



University of South Carolina Beaufort

EDUCATOR PREPARATION HANDBOOK

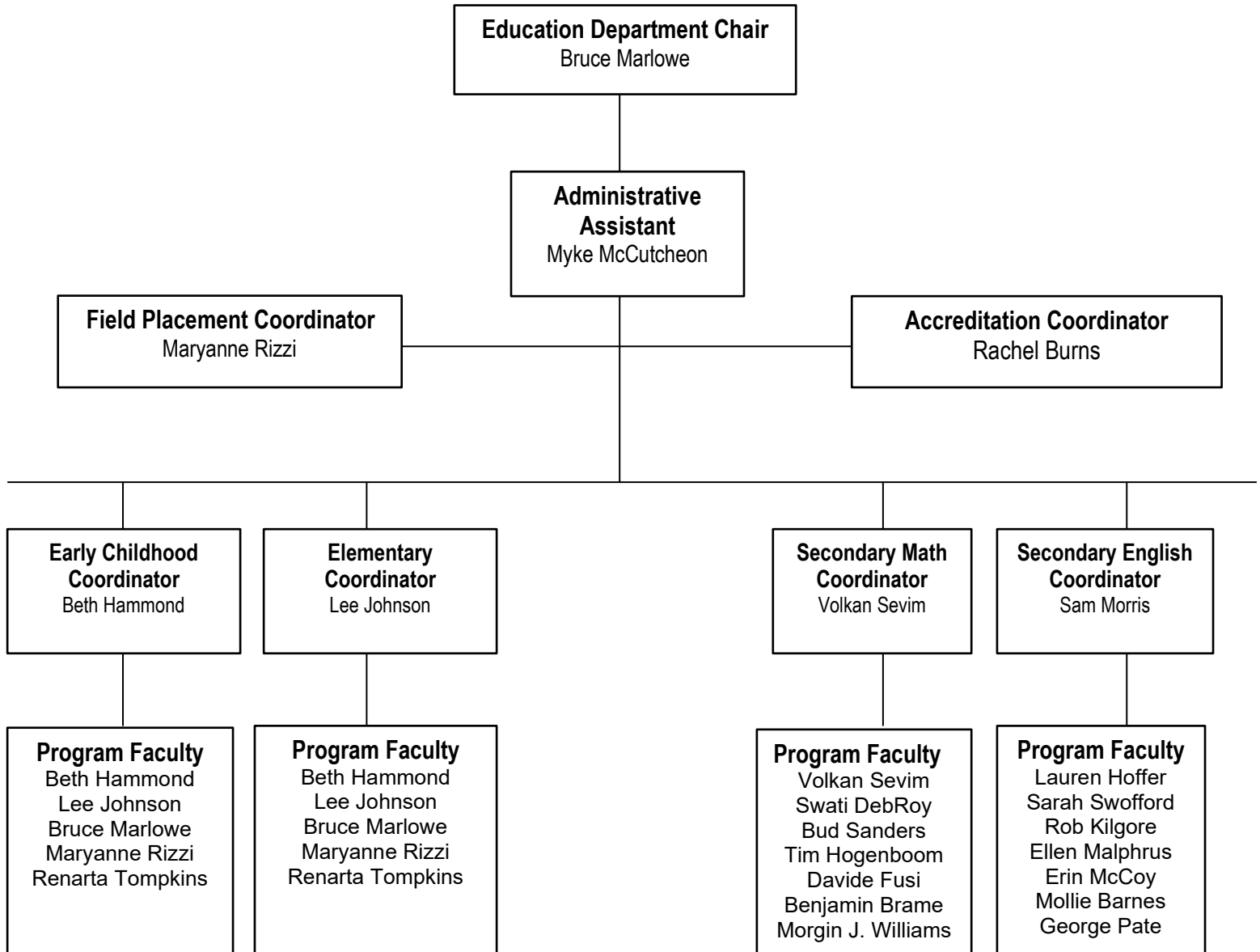
2021-2022

Table of Contents

| | |
|--|-----------|
| 2021-2022 USCB Educator Preparation Program Faculty and Staff..... | 1 |
| Educator Preparation Program FACULTY AND STAFF | 2 |
| Program Administration..... | 2 |
| Program Faculty | 2 |
| Professors | 2 |
| Associate Professors | 3 |
| Assistant Professors | 3 |
| Instructors | 3 |
| Adjunct Faculty..... | 4 |
| Contact Information | 5 |
| Vision, Mission, and Philosophy | 6 |
| Vision..... | 6 |
| Mission..... | 6 |
| Philosophy..... | 6 |
| Purpose and Goals..... | 7 |
| Basic Program Requirements..... | 8 |
| Confidential Information | 8 |
| Criminal Background Check Requirements | 8 |
| Professional Dispositions..... | 8 |
| Candidate Progression | 10 |
| Admission into the Professional Program..... | 11 |
| Professional program Benchmarks | 12 |
| Transition to Internship..... | 12 |
| Praxis II Exams | 12 |
| Presentation for Internship Eligibility..... | 12 |
| Program Completion..... | 13 |
| Internship and Internship Seminar | 13 |
| Commencement Participation Policy..... | 13 |
| South Carolina Educator Certification Requirements..... | 14 |
| Appendix..... | 15 |
| Professional Dispositions and Skills Student Intervention Plan..... | 18 |
| Table 1: Praxis Requirements | 19 |
| <u>Table 2: Presentation for Internship Eligibility Scoring Rubric</u> | <u>22</u> |

| | |
|---|-----------------|
| Professional Program Admission Checklist..... | 24 |
| Program Advisement Tracks..... | 27 |
| Early Childhood Education Program Requirements..... | 29 |
| LEVEL I-B: Pre-Professional Program Courses | 29 |
| LEVEL I-B: Pre-Professional Program Courses | 32 |
| Core Major Courses | 35 |
| Pre-Professional Program Courses | 35 |
| Core Major Courses | 38 |
| | <u>36 HOURS</u> |
| Pre-Professional Program Courses | 38 |

2021-2022 USCB EDUCATOR PREPARATION PROGRAM FACULTY AND STAFF



EDUCATOR PREPARATION PROGRAM FACULTY AND STAFF

Program Administration

Chair, Department of Education

Bruce Marlowe, Ph.D., The Catholic University of America

Accreditation Coordinator

Rachel Burns, Ph.D., University of South Carolina

Coordinator, Early Childhood Education

Elizabeth Hammond, Ph.D. Florida State University

Coordinator, Secondary English Certification

Sam Morris, Ph.D., University of Arkansas

Coordinator, Elementary Education

Elizabeth Lee Johnson, Ph.D., University of South Carolina

Administrative Assistant

Myke McCutcheon

Field Placement Coordinator

Maryanne Rizzi, M.Ed., Curriculum and Instruction, Kent State University

Coordinator, Secondary Math Certification

Volkan Sevim, Ph.D., University of North Carolina Charlotte

Program Faculty

Professors

P. Ellen Malphrus, Ph.D., M.F.A., University of South Carolina
Professor of English and Writer-in-Residence

Bruce Marlowe, Ph.D., The Catholic University of America
Professor of Educational Psychology and Special Education

Bud Sanders, Ph.D., University of Tennessee
Professor of Mathematics

Associate Professors

Swati DebRoy, Ph.D., University of Florida
Associate Professor of Mathematics

Lauren Hoffer, Ph.D., Vanderbilt University
Associate Professor of Victorian Literature; Chair, Department of English

Elizabeth Lee Johnson, Ph.D., University of South Carolina
Associate Professor of Elementary and Early Childhood Mathematics Methods

Robert Kilgore, Ph.D., University of South Carolina
Associate Professor of English

Charles, Spurrison, Ph.D. University of Southern Mississippi
Associate Professor of Psychology; Dean, School of Humanities and Social Sciences

Renarta H. Tompkins, Ph.D., Education, Emory University
Associate Professor of Literacy

Assistant Professors

Mollie Barnes, Ph.D., University of Georgia
Assistant Professor of English

Davide Fusi, Ph.D., University of Utah
Assistant Professor of Mathematics

Elizabeth J. Hammond Ph.D., Florida State University
Assistant Professor of Educational Psychology

Erin McCoy, Ph.D., University of Louisville
Assistant Professor of English and Interdisciplinary Studies

George Pate, Ph.D., University of Georgia
Assistant Professor of English and Theater

Sarah Swofford, Ph.D., University of Michigan
Assistant Professor of English

Volkan Sevim, Ph.D., University of North Carolina Charlotte
Assistant Professor of Mathematics

Instructors

Benjamin Brame, M.A., East Carolina University
Instructor of Mathematics

Tim Hogenboom, M.A., Binghamton University
Instructor of Mathematics

Kim Galloway Holmes, M.A., The College of Charleston and The Citadel
English, Theater, and Interdisciplinary Studies

Amy Leaphart, M.A., University of South Carolina; M.S., The Citadel
English, Theater, and Interdisciplinary Studies

Jeffrey McQuillen, M.A., Clemson University
English, Theater, and Interdisciplinary Studies

Maryanne Rizzi, M.Ed., Curriculum and Instruction, Kent State University
Department of Education

Morgin Jones Williams, Ph.D., Georgia State University
Instructor of Mathematics

Adjunct Faculty

Kyra Hartley, M.A., Lesley University
Gloria Holmes, Ph.D., State University of New York Stonybrook
Carole Ingram, Masters, University of South Carolina
Amy Kunkle, Ed.D., University of Tennessee
Sherry Lott, Ed.S., University of Alabama
Lori Munaco, M.Ed., George Mason University
Mary Rizzi, Ph.D., University of South Carolina
Jackie Rosswurm, Ph.D., University of South Carolina
Cindy Sturgis, M.Ed., Indiana University

Contact Information

| <u>NAME</u> | <u>PHONE</u> | <u>EMAIL</u> |
|-------------------|--------------|--|
| Rachel Burns | 843-208-8207 | harveyr@uscb.edu |
| Elizabeth Hammond | 843-208-8205 | ejh49@uscb.edu |
| Lee Johnson | 843-208-8274 | leejohnson@uscb.edu |
| Bruce Marlowe | 843-208-8378 | bmarlowe@uscb.edu |
| Sam Morris | 843-208-8191 | sam40@uscb.edu |
| Maryanne Rizzi | 843-208-8270 | rizzim@uscb.edu |
| Volkan Sevim | 843-208-8275 | vsevim@uscb.edu |
| Renarta Tompkins | 843-208-8252 | rtompkins@uscb.edu |

VISION, MISSION, AND PHILOSOPHY

Vision

The vision of the University of South Carolina Beaufort's Educator Preparation Program is to serve as the primary resource for both aspiring educators and in-service teachers in the Lowcountry and beyond.

Mission

Our mission is to create a legacy of engaged citizen-educators, well-equipped to respond adaptively to a broad range of student needs and primed to serve as advocates for children and young people. We focus on the acquisition of deep content knowledge, strong pedagogical skills, and professional teacher dispositions.

Philosophy

Everything we do as an educator preparation provider—in our course and fieldwork, our assessments, and our system of candidate progression—is informed by our core beliefs about learning and the important role teachers play in the learning process.

Specifically, we believe that:

- learning is constructed by learners in social contexts—not received passively by them;
- learning is more enduring, more in-depth, and more powerful when students are engaged in inquiry and discovery than when they are asked simply to accumulate and memorize information;
- learning requires nurturing, supportive and safe classroom spaces;
- learning is developmental, and continues throughout the lifespan;
- teachers must embrace the richness of student diversity;
- teachers must possess deep content knowledge, strong pedagogical skills, and proficiency with educational technology;
- teachers must model the pursuit of learning in their own personal life.

PURPOSE AND GOALS

University of South Carolina Beaufort is committed to preparing educators who are learner-ready on day one of their professional teaching careers. To achieve this end, our program is committed to:

- Developing candidates who demonstrate subject matter knowledge, understanding of learning and teaching, and instructional proficiency as identified by relevant professional standards;
- Individualizing learning experiences, encouraging reflection, and providing mentoring to support the variety of ways in which our candidates learn;
- Requiring candidates to demonstrate their acquired knowledge and skills in the classroom;
- Assisting candidates in their transition from the University to a professional environment;
- Collaborating with a range of community partners, including public school teachers and administrators, university colleagues, and program alumni;
- Providing quality outreach and development programs that benefit the communities the university serves;
- Collecting and analyzing data to inform decisions that support candidate and alumni growth;
- Preparing candidates to believe that all students can learn and assume responsibility for their learning;
- Preparing candidates who are able to design and integrate technologically rich experiences based on the educational needs of students;
- Preparing candidates to work with colleagues, students and communities of varied cultural, ethnic and economic backgrounds.

BASIC PROGRAM REQUIREMENTS

USCB offers 4 teacher certification programs: [Early Childhood Education](#) (grades pre-K-3rd Grade); [Elementary Education](#) (grades 2-6); [Secondary English](#) (grades 9-12); and [Secondary Mathematics](#) (grades 9-12). Program Advisement sheets for each of these programs can be found in the [Appendix](#) (p.27).

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEPs), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the Family Educational Rights and Privacy Act (FERPA), candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to their field experiences.

Criminal Background Check Requirements

All students enrolled in USCB's educator preparation program are required to have a criminal background check on file with the South Carolina Department of Education, and they must have an "all-clear" report on the criminal records review (or, if an arrest record is documented, be cleared by the State Board of Education).

South Carolina requires a state criminal records check supported by fingerprints by the FBI in the semester before the internship semester. This check will need to be repeated if the candidate does not apply for certification within twelve months. Candidates not cleared by this review will not be permitted to begin their internship semester. It is very important that the background check questions on the certification application be answered truthfully. Failure to answer the questions truthfully could result in denial of certification

Teacher candidates are required to disclose whether they have ever been arrested, convicted, found guilty, entered a plea of no contest, paid a fine or otherwise had adjudication withheld in a criminal offense other than a minor traffic offense. Candidates who are arrested at any time while a student at USCB by any law enforcement agency are required to inform Ms. McCutcheon in the Department of Education within 72 hours of the arrest. Any criminal record that has not been sealed or expunged by written court order must be reported. Field-based practicum assignments may be undertaken only after candidates obtain a satisfactory SLED report. The Department of Education advises candidates who are denied clearance for practicum assignment of their alternatives. Candidates with questions should consult with their academic advisors.

Professional Dispositions

As a teacher candidate, you will be expected to maintain the highest standards of the profession both while you are engaged in campus coursework and as you relate to students, families, classroom teachers and the broader community. Students who struggle in this area may be

referred to the Education Department Intervention Committee for a [Professional Dispositions and Skills Student Intervention Plan](#) (p.18; Appendix).

While in the school setting, candidates should perceive themselves as pre-service teachers and conduct themselves in a professional manner. The professional dispositions of each candidate will be evaluated using the South Carolina Teaching Standards 4.0 (SCTS 4.0) evaluation rubric during practicum and internship (see the Field Manual for additional information about this process).

CANDIDATE PROGRESSION

Each of USCB’s 4 teacher certification tracks has four levels through which candidates must progress in order to successfully complete the educator preparation program. These levels are outlined in the table below, with each level acting as a transition point for program progression to the next benchmark.

| Program Benchmark | Requirements for Entry |
|--------------------|---|
| Pre-Professional | <ul style="list-style-type: none"> • Attend the Pre-Professional Orientation prior to the completion of EDCI 100.* |
| Professional | <ul style="list-style-type: none"> • Maintain a cumulative 2.75 GPA in all undergraduate coursework. • Complete all pre-professional and all required content area courses with a “C” or better in each course. • Attain an overall GPA of 3.0 in all Department of Education courses.** • Complete all general education and content area requirements. • Achieve passing scores on all three sections of the Praxis Core exam or earn a 22 on the ACT or 1100 on the SAT (score of 550 on the Evidence-based Reading and Writing portion may exempt the Reading and Writing subtests of Praxis Core; score of 550 on Math portion may exempt Mathematics subtest of Praxis Core).*** (See Appendix for additional details.) • Complete the seven module ProEthica Training and provide a Certificate of Achievement. • Complete a criminal background check from SLED. • Complete 25 hours working with children or adolescents or the Teacher Cadet Program (See Appendix for additional details). • Attend the Professional Program Orientation • Complete the online EEDA training and quiz. |
| Internship | <ul style="list-style-type: none"> • Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Internship Eligibility Presentation. |
| Program Completion | <ul style="list-style-type: none"> • Pass the clinical internship. • Pass the Internship Seminar. • Pass the PLT exam for grade-span of certification. • Receive a college recommendation for educator certification to teach in South Carolina. |

*Teacher Cadet candidates must attend an orientation prior to applying for the Professional Program

**Students pursuing secondary licensure must maintain an overall GPA of 3.0 in certain content area courses, as determined by the specific secondary certification program. Please see [program of study advisement tracks](#) (p. 27) for specific requirements in the Appendix.

***Must have a score of at least 550 on the math, reading and writing sections of the SAT.

ADMISSION INTO THE PROFESSIONAL PROGRAM

Teacher candidates seeking to enter the professional program must complete the [Professional Program Admission Checklist](#) (p. 24; Appendix). Admission into the professional program requires that every item on the Checklist is completed. Once the checklist is completed, candidates must present it, along with appropriate documentation (e.g., official Praxis scores; clear criminal background check, etc.), to their academic advisor for review and signature. After obtaining the advisor's signature, candidates should present the signed checklist and documentation to the Chair of the Department of Education for approval.

Teacher candidates who wish to enter the professional program during the spring semester must present the signed checklist and documentation to the Chair of the Department of Education by October 1st of the previous fall semester. Teacher candidates who seek to enter the professional program during the fall semester must present the signed checklist and documentation to the Chair of the Department of Education by February 1st of the previous spring semester.

Praxis Core/ACT/SAT Requirement

Teacher candidates must successfully complete the Praxis Core exam series (Reading, Writing, and Mathematics subtests) or achieve an acceptable exemption score on the ACT or SAT prior to being admitted into the professional program. Passing scores on the Praxis Core exams include: Reading (5713): 156, Writing (5723): 158, and Mathematics (5733): 150. A score of 22 on the ACT or 1100 on the SAT can be used to exempt the Praxis Core Exam. Additionally, a score of at least 550 on the Evidence-based Reading and Writing or Mathematics portion of the SAT can be used to exempt some or all sections of the Praxis Core exam. Additional information related to the Praxis examinations can be found in the Appendix (pg. 19).

ProEthica Training

Per South Carolina Department of Education policy, all candidates prepared for certification must have instruction in educators' ethics throughout coursework, field experiences, and internships. Candidates must take part in a State approved educator ethics awareness training program. USCB has selected ProEthica as the ethics training program for all teacher candidates. ProEthica is a seven-module ethics training delivered through Educational Testing Services (ETS). Candidates must present a ProEthica Certificate of Achievement when applying for admission into the professional program. Details of ProEthica training can be found through the [ETS website](#).

Working with Children

Admission into the professional program requires a minimum of twenty-five hours working with school-aged children in the teacher candidate's area of certification. These hours must be documented and verified by a supervisor, teacher, and/or employer. If a teacher candidate has completed Teacher Cadet while in high school that experience can be used in place of the required twenty-five hours. Specific details about appropriate experiences can be found in the Appendix (pg. 25).

Education and Economic Development Act (EEDA)

Pursuant to the South Carolina Department of Education Guidelines, Candidates in teacher, leadership, and counselor education preparation programs must have the knowledge, skills, and dispositions to achieve the EEDA performance standards to include:

- career guidance;
- the use of the cluster of study curriculum framework and individual graduation plans;
- learning styles;
- the elements of the Career Guidance Model of the South Carolina Comprehensive Guidance and Counseling Program Model;
- contextual teaching;
- cooperative learning; and
- character education.

Teacher Candidates in USCB's teacher preparation programs must complete an online training and quiz to assess knowledge and understanding of EEDA prior to entry into the Professional Program.

PROFESSIONAL PROGRAM BENCHMARKS

Transition to Internship

Candidates seeking to enter Internship must first pass all of their practicum experiences (see the Field Handbook for how these are assessed), their required Praxis II exams, and the Internship Eligibility Presentation.

Praxis II Exams

The specific teacher education program in which the candidate is enrolled determines which Praxis exam they must pass in order to enter Internship. Candidates can find the required tests they need to take in [Table 1](#) (p.19) in the Appendix.

Presentation for Internship Eligibility

Teacher candidates who have passed all practicum experiences will schedule an appointment with Ms. McCutcheon for a 30-minute presentation during finals week. Using artifacts (e.g., lesson plans, case studies, etc.), data analysis where appropriate, and videotape of their own instruction as evidence, teacher candidates will have 20 minutes to reflect on their growth

towards becoming proficient with the South Carolina Teacher Standards 4.0. A 10-minute question and answer period will follow the presentation.

Immediately following the question and answer period, the candidate will leave the room and the presentation will be assessed by the evaluators using the rubric in [Table 2](#) (p.22; Appendix). When the evaluators reach consensus, the candidate will be invited to return to the room for feedback.

The Presentation for Internship Eligibility is evaluated on a pass/fail basis. Teacher candidates will be provided with a synopsis of the strengths of their presentation as well as the areas the evaluators believe warrant improvement. Teacher candidates will be informed of their evaluation at the conclusion of the session. Teacher candidates who do not pass the Internship Eligibility Presentation will be given the choice of rescheduling another presentation at a later date or leaving the certification program.

Program Completion

Successful completion of the certification program requires earning a passing grade in both Internship (see the Field Manual for how this is assessed) and Internship Seminar. In the case of the Secondary English program, students must successfully complete ENGL 482: Secondary ELA Seminar (3 credits) and ENGL 490: English Capstone (1 credit) in the teacher candidates' final semester, concurrent with the 12-hour internship. Additionally, Teacher Candidates must successfully complete the Principles of Learning and Teaching (PLT) exam for their certification area to be eligible for program completion and recommendation for certification. PLT testing information can be found in the Appendix, page 220 of this handbook.

Internship and Internship Seminar

While more detailed requirements for the Internship can be found in the Field Manual, candidates will be assessed using the South Carolina Teaching Standards 4.0. While candidates will receive either Satisfactory or Unsatisfactory (S/U) they will earn a letter grade in the Internship Seminar. Candidates will be assessed on their attendance, class participation, dispositions, and assignments, including the Teacher Work Sample, which is described in the Internship Seminar syllabus. Unexplained or excessive absences in this class could result in candidates receiving a failing grade.

Commencement Participation Policy

It is the policy of the University of South Carolina Beaufort that students participating (i.e., “walking”) in the commencement ceremony have completed, or can reasonably complete, outstanding degree requirements in a timely manner.

Students with 13 or more credits to complete after finishing their current coursework will be denied permission to participate in commencement. This means that teacher candidates who have not successfully passed Internship and Internship seminar cannot participate in the commencement exercises. Students have the option to appeal for permission to participate in commencement, utilizing the USCB Commencement Participation Appeal form, which can be found in the USCB Student Handbook.

SOUTH CAROLINA EDUCATOR CERTIFICATION REQUIREMENTS

In order to earn South Carolina teacher certification candidates must:

- Obtain fingerprint clearance, prior to Internship (which occurs in the last semester of the program) through IndentoGo: <https://sc.ibtfingerprint.com/> .
- Submit an application to the South Carolina Department of Education prior to Internship: <https://ed.sc.gov/educators/teaching-in-south-carolina/aspiring-educators/> . The application includes:
 - A processing fee for the South Carolina Department of Education
 - The application form completed by the candidate for the South Carolina Department of Education, Educator Application.
 - A request form for an official transcript and applicable fee(s)
 - Copy of social security card
- Complete the approved program of study and hold a Bachelor’s Degree.
- Receive passing scores on the required Praxis II and PLT Exams and submit these scores to both USCB and the South Carolina Department of Education.

Following graduation and completion of all of the bulleted items above, USCB faculty will submit a Verification and Recommendation form to the South Carolina Department of Education. Teacher Candidates are responsible for ensuring that all parts of their application have been received by the USCB Department of Education.

Teacher Candidates who wish to pursue a teaching certificate outside of South Carolina must ensure that they meet the certification requirements of the state in which they wish to teach. The South Carolina Department of Education maintains an [Interstate Agreement](#) through the National Association of State Directors of Teacher Education and Certification (NASDTEC) to facilitate the mobility of teachers across states and other jurisdictions. South Carolina has reciprocity agreements with the following states below.

| | | | |
|-------------|---------------|----------------|---------------|
| Alabama | Indiana | Nevada | South Dakota |
| Arizona | Kansas | New Hampshire | Tennessee |
| Arkansas | Kentucky | New Jersey | Texas |
| California | Louisiana | New Mexico | Utah |
| Colorado | Maine | New York | Virginia |
| Connecticut | Maryland | North Carolina | Washington |
| Delaware | Massachusetts | North Dakota | West Virginia |
| Florida | Michigan | Ohio | Wisconsin |
| Georgia | Mississippi | Oklahoma | Wyoming |
| Hawaii | Missouri | Oregon | |
| Idaho | Montana | Pennsylvania | |
| Illinois | Nebraska | Rhode Island | |

APPENDIX

1. Professional Dispositions and Skills Student Intervention Plan
2. Table 1: Praxis Core Academic Skills for Educators and Praxis II
3. Presentation for Internship Eligibility Cover Sheet
4. Table 2: Presentation for Internship Eligibility Scoring Rubric
5. Professional Program Admission Checklist
6. Program Advisement Tracks
 - Early Childhood Education Advisement Checklist
 - Elementary Education Advisement Checklist
 - Secondary English Advisement Checklist
 - Secondary Mathematics Advisement Checklist

University of South Carolina Beaufort

Professional Dispositions and Skills Student Intervention Plan

This form is applicable to all Teacher Candidates. Any faculty member may file a Student Intervention Plan if a student's suitability to enter or continue in the USCB Department of Education program is questioned. Faculty are encouraged to use this form in instances where there are concerns about a student's dispositions and skills. Completed copies of this form signed by the faculty member and student must be submitted to the Department Chair within 10 days of completion.

Student Name _____ ID# _____

Major _____ Semester: Fall Spring Year _____

Faculty Member's Description of the Concern(s) and Recommended Action:

Faculty Member's Signature _____

Date _____

Student's Signature _____

Education Department Intervention Committee Action:

Table 1: Praxis Requirements

For entrance into the professional program, candidates must pass the Praxis Core Academic Skills for Educators. More information on this test can be found here:

<https://www.ets.org/praxis/about/core/content/>

To progress to Internship, teacher candidates must pass the appropriate Praxis II exam.

| To be Certified in | You Need to Take | Test Code | Qualifying Score |
|---|---|-----------|------------------|
| Early Childhood Education | Education of Young Children | 5024 | 160 |
| | OR | | |
| Early Childhood Education | Early Childhood Education | 5025 | 156 |
| Elementary Education* | Elementary Education: Multiple Subjects (On-screen scientific calculator provided.) | 5001 | * |
| | → Reading and Language Arts Subtest | 5002 | 157 |
| | → Mathematics Subtest (On-screen scientific calculator provided.) | 5003 | 157 |
| | → Social Studies Subtest | 5004 | 155 |
| | → Science Subtest (On-screen scientific calculator provided.) | 5005 | 159 |
| | OR | | |
| Elementary Education* Exam 7811 may be taken in lieu of Praxis 5001 | Elementary Education: Content Knowledge for Teaching | 7811 | * |
| | → Reading/Language Arts CKT Subtest | 7812 | 161 |
| | → Mathematics CKT Subtest | 7813 | 150 |
| | → Science CKT Subtest | 7814 | 154 |
| | → Social Studies CKT Subtest | 7815 | 162 |
| Biology | Biology: Content Knowledge | 5235 | 148 |
| English | English Language Arts: Content and Analysis | 5039 | 168 |
| Mathematics | Mathematics: Content Knowledge (On-screen graphing calculator provided.) | 5161 | 150 |

***To pass Elementary Education Multiple Subjects test**, you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005 or 7812, 7813, 7814, 7815) at the same time, select Elementary Education: Multiple Subjects (5001) or Elementary Education: Content Knowledge for Teaching (7811) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest. For certification purposes, the South Carolina Department of Education will accept subtests from either approved Elementary Education assessment so long as the test-taker has earned a qualifying score in all four core content areas.

To complete a program and be recommended for certification, a teacher candidate must pass the appropriate Principles of Learning and Teaching (PLT) exam.

| To be Certified in | You Need to Take | Test Code | Qualifying Score |
|----------------------------------|---|------------------|-------------------------|
| Early Childhood Education | <u>Principles of Learning and Teaching: Early Childhood</u> | 5621 | 157 |
| Elementary Education | <u>Principles of Learning and Teaching: Grades K-6</u> | 5622 | 160 |
| Secondary Education | <u>Principles of Learning and Teaching: Grades 7-12</u> | 5624 | 157 |

Presentation for Internship Eligibility Cover Sheet

Directions: Reviewers should add together their scores from each of the 4 categories from the rubric (Instruction, Planning, Environment, & Delivery) and then divide this sum by 4 in order to obtain an average. Once each reviewer obtains a mean score, these 3 averages should be added together and divided by 3 to obtain the **Candidate's Final Score**. In order to make a positive recommendation for Professional Program eligibility, candidates must earn a final score of 2.5 or higher.

Name of Candidate: _____ **Certification Program:** _____ **Date:** _____

Name of Reviewer 1: _____ Reviewer 1 Average = _____

Name of Reviewer 2: _____ Reviewer 2 Average = _____

Name of Reviewer 3: _____ Reviewer 3 Average = _____

CANDIDATE'S FINAL SCORE (SUM OF EACH REVIEWERS' AVERAGE SCORE DIVIDED BY 3): _____

Recommendation (circle one): Eligible for Internship Not Eligible for Internship

Summary of Candidate's Strengths

Summary of Concerns and/or Recommendations:

Directions: Each reviewer completes this rubric for the candidate. You may record notes as needed, and you must choose **ONE** level for each indicator. Check the box for the level you choose for each indicator. Average the levels to obtain one final average based on the scoring guide at the end of this document.

Table 2: Presentation for Internship Eligibility Scoring Rubric

| INDICATOR | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--------------------|---|--|--|--|
| <u>INSTRUCTION</u> | <input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> • Establishes high learning expectations and clear outcomes for student learning • Engages all students in learning experiences that are personally meaningful, relevant, and engaging • Effectively incorporates appropriate, varied questioning, thinking, and problem solving • Employs a variety of instructional activities that allow for differentiated instruction and provides academic feedback to monitor and adjust instruction | <input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> • Establishes outcomes for student learning • Engages students in learning experiences that are relevant • Incorporates varied questioning, thinking, or problem solving • Employs a variety of instructional activities and provides academic feedback to students | <input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> • Establishes learning outcomes that are not in-line with the standards selected for the lesson • Engages students in learning experiences • Incorporates questioning, thinking, or problem-solving strategies • Employs some instructional variety or academic feedback | <input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> • Does not establish clear learning expectations • Is unable to engage students in learning experiences • Does not incorporate questions, thinking, or problem solving • Does not employ instructional variety or academic feedback |
| <u>PLANNING</u> | <input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> • Prepares lesson plans with measurable and explicit goals tied to state content standards • Prepares lessons that are developmentally appropriate for all learners • Assesses student learning in a variety of ways aligned with the established outcomes of the lesson | <input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> • Prepares lesson plans aligned with state content standards • Plans lessons that are age appropriate for most learners • Assesses student learning aligned with the established outcomes of the lesson | <input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> • Prepares lessons with standards • Prepares lessons that are appropriate for some learners • Assesses student learning | <input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> • Does not prepare standards-based lessons • Does not plan developmentally appropriate lessons • Does not assess student learning |

| INDICATOR | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--------------------|--|--|---|--|
| <u>ENVIRONMENT</u> | <input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> Establishes high and demanding academic expectations for every student Establishes clear rules and expectations for learning and behavior Creates a welcoming environment that is organized and understandable to all students and encourages student collaboration | <input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> Sets academic expectations for every student Establishes rules for learning and behavior Creates an environment that is organized to most students | <input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> Sets expectations for the class Establishes rules for learning or behavior Creates an organized environment | <input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> Does not set expectations for the class Does not establish rules for learning or behavior Does not create a welcoming, organized environment |
| <u>DELIVERY</u> | <input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> Well-prepared with examples & artifacts to support responses Poised and confident: uses clear, correct speech, makes direct eye contact Thoughtful, accurate, and reflective self-assessment of teaching with specific actions suggested to improve | <input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> Prepared with examples or artifacts to support responses Poised, but relies on some notes to communicate material Thoughtful, accurate, and reflective self-assessment of teaching | <input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> Prepared, but lacks examples or artifacts Uses filler language during the presentation, does not maintain direct eye contact, and uses notes throughout the entire presentation Inaccurate assessment of or lacks self-reflection about teaching | <input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> Presentation is unclear and does not include examples or artifacts Nervous, fails to make direct eye contact, does not communicate clearly, and relies primarily on notes to present the material Fails to self-assess |

Scoring guide:

| | | | |
|---------------------|---------------------|--------------------|-------------------|
| 16/16 points = 4 | 12/16 points = 3 | 8/16 points = 2 | 4/16 points = 1 |
| 15/16 points = 3.75 | 11/16 points = 2.75 | 7/16 points = 1.75 | 3/16 points = .75 |
| 14/16 points = 3.5 | 10/16 points = 2.5 | 6/16 points = 1.5 | 2/16 points = .5 |
| 13/16 points = 3.25 | 9/16 points = 2.25 | 5/16 points = 1.25 | 1/16 points = .25 |

Reviewer: _____ **Total points:** _____ **Average score:** _____

Internship Candidate's Response to Questions and Comments:



Educator Preparation Program

Professional Program Admission Checklist

Student Name _____ Advisor _____

Phone # _____ E-Mail _____

Teacher Certification Program _____

- _____ Attended the Pre-Professional Orientation.
- _____ Passed the Praxis Core exam (or earned needed ACT/SAT scores).
- _____ Complete the ProEthica Training Modules.
- _____ Cumulative 2.75 GPA in all undergraduate coursework.
- _____ Completed all pre-professional & required content area courses with a "C" or higher.
- _____ Overall of GPA of 3.0 in all Department of Education courses.
- _____ Completed all general education and content area requirements.
- _____ Clear criminal background check and EPP review of Department of Public Safety incident reports.
- _____ Submit current TB Test results.
- _____ Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).
- _____ Completed the online EEDA training and quiz.

Advisor

Program Coordinator

Chair of Department

Submission dates:

February 1 and October 1

25-HOUR YOUTH EXPERIENCE REQUIREMENT FOR ADMISSION TO THE PROFESSIONAL PROGRAM

When applying for admission to the Department of Education’s Professional Program, all applicants must complete 25 hours of successful experiences working with youth in the age range of their certification.

How can the 25 hours be waived?

Successful completion of the Teacher Cadet Program in high school.

How do you verify your experience with youth?

Undergraduate students complete the Professional Program Application which includes instructions.

To fulfill the requirement, the youth experience:

- may not be connected to any university course work (effective Fall 2015).
- must include active involvement / interaction with youth.
- should be completed in the time between entrance into the freshman class and application for admission into the Professional Program. Some high school experiences such as Teacher Cadet may count.
- can be a paid experience.

In addition to the above, the following criteria must be met for specific programs:

Early Childhood Teacher Education – The experience must be with children between birth through age 8 (grades PK-3).

Elementary Teacher Education - The experience must be with youth generally between the ages of 7 and 12 (grades 2-6).

Secondary Teacher Education – The experience must be with youth generally between the ages of 14 and 18 (grades 9-12).

| | |
|-----------------|---------------------|
| ARE APPROPRIATE | ARE NOT APPROPRIATE |
|-----------------|---------------------|

| | |
|---|--|
| Activities completed at the University of South Carolina Beaufort (USCB) not connected to coursework. | Observations, program development, or monitoring behavior; babysitting, serving as a nanny, and taking care of your own, friends', or relative's children. |
| Supervised day care work. | Experience supervised by a relative |
| Camp counselor/worker YMCA, Vacation Bible School, Sunday School, or Volunteer work (e.g. Special Olympics, Heritage). | Observations in schools that do not involve actually working with students or is/was associated with coursework. |
| Supervised tutoring. | Tutoring associated with USCB coursework. |
| Work as a substitute teacher in K-12 schools Coaching sports teams, and directing band, chorus, choir, dance troupe, or theatre productions in K-12 school setting. | Experience with post-secondary youth, such as Residential Hall Assistant, tutor at the Writing Center, or lab assistant. |

Experience must include active involvement with youth. If a teacher candidate's youth experience is questionable, the Program Review Committee will review it and make a recommendation to the department chair.

Program Advisement Tracks

| | |
|--------------------------------|--------|
| Early Childhood Education..... | pg. 28 |
| Elementary Education..... | pg. 31 |
| Secondary English..... | pg. 34 |
| Secondary Mathematics..... | pg. 37 |

Early Childhood Education Program Advisement Track (Pre-K-3rd Grade)

UNOFFICIAL TRANSCRIPT EVALUATION

ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

List courses by department and number, grade received, and semester completed for each area listed.

LEVEL I-A: General Education Courses

| Course Number Completed | Description | Grade | Hours | Semester |
|-------------------------------------|--------------------|-------|-------|----------|
| ENGL B101 or B105* | Composition | _____ | 3 | _____ |
| ENGL B102 or B106* | Composition/Lit. | _____ | 3 | _____ |
| Foreign Language I | _____ | _____ | 3 | _____ |
| Foreign Language II | _____ | _____ | 3 | _____ |
| COMM B140 or 201, 230* | Public Comm. | _____ | 3 | _____ |
| Mathematics B111/111L | College Algebra | _____ | 3-4 | _____ |
| Mathematics B221* | Elementary Math I | _____ | 3 | _____ |
| Mathematics B222* | Elementary Math II | _____ | 3 | _____ |
| HIST B111 or B112 | American History | _____ | 3 | _____ |
| Liberal Arts Elective~ | _____ | _____ | 3 | _____ |
| Fine Arts Elective~ | _____ | _____ | 3 | _____ |
| Social/Behavioral Science Elective~ | _____ | _____ | 3 | _____ |
| Science with lab~ | _____ | _____ | 4 | _____ |
| Science without lab~ | _____ | _____ | 3-4 | _____ |

Total General Education Credits

43-45 Hours

| | | | | |
|----------------------------------|-------|-------|---|-------|
| Elective Credits (5 hours total) | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |

Passing Score Praxis Core Test R _____ /156 W _____ /158 M _____ /158

Exemption of Praxis Core Test SAT _____ /1100 ACT _____ /22

- * Must have grade of C or better
- ~ Refer to USCB Bulletin

GPA _____

EARLY CHILDHOOD EDUCATION PROGRAM REQUIREMENTS

LEVEL I-B: Pre-Professional Program Courses

| | | | | | |
|------|---------|-----------------------------------|-------|-----------------|-------|
| EDCI | B100+ | Observation & Analysis | _____ | 3 | _____ |
| EDCI | B322+ | Cultural Diversity in Educ. | _____ | 3 | _____ |
| EDCI | B243+ | Technology Resources for Teaching | _____ | 3 | _____ |
| EDEC | B340 | Education of the Young Child | _____ | 3 | _____ |
| EDEC | B342 | Curriculum Plan. & Dev. In ECE | _____ | 3 | _____ |
| EDFO | B321 | Foundations of Am. Education | _____ | 3 | _____ |
| PSYC | B209 or | Human Growth & Development | _____ | 3 | _____ |
| EDPY | B333 | Intro Child Growth & Dev. | _____ | 3 | _____ |
| EDPY | B335+ | Intro to Educational Psych. | _____ | 3 | _____ |
| EDRD | B318* | Foundations of Reading | _____ | 3 | _____ |
| | | | | 27 HOURS | |

LEVEL II: Professional Program Courses

Junior II (Spring)

| | | | | | |
|------|--------|-----------------------------------|-------|---|-------|
| EDEC | B345 | Family Life in ECE | _____ | 3 | _____ |
| EDCI | B441~ | Organ. & Man. in Div. Classroom | _____ | 3 | _____ |
| EDRD | B425~ | Assess of Literacy for ECE & ELEM | _____ | 3 | _____ |
| EDRD | B430~ | Inst. Strateg in Lit for ECE | _____ | 3 | _____ |
| EDRD | B450P~ | Pract I: Tchg Emerg & Interm Rdrs | _____ | 3 | _____ |

Senior I (Fall)

| | | | | | |
|------|---------|---------------------------------|-------|---|-------|
| EDEX | B300 | Intro to Exceptional Learner | _____ | 3 | _____ |
| EDEC | B435** | Math Experiences in ECE | _____ | 3 | _____ |
| EDEC | B436** | Science & Social Studies in ECE | _____ | 3 | _____ |
| EDRD | B428** | Cont. Read & Writ ECE & ELEM | _____ | 3 | _____ |
| EDEC | B440P** | Tchg Integr Lessons in ECE | _____ | 3 | _____ |

Passing Score Praxis II (5024) to Intern _____/160

30 HOURS

LEVEL III: Internship

| | | | | | |
|------|------|-------------------|-------|-----------------|-------|
| EDEC | B476 | Senior Seminar | _____ | 3 | _____ |
| EDEC | B469 | Internship in ECE | _____ | 12 | _____ |
| | | | | 15 HOURS | |

LEVEL IV: Program Completer

Passing Score Internship Final Evaluation _____ GPA _____

Passing Score Teacher Work Sample _____

Recommended for Teacher Certification _____

PLT (5621) Score _____/157

Total Hours Required for ECE Degree
122 HOURS

120-

Date Transcript Evaluation Completed: _____
Transcript Evaluator Signature _____

GPA _____

* EDRD B318 is a pre-requisite for EDRD B425, EDRD B428, EDRD B430, EDEC B440P, and EDRD B450P

** EDEC B435, EDEC B436, EDRD B428 and EDEC B440P are co-requisites

~ EDRD B425 and EDRD B450P are co-requisites

+ EDCI B100 is a pre/co-requisite for EDCI B243, EDCI B322, and EDPY B335

Revised: 6/18/1

Elementary Education Program Advisement Track (2nd - 6th Grade)

UNOFFICIAL TRANSCRIPT EVALUATION

ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

List courses by department and number, grade received, and semester completed for each area listed.

LEVEL I-A: General Education Courses

| Course Number Completed | Description | Grade | Hours | Semester |
|-------------------------------------|--------------------|-------|-------|----------|
| ENGL B101 or B105* | Composition | _____ | 3 | _____ |
| ENGL B102 or B106* | Composition/Lit. | _____ | 3 | _____ |
| Foreign Language I | _____ | _____ | 3 | _____ |
| Foreign Language II | _____ | _____ | 3 | _____ |
| COMM B140 or 201, 230* | Public Comm. | _____ | 3 | _____ |
| Mathematics B111/111L* | College Algebra | _____ | 3-4 | _____ |
| Mathematics B221* | Elementary Math I | _____ | 3 | _____ |
| Mathematics B222* | Elementary Math II | _____ | 3 | _____ |
| HIST B111 or B112 | American History | _____ | 3 | _____ |
| Liberal Arts Elective~ | _____ | _____ | 3 | _____ |
| Fine Arts Elective~ | _____ | _____ | 3 | _____ |
| Social/Behavioral Science Elective~ | _____ | _____ | 3 | _____ |
| Science with lab~ | _____ | _____ | 4 | _____ |
| Science without lab~ | _____ | _____ | 3-4 | _____ |

Total General Education Credits **43-45 HOURS**

| | | | | |
|----------------------------------|-------|-------|---|-------|
| Elective Credits (5 hours total) | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |

Passing Score Praxis Core Test R _____/156 W _____/158 M _____/158

Exemption of Praxis Core Test SAT _____/1100 ACT _____/22

* Must have grade of C or better
 ~ Refer to USCB Bulletin

GPA _____

Elementary Education Program Requirements

LEVEL I-B: Pre-Professional Program Courses

| | | | | | |
|------|---------|---|-------|-----------------|-------|
| EDCI | B100+ | Observation & Analysis | _____ | 3 | _____ |
| EDCI | B322+ | Cultural Diversity in Educ | _____ | 3 | _____ |
| EDCI | B243+ | Technology Resources for Teaching | _____ | 3 | _____ |
| EDEL | B320-S | Curriculum Plan, Dev, & Assmnt | _____ | 3 | _____ |
| EDFO | B321 | Foundations of Am. Education | _____ | 3 | _____ |
| EDEL | B330-F | Integrating the Arts in El Ed: Art, Music & Movement | _____ | 3 | _____ |
| PSYC | B209 or | Human Growth & Development | | | |
| EDPY | B333 | Intro to Child Growth & Dev. | _____ | 3 | _____ |
| EDPY | B335+ | Intro to Educational Psych. | _____ | 3 | _____ |
| EDPH | B231-F | Personal & Community Health | _____ | 3 | _____ |
| EDRD | B318* | Foundations of Reading | _____ | 3 | _____ |
| | | | | 30 HOURS | |

LEVEL II: Professional Program Courses

Junior II (Spring)

| | | | | | |
|------|--------|------------------------------------|-------|---|-------|
| EDCI | B441 | Organ. & Man. in Div. Classroom | _____ | 3 | _____ |
| EDEL | B443** | Social Studies - Elementary School | _____ | 3 | _____ |
| EDRD | B425~ | Assess of Literacy for ECE & ELEM | _____ | 3 | _____ |
| EDRD | B433~ | Inst. Strateg in Lit for ELEM | _____ | 3 | _____ |
| EDRD | B450P~ | Literacy/Social Studies Practicum | _____ | 3 | _____ |

Senior I (Fall)

| | | | | | |
|------|---------|---------------------------------|-------|---|-------|
| EDEX | B300 | Intro to Exceptional Learner | _____ | 3 | _____ |
| EDEL | B431** | Mathematics - Elementary School | _____ | 3 | _____ |
| EDEL | B432~ | Science - Elementary School | _____ | 3 | _____ |
| EDRD | B428** | Cont. Read & Writ ECE & ELEM | _____ | 3 | _____ |
| EDEL | B440P** | Math/Science Practicum | _____ | 3 | _____ |

Passing Score Praxis II (5001) to Intern _____ /Multiple Subjects (5002 R-157,
 5003 M-157, 5004 SS-155, 5005 SCI-159)

30 HOURS

LEVEL III: Internship

| | | | | | |
|------|------|---------------------------------|-------|-----------------|-------|
| EDEL | B476 | Senior Seminar | _____ | 3 | _____ |
| EDEL | B470 | Internship in Elementary School | _____ | 12 | _____ |
| | | | | 15 HOURS | |

LEVEL IV: Program Completer

Passing Score Internship Final Evaluation _____ GPA _____
 Passing Score Teacher Work Sample _____

Recommended for Teacher Certification _____

PLT (5622) Score _____/160

Total Hours Required for EL ED Degree **120 - 122 HOURS**

Date Transcript Evaluation Completed: _____

GPA _____

Transcript Evaluator Signature _____

*EDRD B318 is a pre-requisite for EDRD B425, EDRD B428, EDRD B430, EDEL B440P, and EDRD B450P

**EDEL B431, EDEL B432, EDRD B428, and EDEL B440P are co-requisites

~EDEL B443, EDRD B425, EDRD B430, and EDRD B450P are co-requisites

+EDCI B100 is a pre/co-requisite for EDCI B243, EDCI B322, and EDPY B335

Revised: 4-17-20

**University of South Carolina Beaufort
Department of English, Theater, and Interdisciplinary Studies**

Secondary Teacher Education (English)

UNOFFICIAL TRANSCRIPT EVALUATION ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

List courses by department and number, grade received, and semester completed for each area listed.

General Education Courses

| Course Number | Description | Grade | Hours | Semester |
|---|------------------|-------|-----------------|----------|
| <u>Completed</u> | | | | |
| ENGL 101 or 105* | Composition | _____ | 3 | _____ |
| ENGL 102 or 106* | Composition/Lit. | _____ | 3 | _____ |
| MATH (Numerical/Analytical) | _____ | _____ | 3 | _____ |
| 2 nd MATH (Math, Stats, CSCI or Logic) | _____ | _____ | 3 | _____ |
| COMM 140 or COMM 230 | _____ | _____ | 3 | _____ |
| Foreign Language I | _____ | _____ | 3 | _____ |
| Foreign Language II | _____ | _____ | 3 | _____ |
| Liberal Arts Electives** | _____ | _____ | 3 | _____ |
| HIST 101/102/111/112/115 or 116 | _____ | _____ | 3 | _____ |
| Science with Lab | _____ | _____ | 4 | _____ |
| Science without Lab | _____ | _____ | 3-4 | _____ |
| Social or Behavioral Science | _____ | _____ | 3 | _____ |
| Fine Arts*** | _____ | _____ | 3 | _____ |
| Global Citizenship**** | _____ | _____ | 3 | _____ |
| | | | 37 HOURS | |

Passing Score Praxis Core Test R_____ /156 W_____ /158 M_____ /158

Exemption of Praxis Core Test SAT _____ /1100 (After 3/5/16)

ACT _____ /22 (After May 2016)

GPA _____

* The department recommends that English majors take ENGL 105/106. Students must pass with a grade of C or better.

** Liberal Arts electives to be fulfilled by 200-level ENGL courses.

*** Fine Arts: ARTH, ARTS, MUSC, or THEA (one hour credits in MUSC and THEA may not be used)

**** Global Citizenship and Multi-cultural Understanding to be fulfilled by ENGL 270.

Secondary Teacher Education (English)

Core Major Courses

| Course Number | Description | Grade | Hours |
|--------------------|----------------------------------|-------|-----------------|
| Semester Completed | | | |
| ENGL B200 | Intro to English Studies | _____ | 3 _____ |
| ENGL B270 | World Literature | _____ | 3 _____ |
| ENGL B287 | American Literature | _____ | 3 _____ |
| ENGL B288 | English Literature I | _____ | 3 _____ |
| ENGL B289 | English Literature II | _____ | 3 _____ |
| ENGL B432 | Literature for Young Adults | _____ | 3 _____ |
| ENGL B442 | Principles of Modern Lit. Theory | _____ | 3 _____ |
| ENGL B450 | Modern English Grammars | _____ | 3 _____ |
| ENGL B453 | Development of the English Lang. | _____ | 3 _____ |
| ENGL B460 | Professional Writing Workshop | _____ | 3 _____ |
| ENGL B470 | Teaching of Writing | _____ | 3 _____ |
| | | | 33 HOURS |

Pre-Professional Program Courses

| | | | |
|-----------|-----------------------------------|-------|-----------------|
| EDCI B100 | Observation & Analysis | _____ | 3 _____ |
| EDCI B243 | Technology Resources for Teaching | _____ | 3 _____ |
| EDEX B300 | Intro to Exceptional Learner | _____ | 3 _____ |
| EDRD B319 | Foundations of Reading Sec Teach | _____ | 3 _____ |
| EDFO B321 | Foundations of Am. Education | _____ | 3 _____ |
| EDPY B335 | Intro to Educational Psych. | _____ | 3 _____ |
| EDRD B429 | Content Literacy Sec Teachers | _____ | 3 _____ |
| | | | 21 HOURS |

Professional Program Courses, Fall Senior Year

| | | | |
|-------------|-------------------------|-------|---------|
| EDCI B441 | Org & Mgmt in Classroom | _____ | 3 _____ |
| ENGL B300+: | Pre-1800 Literature | _____ | 3 _____ |
| ENGL B300+: | Post-1800 Literature | _____ | 3 _____ |
| ENGL B480 | Secondary ELA Methods | _____ | 3 _____ |
| ENGL B481P | Secondary ELA Practicum | _____ | 4 _____ |

Passing Score Praxis II (5039) to Intern _____/150

16 HOURS

Internship, Spring Senior Year

| | | | | |
|-----------|--------------------------|-------|----|-----------------|
| ENGL B482 | Secondary ELA Seminar | _____ | 3 | _____ |
| ENGL B483 | Secondary ELA Internship | _____ | 12 | _____ |
| ENGL B490 | English Capstone | _____ | 1 | _____ |
| | | | | 16 HOURS |

Program Completer

Passing Score Internship Final Evaluation _____ GPA _____

Passing Score Teacher Work Sample _____

Recommended for Teacher Certification _____

PLT Score (5624) _____ /157

Total Hours Required for STE in English Degree 123 HOURS

Date Transcript Evaluation Completed: _____

GPA _____

Transcript Evaluator Signature _____

Rev: 6/13/19 LH

**University of South Carolina Beaufort
Department of Mathematics**

Secondary Teacher Education (Mathematics)

UNOFFICIAL TRANSCRIPT EVALUATION

ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

List courses by department and number, grade received, and semester completed for each area listed.

General Education Courses

| Course Number | Description | Grade | Hours | Semester Completed |
|---------------------------------|----------------------|-------|----------------------|--------------------|
| ENGL 101 or 105* | Composition | _____ | 3 | _____ |
| ENGL 102 or 106* | Composition/Lit. | _____ | 3 | _____ |
| COMM 140 or COMM 230 | Public Comm | _____ | 3 | _____ |
| STAT B340 | Intro-Prob & Stats | _____ | 3 | _____ |
| MATH 115 (opt. as needed) | Pre-Calculus | _____ | 3 | _____ |
| CSCI 102, 104, or 105 | _____ | _____ | 3 | _____ |
| Physics 211 - 211/L* | Essent. of Physics I | _____ | 4 | _____ |
| Natural Sciences Elective | _____ | _____ | 3-4 | _____ |
| Foreign Language I | _____ | _____ | 3 | _____ |
| Foreign Language II | _____ | _____ | 3 | _____ |
| HIST 101/102/111/112/115 or 116 | _____ | _____ | 3 | _____ |
| PSYC 101 | Intro to Psychology | _____ | 3 | _____ |
| Fine Arts** | _____ | _____ | 3 | _____ |
| Global Citizenship *** | _____ | _____ | 3 | _____ |
| Liberal Arts Elective | _____ | _____ | 3 | _____ |
| Liberal Arts Elective | _____ | _____ | 3 | _____ |
| | | | 34 - 50 HOURS | |

| | | | | |
|---------------------------|-------|-------|---|-------|
| Other Courses (if needed) | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |
| | _____ | _____ | 3 | _____ |

Passing Score Praxis Core Test R _____/156 W _____/158 M _____/158

Exemption of Praxis Core Test SAT _____/1100 ACT _____/22

GPA _____

* Must have grade of C or better

** Fine Arts: ARTH, ARTS, MUSC, or THEA (one hour credits in MUSC and THEA may not be used)

*** Global Citizenship and Multi-cultural Understanding (as described in the USCB Bulletin)

Secondary Teacher Education (Mathematics)

Core Major Courses

| | | | | | |
|------|------|------------------------------|-------|---|-------|
| MATH | B141 | Calculus I | _____ | 4 | _____ |
| MATH | B142 | Calculus II | _____ | 4 | _____ |
| MATH | B174 | Discrete Math for Comp. Sci | _____ | 3 | _____ |
| MATH | B230 | Linear Algebra | _____ | 3 | _____ |
| MATH | B240 | Calculus III | _____ | 4 | _____ |
| MATH | B242 | Elem. Differential Equations | _____ | 3 | _____ |
| MATH | B300 | Intro to Proof | _____ | 3 | _____ |
| MATH | B331 | Foundations of Geometry | _____ | 3 | _____ |
| MATH | B401 | History of Math | _____ | 3 | _____ |
| MATH | B410 | Abstract Algebra I | _____ | 3 | _____ |
| MATH | B419 | Mathematical Modeling | _____ | 3 | _____ |

36 HOURS Pre-Professional

Program Courses

| | | | | | |
|------|------|-----------------------------------|-------|---|-------|
| EDCI | B100 | Observation & Analysis | _____ | 3 | _____ |
| EDCI | B243 | Technology Resources for Teaching | _____ | 3 | _____ |
| EDFO | B321 | Foundations of Am. Education | _____ | 3 | _____ |
| EDPY | B335 | Intro to Educational Psych. | _____ | 3 | _____ |
| EDEX | B300 | Intro to Exceptional Learner | _____ | 3 | _____ |
| EDRD | B319 | Found of Reading for Mid/Sec Tea. | _____ | 3 | _____ |
| EDRD | B429 | Content Rea Lit for Mid/Sec Teach | _____ | 3 | _____ |

21 HOURS

Professional Program Courses

| | | | | | |
|------|-------|------------------------------------|-------|---|-------|
| EDCI | B441 | Organ. & Man. in Div. Classroom | _____ | 3 | _____ |
| EDME | B430 | Teaching Math in Secondary Sch | _____ | 3 | _____ |
| EDME | B430P | Practicum in Tea. Math in Sec. Sch | _____ | 3 | _____ |
| MATH | B421 | Math for Sec. Teachers | _____ | 3 | _____ |

Passing Score Praxis II (5161) to Intern _____/150

12 HOURS

Internship Senior Spring

| | | | | | |
|------|------|--------------------------------|-------|----|-------|
| EDME | B476 | Senior Seminar | _____ | 3 | _____ |
| EDME | B469 | Internship in Secondary School | _____ | 12 | _____ |

15 HOURS

Program Completer

Passing Score Internship Final Evaluation _____ GPA _____
Passing Score Teacher Work Sample _____
Recommended for Teacher Certification _____ PLT Score (5624) _____/157

Total Hours Required for STE Degree **120 HOURS**

Date Transcript Evaluation Completed: _____

GPA _____

Transcript Evaluator Signature _____

@ - Offered only in Fall semester

- Offered only in Spring semester

Revised: 6-18-18