
- read the school policy manual and discuss its content with the Cooperating Teacher;
- become familiar with rules and regulations that apply to the faculty, staff, and students;
- locate the faculty lounge and workroom area(s);
- locate faculty automobile parking areas;
- learn the names of students as quickly as possible;
- become familiar with the learning styles and abilities of the students through discussions with the Cooperating Teacher and personal observation;
- locate and become familiar with all instructional materials;
- become familiar with the classroom technology hardware and software;
- become familiar with class-running routines, lesson-running routines, and interaction routines;
- become familiar with the Cooperating Teacher's classroom management style;
- visit the school library and become familiar with its policies through discussions with the librarian;
- become familiar with the policies regarding student health care by way of visits to the school nurse and infirmary;
- become familiar with the fire drill exit route(s) from the classroom; and
- peruse the permanent files of the students in the cooperating classroom under the supervision of the Cooperating Teacher, if permissible.

CLINICAL EXPERIENCE AND MAINTAINING A JOB

Clinical Experience is the capstone experience for the education major and must be considered with the highest priority among the teacher candidate's other activities. The fact that the teacher candidate's schedule has been arranged so that all academic requirements have been fulfilled prior to clinical experience attests to the importance the School of Education faculty assigns to the Clinical Experience semester. Because of the demands inherent with Clinical Experience responsibilities, maintaining part-time employment during the Clinical Experience semester is strongly discouraged. If necessary, the teacher candidate may work part-time for no more than 20 hours per week. These hours should not interfere with the required school hours and functions. The Director/Coordinator of the School of Education must approve all exceptions.

SUBSTITUTE TEACHING

A teacher candidate may not be approached to serve as a substitute teacher in the absence of the Cooperating Teacher or another teacher in the respective cooperating school until their student-teacher days are completed.

The teacher candidate may assume the teacher responsibilities for the Cooperating Teacher if they are absent with a hired substitute assigned to the same classroom. The teacher candidate

is not permitted to receive compensation for any aspect of teaching until a minimum of 60 days of Clinical Experience has been completed.

When the teacher candidate is requested to act as a substitute teacher after fulfilling the minimum 60-day requirement, permission must be obtained from the Director/Coordinator of Field Studies.

CLINICAL EVALUATION TEAM-CT/SUPERVISOR/DIRECTOR

The Director/Coordinator of Field Studies will assign one supervisor from the faculty of Southern Wesleyan University for a Clinical Experience Placement. The teacher candidate's cooperating teacher will also function in an evaluative capacity with the university faculty. This group of educators along with the Director/Coordinator of Field Studies composes the "Evaluation Team."

The supervisor will visit the teacher candidate's classroom following a schedule devised by the Director/Coordinator of Field Studies.

The function of the supervisor is to assess, in collaboration with the CT, the ability of the teacher candidate to plan instruction and implement pedagogical techniques that facilitate the dissemination of content area subject matter while being sensitive to the pupils' learning rates and abilities. Additionally, the Evaluation Team assesses the teacher candidate's competency in managing the classroom and fulfilling professional responsibilities. Specifically, the teacher candidate is evaluated for competency in each of the four domains that are addressed in the [NIET Rubric](#). The NIET rubric is aligned to the ADEPT instrument, which is used to evaluate the teacher candidate in a fashion that simulates the formal evaluation process of a teacher employed in the state of South Carolina with at least a Provisional Contract.

*Special Note: The NIET rubric has four levels of performance: Exemplary, Proficient, Needs Improvement, and Unsatisfactory. Student teachers are aiming for Proficient, which is a high level of work. Exemplary should only be awarded when a candidate reaches an outstandingly high level of rigor and work. It is expected no more than 5% of candidates will reach the exemplary level.

At the conclusion of the observation, the teacher candidate will meet with the Observer to receive feedback related to the observer's judgment of the teacher candidate's competencies. The Cooperating Teacher should be prepared to assume the responsibilities related to the classroom during this meeting, which normally lasts approximately 30 minutes. The teacher candidate should be mindful that the supervisor intends to gain an understanding of the teacher candidate's competency-based upon a momentary assessment during the entire placement.

The candidate will be observed a total of 8 times. 4 by the cooperating teacher and 4 by the supervisor. After 4 full observations are completed a mid-term (formative) evaluation will be conducted and then after 8 full observations, an Exit (summative) evaluation will be completed.

COOPERATING TEACHER STIPENDS

Cooperating teachers will receive a stipend for hosting a full-time student teacher for the full semester. The stipend form and W-9 form need to be fully completed and sent to the Director/Coordinator of Field Studies for payment.

CLINICAL COOPERATING TEACHER DOCUMENTS

[NIET Rubric](#)

[Observation Score Report](#)

[CT Stipend Form](#)

[W-9 Stipend Form](#)

[Dress Code Policy](#)

MID-TERM (FORMATIVE) AND EXIT (SUMMATIVE) REVIEW

Upon completion of the Clinical Experience Mid-Year Review Report completed by the Supervisor midway through the Clinical Experience, the Evaluation Team determines if there is a need for remediation and a Plan of Action (POA). This POA will allow the teacher candidate to implement strategies for improvement and/or complete assignments in the identified areas needing improvement. The teacher candidate who makes a Clinical Experience final grade lower than a 2.7 (B-) has the option of requesting readmission in EDUC 4628/4638 (or EDUC 4609) upon the completion of a POA written by the School of Education. Upon the recommendation of the Coordinator of the School of Education, the teacher candidate is eligible for readmission to the Clinical Experience program through the approval of the Teacher Education Admissions Committee.

CLINICAL TEACHER CANDIDATE EXPECTATIONS IN PLACEMENT

LESSON PLANS

The teacher candidate is required to write a lesson plan using the Southern Wesleyan University School of Education Lesson Plan Requirements but in an approved gridded format for each subject that will be taught during an academic day. The teacher Candidate must submit one detailed lesson plan each week that is due the Friday prior to implementation and kept in the Clinical E-Notebook.

E-NOTEBOOK

The teacher candidate is required to keep an electronic notebook, which is to be updated weekly.

CLINICAL ASSIGNMENTS

- Weekly journal in E-Notebook
- Long-Range Plan
- Student Learning Objective (SLO)
- Unit Plan
- Lock-3 InTASC Portfolio

EXIT MEETING

Candidates will meet with their Supervisor and the Cooperating Teacher. At that meeting, the team will review all the documentation and evidence that has occurred during the Clinical semester. The Observational part of the Final summary will be completed. Then Candidates will meet with the Director/Coordinator of Field Studies to review the Professional Learning Plan and the Measurement for Student Progress. At this meeting, the final grade will be assigned.

STUDENT-TEACHER PAID INTERNSHIPS

Pursuant to State Board of Education Regulation 43-53, Credential Classification, the Internship Certificate allows a school district to employ an eligible pre-service candidate as a teacher of record while the candidate completes all requirements of the college or university's clinical experience (i.e., student teaching). The candidate must be enrolled in an approved preparation program in a South Carolina college or university.

Candidate Eligibility

For Internship certificate eligibility, the teacher candidate must have fulfilled all requirements of the approved preparation program with the exception of the clinical experience and must have qualifying scores on all required certification examinations on file with the South Carolina Department of Education (SCDE). Districts and educator preparation providers are encouraged to confirm candidate eligibility with the SCDE prior to any placement and employment decisions.

[Internship Certificate Checklist](#)

VERIFICATION OF CANDIDATE PROGRAM COMPLETION WITH STATE DEPARTMENT REQUIREMENTS

[Complete the College Recommendation Form](#) for Classroom Teaching Fields from the State Department of Education to send to the Director of Education/Coordinator of Field Studies.

Upon completion of graduation when the degree is conferred, request [transcripts from SWU](#) to be sent to the SC State Department of Education at certification@ed.sc.gov after graduation.

All candidates must complete an Academic Application for initial certification through the [Educator Portal](#) with the State Department of Education.

Any questions related to certification may be answered by contacting the State Department through the following website: <https://ed.sc.gov/educators/certification/>.

SOUTH CAROLINA STANDARDS OF CONDUCT FOR EDUCATORS

The following sections of the South Carolina Codes of Law are applicable to the teacher candidate seeking initial teacher certification.

SECTION 59-25-160. Revocation or suspension of certificate; "just cause" defined. "Just cause" may consist of any one or more of the following:

- (1) Incompetence;
- (2) Willful neglect of duty;
- (3) Willful violation of the rules and regulations of the State Board of Education;
- (4) Unprofessional conduct;
- (5) Drunkenness;
- (6) Cruelty;
- (7) Crime against the law of this State or the United States;

- (8) Immorality;
- (9) Any conduct involving moral turpitude;
- (10) Dishonesty;
- (11) Evident unfitness for position for which employed; or
- (12) Sale or possession of narcotics.

SECTION 59-25-530. Unprofessional conduct; breach of contract. Any teacher who fails to comply with the provisions of his contract without the written consent of the school board shall be deemed guilty of unprofessional conduct. A breach of contract resulting from the execution of an employment contract with another board within the State without the consent of the board first employing the teacher makes void any subsequent contract with any other school district in South Carolina for the same employment period. Upon the formal complaint of the school board, substantiated by conclusive evidence, the State board shall suspend or revoke the teacher's certificate, for a period not to exceed one calendar year. State education agencies in other states with reciprocal certification agreements shall be notified of the revocation of the certificate.

SECTION 20-7-940. Support enforcement through license revocation; applicability to individual under order for child support.

In addition to other qualifications necessary for holding a license, an individual who is under an order for child support also is subject to the provisions of this part.

SECTION 20-7-945. Out of compliance determination; review and negotiation of payment schedule having force of judgment; notice and revocation of license.

- (A) The division shall review the information received pursuant to Section 20-7-944 and determine if a licensee is out of compliance with an order for support. If a licensee is out of compliance with the order for support, the division shall notify the licensee that forty-five days after the licensee receives the notice of being out of compliance with the order, the licensing entity will be notified to revoke the licensee's license unless the licensee pays the arrearage owing under the order or signs a consent agreement establishing a schedule for the payment of the arrearage.
- (B) Upon receiving the notice provided for in subsection (A), the licensee may:
 - (1) request a review with the division; however, issues the licensee may raise at the review are limited to whether the licensee is the individual required to pay under the order for support and whether the licensee is out of compliance with the order of support; or
 - (2) request to participate in negotiations with the division for the purpose of establishing a payment schedule for the arrearage.
- (C) The division director or the division director's designees are authorized to and upon request of a licensee shall negotiate with a licensee to establish a payment schedule for

the arrearage. Payments made under the payment schedule are in addition to the licensee's ongoing obligation under the order for support.

- (D) Upon the division and the licensee reaching an agreement on a schedule for payment of the arrearage, the director shall file an agreement and order pursuant to Section 20-7-9525 (A) and (B) with the family court in the county in which the order for support was issued. The clerk shall stamp the date of receipt of the agreement and order and shall file it under the docket number of the order of support. The agreement and order shall have all the force, effect, and remedies of an order of the court including, but not limited to, wage assignment and contempt of court.
- (E) If the licensee and the division do not reach an agreement establishing a schedule for payment of the arrearage, the licensee may petition the court to establish a payment schedule. However, this action does not stay the license revocation procedures.
- (F) The notification given a licensee that the licensee's license will be revoked in forty-five days clearly must state the remedies and procedures available to a licensee under this section.
- (G) If at the end of the forty-five days the licensee still has an arrearage owing under the order for support or the licensee has not signed a consent agreement establishing a payment schedule for the arrearage, the division shall notify the licensing entity to revoke the licensee's license. A license only may be reinstated if the division notifies the licensing entity that the licensee no longer has an arrearage or that the licensee has signed a consent agreement.
- (H) Review with the division under this section is the licensee's sole remedy to prevent revocation of his or her license. The licensee has no right to appeal the revocation with the licensing entity.
- (I) If a licensee under a consent order entered into pursuant to this section, for the payment of an arrearage subsequently is out of compliance with an order for support, the division immediately may notify the licensing entity to revoke the license and the procedures provided for under subsection (B) do not apply; however the appeal provisions of subsection (H) apply. If upon revocation of the license the licensee subsequently enters into a consent agreement or the licensee otherwise informs the department of compliance, the department shall notify the licensing entity within fourteen days of the determination of compliance and the license must be reissued.
- (J) Notice required to the licensee under this section must be deposited in the United States mail with postage prepaid and addressed to the licensee at the last known address. The giving of the notice is considered complete ten days after the deposit of the notice. A certificate that the notice was sent in accordance with this part creates a presumption that the notice requirements have been met even if the notice has not been received by the licensee.
- (K) Nothing in this section prohibits a licensee from filing a petition for a modification of a support order or for any other applicable relief. However, no such petition stays the license revocation procedure.

- (L) If a license is revoked under this section, the licensing entity is not required to refund any fees paid by a licensee in connection with obtaining or renewing a license, and any fee required to be paid to the licensing entity for reinstatement after a license revocation applies. The division will indemnify the applicable licensing entity from any consequences that may result from the revocation of the licensee's license.

TEACHER CANDIDATE GRIEVANCE PROCEDURE

If a teacher candidate has a concern related to a grade or any other academic issue, the procedures outlined in the current edition of the Southern Wesleyan University Catalog should be followed. Otherwise, the faculty of the School of Education has approved a formal procedure for resolving issues not related to academics:

The teacher candidate should meet with the faculty member in an attempt to resolve the issue. If the teacher candidate does not feel comfortable meeting alone with the faculty member, the teacher candidate may request the presence of any faculty member other than the Coordinator of the School of Education at the meeting. Similarly, the faculty member may request the presence of another faculty member at the meeting. If applicable, each party should be informed no later than two days prior to the meeting that another person has been requested to attend.

If an agreement cannot be reached, the student may meet with the Coordinator of the School of Education within ten working days after the meeting with the faculty member.

STUDENT LOAN PROGRAMS

The South Carolina Teachers Loan Program offers financial assistance in the form of a loan cancellation for teachers who instruct in South Carolina public schools in an area of critical need. Freshman and sophomore students may borrow an annual amount of \$2,500, while juniors, seniors, and graduates students may borrow up to \$5,000 per year. This loan program was established through the Education Improvement Act of 1984 to encourage talented and qualified students to enter the teaching profession.

The Career Changers Program assists individuals who wish to change careers and become certified teachers in the state in areas of critical need. Career Changers may borrow an annual amount of \$15,000 and a maximum cumulative amount of \$60,000. This loan is canceled by teaching in South Carolina public schools in an area of critical needs.

Each of these loans is canceled at a rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. A graduate who teaches in both a critical subject and geographic area will have the loan canceled at a rate of 33 ⅓% per year. Critical subject and geographic areas are determined each year by the South Carolina State Board of Education.

Complete details related to these loan programs, eligibility criteria, and loan applications may be obtained by visiting the website, www.slc.sc.edu or the Office of Financial Aid.

