

**Tift College of Education**  
**Professional Education Handbook**

**Revised October 2007**

## Table of Contents

Introduction .....	1
Honor Code, Code of Conduct, Standards of Conduct .....	3
Statement of Ethics.....	3
Honor Code .....	3
Academic Honesty .....	3
Conceptual Framework .....	5
Advising .....	6
Importance of Advising .....	6
Responsibilities of Advisors.....	6
Responsibilities of Students .....	6
Admission to Teacher Education .....	8
Admission to Teacher Candidacy.....	8
Progression Policy .....	8
Candidate for Certification.....	9
Admission Appeals .....	9
Transient Student Admission Policy .....	10
Transfer Student Admission Policy.....	10
International Student Admission Policy.....	10
Add-On/Recertification Admission Policy.....	10
Readmission Policy .....	11
Reciprocity Policy .....	11
Educator Testing.....	12
GACE Basic Skills Assessments.....	12
GACE Content Assessments .....	12
Policies Related to Instruction.....	14
Registration .....	14
Class Attendance.....	14
Course Prerequisites .....	14
Drop/Add and Course Withdrawal .....	14
Recency of Study.....	15
Grading/Transcripts .....	15
Grade Appeals.....	15
Directed/Independent Studies .....	16
Application Deadlines .....	16
Name/Address/Status Change.....	17
Recommendation and Reference Forms .....	17
ListServes.....	17
Students' Rights and Freedoms.....	18
Student Conduct.....	18
Non-Academic Grievance Procedure .....	18
Student Records and the Right to Privacy .....	18
Field Experiences Policies and Procedures .....	19
Philosophy and Rationale .....	19
Descriptions of Required Field Experiences .....	19
Roles and Responsibilities in Fieldwork Experiences.....	23
The Candidate.....	23
The Cooperating Teacher.....	24
The School Principal .....	24
The University Supervisor.....	24
The Office of Field Placement.....	25
Application Deadlines .....	25
Orientation Seminars .....	26
Placement Criteria .....	26

General Information on Placement Criteria .....	26
Placement Clusters .....	26
Service Area and Mileage Policy .....	27
Diversity of Placement Requirement.....	28
Placements in Private Schools .....	28
Family .....	28
Health Issues .....	28
Substitute Teaching.....	28
Placement Policies related to Para-Professionals.....	28
Placement Policies related to Student Teaching.....	29
Waiver Policy.....	29
Attendance Requirements for Field Placements .....	30
Background Check .....	30
Liability Coverage .....	30
Participation.....	30
Communication.....	31
Evaluation.....	31
Termination/Remediation .....	31
Certification.....	33
State Requirements .....	33
Tift College of Education’s Role and Responsibilities.....	33
Candidate’s Role and Responsibilities.....	34
Time Limit Policy.....	34
Graduation without Certification at the Undergraduate Level .....	34
Advanced Certification .....	35
Appendices .....	36
Appendix A: Honor Code Violation Procedures .....	37
Appendix B: Sexual Harassment Policy and Procedure for Filing Non-Academic Grievance.....	44
Appendix C: Field Experience Overview Charts .....	47
Appendix D: Placement Exception Application Form .....	51
Appendix E: Graduation without Certification Form.....	52

## INTRODUCTION

Mercer University is a place for people and ideas, for learning and change, for study and reflection, a place where what students learn, believe, and become is of primary concern. The University's historic Baptist roots and the heritage of Judeo-Christian principles are reflected in the search for truth, the independence of thought, and the diversity of viewpoints that characterize the University experience. The University is committed to offering undergraduate, graduate, and professional programs based upon a strong liberal arts foundation.

The Tift College of Education, established in 1995 as the School of Education, was renamed in 2001 to honor the legacy of Tift College and the Tift family. The College is committed to preparing students to serve as teachers in the schools of our state, nation, and world and is committed to the pursuit of excellence in every aspect of teacher preparation. The Teacher Education Programs are experience-oriented programs which enable students to integrate theory and practice. The programs infuse pedagogy with a recognition of diversity and special needs among students and with an emphasis on the relevance of technological developments within our society.

The Tift College of Education provides a variety of Educator Preparation Programs that are approved by the Georgia Professional Standards Commission. Undergraduate programs are offered in Macon and in the Regional Academic Centers. On the Macon Campus, an undergraduate student may enroll in the Holistic Child Program for a Bachelor of Science in Education with dual certification in Early Childhood Education and in Special Education General Curriculum or may major in Middle Grades Education. In conjunction with the College of Liberal Arts, the Tift College of Education also offers certification in secondary education (6 – 12); certification in Music (P-12) is offered in conjunction with the Townsend School of Music. In the Regional Academic Centers, an undergraduate student may major in Early Care and Education (Henry County only), Early Childhood Education/Special Education General Curriculum (all Centers), or Middle Grades Education (Douglas, Henry, and Macon only). Certification-only programs in Early Childhood/Special Education General Curriculum and Middle Grades Education are also available to degree holding students.

Initial certification programs on the Atlanta campus include the Masters of Arts in Teaching in Early Childhood, Middle Grades, and Secondary Education. Secondary subject areas include Biology, Chemistry, Earth/Space Science, Physics, English, Mathematics, Economics, Geography, History, and Political Science. Certification-only programs are also available in Atlanta for students who hold a masters degree.

Advanced certification programs include the Collaborative Educator Master's degree (Macon campus), Master's degrees in Early Childhood, Middle Grades, Secondary, or Reading (Atlanta), a Masters degree and certification-only programs in Educational Leadership (Atlanta, Henry County Regional Academic Center, Macon), the Educational Specialist degree in Teacher Leadership (Atlanta), and the Ph.D. in Educational Leadership (Atlanta and Macon).

To enhance students' success in the educator preparation programs and to provide necessary information, the Tift College of Education supports its education students with the **Professional Education Handbook**. This **Handbook** is an official document of regulations and requirements and supplements the **University Catalog** by providing additional policies and procedures related to the Tift College of Education's educator preparation programs. Information contained in this **Handbook** is critical to the successful movement through and completion of any of the professional education programs. Therefore, each professional education student is held accountable for knowing and understanding the contents of this **Handbook** as well as the related content in the **University Catalog**.

While the **Handbook** provides current and accurate information at the time of publication, information may change before a student completes the Professional Education Program of choice because of changes in program approval standards, certification requirements, and/or state laws dictated by the Georgia Professional Standards Commission, the Georgia State Legislature, and/or the Governor. Other

changes might occur as a result of changes in the curriculum, in admission criteria, and in other policies and procedures. Updates of changes will be provided as necessary, and every effort will be made to ensure completion of all requirements in a timely manner. Any questions related to the **Handbook** should be addressed to the student's advisor.

### **Exceptions**

The standards and policies outlined in this handbook have been established to ensure competent performance and to provide an orderly framework within which the objectives of the Teacher Education Programs can be most efficiently and effectively addressed. Exceptions to policy may at times better serve the overall intent of the program due to individual circumstances. Should that be the case, exceptions to policy may be sought. Any student wishing an exception to policy must submit a written request to his/her Chair (academic/program matters) or to the Director of Field Placement and/or the Coordinator of Atlanta Field Placements (field experience matters) citing the nature of the exception to be made, along with detailed reasons why the exception should be granted. After consultation by the appropriate administrators, the student will be notified of the decision.

## HONOR CODE, CODE OF CONDUCT, STANDARDS OF CONDUCT

Mercer students must abide by the Honor Code and Code of Conduct found in the Mercer University Catalog. In addition, students enrolled in teacher education programs must abide by the Standards of Conduct (the Code of Ethics) published by the Georgia Professional Standards Commission that establishes mandatory prohibitions and requirements. Failure to abide by these codes and standards is grounds for denying admission to and/or dismissal from the Tift College of Education.

### Statement of Ethics

Educators serve as role models for their students. As a result, community leaders and education professionals have always held professional educators to a higher standard of ethical behavior. At Mercer University, exemplary behavior is expected and required of all education candidates in all aspects of their course and field experiences. Mercer's education candidates should be acutely aware of the serious responsibilities they will assume upon graduation. They should shape their class and field experiences in ways that will best prepare them for their pupils, who will be dependent on the preparation and skill of their teachers. Additionally, Mercer's education candidates are bound by the Mercer University Honor Code and the Georgia Professional Standards Commission Code of Ethics. (See Table of Contents)

### Honor Code

Academic integrity at Mercer University is maintained through the Honor System. The Honor System imposes on each student the responsibility for his or her own honest department and assumes the corollary responsibility that each one will report any violations of the Honor Code about which he or she has information.

### Academic Honesty

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their positions in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

Academic offenses include the taking of credit for or unfair use of work that has been done by another person. This includes plagiarism, cheating, and other acts of dishonesty in academic areas.

Plagiarism is defined as the use of ideas, facts, phrases, quotations, reproductions, or additional information, such as charts or maps, from any source without giving proper credit to the original author. Failure to reference any such material used is both ethically and legally improper.

Cheating includes the use of textbooks, notes, or other reference materials on a test, daily quiz, or other examination when not specifically permitted by the professor; copying ideas or facts from another student's paper during a test, quiz or other examination; giving or receiving ideas orally or in writing during a test, quiz or other examination; obtaining test questions that the professor has not released for reference prior to the test; and obtaining or giving specific information that appears on a test before the test is administered.

Procedures for managing honor code violations are dependent upon campus location and student constituency; consult the Tift College of Education web site or the appendix of this handbook for the applicable process.

**Any infraction of the Statement of Ethics, the Mercer University Honor Code, and/or the Georgia Professional Code of Ethics may result in dismissal from Mercer University's Teacher Education Program in the Tift College of Education.**



## CONCEPTUAL FRAMEWORK

Within the context of a distinctive Baptist heritage, the Tift College of Education has chosen the theme: "The Transforming Practitioner - To Know, To Do, and To Be." The framework of the Transforming Practitioner - To Know, To Do, and To Be highlights the Baptist tradition of promoting reconciliation, settlement, compromise, or understanding both in the classroom and in the community. This theme is actualized by classroom theory and field experiences, culminating for initial teacher certification candidates in a semester student teaching experience in local public schools. A summary of the Conceptual Framework may be found below.

### Transforming Practitioner Framework Elements

<p>1.</p> <p>1.A.</p> <p>1.B.</p> <p>1.C.</p>	<p><b>Transforming Practitioner Principles</b></p> <p><b>To Know:</b> The Transforming Practitioner knows the foundations of the education profession, content bases for curricula, and characteristics of learners.</p> <p><b>To Do:</b> The Transforming Practitioner does the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.</p> <p><b>To Be:</b> The Transforming Practitioner is a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.</p>	<p>3.</p> <p>3.A.</p> <p>3.B.</p> <p>3.C.</p>	<p><b>Transforming Practitioner Characteristics</b></p> <p><b>Engagement:</b> The Transforming Practitioner designs developmentally appropriate lessons; integrates curriculum; engages learners.</p> <p><b>Diversity:</b> The Transforming Practitioner understands needs of diverse Teacher Candidate populations; responds appropriately to diverse groups; provides culturally responsive lessons.</p> <p><b>Collaboration:</b> The Transforming Practitioner models understanding of community; collaborates inside and outside the classroom; interacts effectively with groups.</p>
<p>2.</p> <p>2.A.</p> <p>2.B.</p> <p>2.C.</p>	<p><b>Transforming Practitioner Processes</b></p> <p><b>Understanding:</b> The Transforming Practitioner understands foundations, curriculum, and development.</p> <p><b>Practicing:</b> The Transforming Practitioner plans, implements, and assesses; individualizes, differentiates, and adapts; varies instruction.</p> <p><b>Reflecting:</b> The Transforming Practitioner reflects, revises, and refines; models professionalism; grows professionally.</p>	<p>4.</p> <p>4.A.</p> <p>4.B.</p> <p>4.C.</p> <p>4.D.</p> <p>4.E.</p> <p>4.F.</p> <p>4.G.</p> <p>4.H.</p>	<p><b>Transforming Practitioner Dispositions</b></p> <p>The Transforming Practitioner is <b>respectful</b>.</p> <p>The Transforming Practitioner takes <b>responsibility</b>.</p> <p>The Transforming Practitioner is <b>flexible</b>.</p> <p>The Transforming Practitioner values <b>collaboration</b>.</p> <p>The Transforming Practitioner values <b>reflection</b>.</p> <p>The Transforming Practitioner is committed to <b>life-long learning</b>.</p> <p>The Transforming Practitioner believes in <b>teacher efficacy</b>.</p> <p>The Transforming Practitioner engages in <b>effective communication</b></p>

# ADVISING

## Importance of Advising

The Tift College of Education believes that one of its most important roles is accurate, timely, and wise counsel to students who are prospective educators. Because of the complexity of state requirements, students must receive professional advice on the nature of the Professional Education Program of choice, the curriculum, and standardized test scores. Each student who is accepted into a Professional Education Program is assigned a full-time faculty member who is responsible, jointly with the student, for his or her progress through the program. Because of the sequencing of courses and because of pre-requisite courses, all Teacher Education students should meet regularly with their advisors to ensure progression toward certification. Students should bring a copy of the individualized program of study developed for them to every advising session/registration.

Students are encouraged to develop a good working relationship with their advisors and to meet with those advisors as often as needed in order to plan their programs of study. All advisors have regularly scheduled office hours and generally schedule additional hours during registration periods. An advisor is assigned to each student at the time of admission. It is the responsibility of each student to stay informed regarding dates for pre-registration, application for graduation, etc., and to contact his/her advisor as needed for assistance and for signatures on forms for registration, drop/add, withdrawal, etc.

## Responsibilities of Advisors

The primary responsibilities of advisors are:

1. to offer timely and accurate academic information to prospective teachers.
2. to design a degree completion plan and give a copy to the student and file a copy for departmental information and tracking.
3. to sign all forms as required during registration and advise students on all other pertinent forms from the Registrar's Office.
4. to offer competent and professional advice to all advisees.
5. to consult with the appropriate Chair, with the Certification Office, and with Field Placement personnel on any relevant aspect of an individual student's work, progress, or problems.
6. to track actively advisees' progress and alert them and/or the appropriate college official to any changes in the program.
7. to address constructively any documented deficiencies that are brought to the attention of the advisors.

## Responsibilities of Students

The primary responsibilities of students in relationship to their advisors are:

1. to confer with assigned advisors prior to registering for any course and prior to withdrawing from any course.
2. to respect the professional judgment of their advisors.
3. to complete all forms requested in a timely manner.
4. to set an appointment with their advisor at least once a semester.
5. to be responsible for reading and adhering to the University Catalog and Professional Education Handbook.
6. to work cooperatively with the Registrar's Office concerning graduation requirements and all other pertinent information kept by the office regarding their academic progress.
7. to be responsible for all deadlines, forms, and procedures that are required by the Tift College of Education for program completion and by the state of Georgia for certification.



## **ADMISSION TO TEACHER EDUCATION**

Students who wish to begin a teacher education program with the intent to seek a degree and/or initial certification may register for any non-restricted education course. Non-restricted education courses for undergraduate students include all 200 level courses and Educ 357, 360, and 378/379; non-restricted education courses for MAT students include EMAT 526, 605/606/607, 683, 619/620, 601, and 626. However, all students must formally apply for full admission status in the Tift College of Education's Teacher Education Program, i.e., admission to teacher candidacy. Admission to the University does not constitute admission to teacher candidacy. Applications for teacher candidacy are available on line.

Because of the sequencing of courses and because of prerequisite courses for admission to teacher candidacy, students should declare their specific major or certification intent in the Tift College of Education in the first semester of enrollment. A copy of the Teacher Education Handbook (Tift College of Education web site) should also be accessed in the first semester of enrollment so that prospective teacher candidates can become aware of teacher education requirements, policies and procedures.

### **Admission to Teacher Candidacy**

To be fully admitted to teacher candidacy, a student must:

1. Have a cumulative undergraduate GPA of 2.5
2. Undergraduates: Have taken and have earned no grade below a "C" in FYS 101 and FYS 102 or LBST 175 and LBST 180. MAT and certification-only students: Have a bachelor's degree from an accredited institution of higher learning.
3. Undergraduates: Have taken and have earned no grade below a "C" in the math core class.
4. Have passed all education courses taken and have earned no grade below a "C" (undergraduates) or "B" (MAT/graduate-level students).
5. Have passed all courses taken for areas of concentration in middle grades or for certification in secondary and P-12 content areas and have earned no grade below a "C".
6. Have passed all GACE I basic skills tests with a score on each test that reflects the minimum score set by the Georgia Professional Standards Commission. Students may be exempt from this requirement if they provide official documentation of qualifying scores on any of these tests: SAT, ACT, GRE, CBEST, CLAST, FTCE-GK.
7. Undergraduates: Have declared a major in teacher education. Secondary education students need to declare the appropriate major in the College of Liberal Arts and need to declare the intent to seek Secondary Education Teacher Certification (See Major–Minor Form.) Those students seeking P–12 certification in music should declare Music Education as a major in the Townsend School of Music (See Major-Minor Form.)
8. Have submitted an application for admission to Teacher Candidacy in the semester prior to registering for any restricted education courses.
9. Have attended a Teacher Education Orientation session.

### **Progression Policy**

Once a student is admitted to Teacher Candidacy, he/she must:

1. Undergraduates: Maintain a cumulative GPA of 2.5 or better. MAT candidates: Earn at least a B in all courses applied towards the degree.
2. Undergraduates: Maintain a 2.75 GPA or better in all education courses required for the major, including courses required for areas of concentration in middle grades or courses required for certification in secondary content areas or in special subjects, e.g., music.
3. Successfully complete all education courses. An undergraduate teacher candidate who receives a grade below "C" in more than two (2) education courses will be dismissed from the Teacher Education Program. An MAT candidate who receives below a B in more than two education courses will be dismissed from the program. Only two (2) education courses with grades below the required minimum may be repeated, and no education course may be repeated more than one time. An MAT candidate may not re-take an equivalent class at another institution to replace a grade earned at Mercer.

4. Have positive recommendations from each field experience in order to advance in the sequence of field experiences. Please note that field experience placements must meet all diversity criteria, i.e., placement in a minimum of three (3) different schools and placement in required grade clusters.
5. Have successfully completed all education courses and all content courses required for certification prior to recommendation for student teaching. Further, in order to be recommended for student teaching, an undergraduate degree-seeking student may have no more than eight (8) hours of general education coursework to be completed in the term following student teaching.

### **Candidate for Certification**

In order to be recommended for licensure/certification, a teacher candidate must:

1. Have successfully met all Progression Policy criteria.
2. Have a positive recommendation from student teaching.
3. Have successfully completed all program/degree requirements.
4. Have successfully completed Portfolio requirements.
5. Have successfully passed the appropriate GACE II test(s) and have submitted complete score reports to the appropriate Certification Office.
6. Have met all state requirements for certification.

### **Admission Appeals**

If a **degree seeking student** does not meet the criteria for full admission to the Teacher Education Program in the Tift College of Education, he/she is informed, in writing, by the appropriate Admissions Officer (Atlanta or Macon RACs) for the Teacher Education Program. Conditions that must be met before full admission status can be granted are outlined in the letter to the student, and an Application for Review of Admission Status is included in the letter. When the conditions outlined in the letter and in the Application for Review of Admission Status have been met, the student should send the Application for Review of Admission Status form and the appropriate documentation to the Teacher Education Admissions Officer. The file will be reviewed for full admission status, and the student will be notified. Until such time that full admission status is granted, the student is eligible to take non-restricted education courses; he/she should make contact with an education advisor for guidance.

If a **Certification Only student** does not meet the cumulative undergraduate GPA requirement for full admission status, his/her file will be reviewed, and a GPA will be determined from the last 60 hours of study. If the 60 hour GPA does not meet the required admission GPA, the student is informed, in writing, by the appropriate Admissions Officer (Atlanta or Macon RACs) for the Teacher Education Program. Conditions that must be met before full admission status can be granted are outlined in the letter to the student, and an Application for Review of Admission Status is included in the letter. When the conditions outlined in the letter and in the Application for Review of Admission Status have been met, the student should send the Application for Review of Admission Status form and the appropriate documentation to the Teacher Education Admissions Officer. The file will be reviewed for full admission status, and the student will be notified. Until such time that full admission status is granted, the student is eligible to take non-restricted education courses; he/she should make contact with an education advisor for guidance.

If a student wishes to appeal an admission decision, he/she must submit, in writing, a rationale for requesting an exception to the appropriate Admissions Officer. Documentation to support the appeal must be included. The Admissions Officer will review the submitted materials and will consult with the appropriate Associate Dean and the appropriate Chair for an admission decision. The student will be notified, in writing, of the decision regarding an admission appeal.

### **Transient Student Admission Policy**

Transient students are those students who are pursuing a degree and/or certification in a teacher education program at another college or university but who wish to enroll in a course offered by Mercer's

Teacher Education Program. Specific policies and guidelines are outlined in the Mercer University Catalog. Transient students must have a transient permission form issued by their college and signed by their advisor on file in the Admissions Office of Mercer and must bring a copy of this form to registration. A transient student will not be assigned an advisor at Mercer.

Mercer students who wish to take courses at another college or university must follow the guidelines and policies outlined in the University Catalog. Permission for transient credit must be approved by the appropriate Chair for any course required by the student's Teacher Education Program.

**Transfer Student Admission Policy**

Undergraduate transfer degree seeking or non-degree seeking students who wish to enter the Teacher Education Program must meet all criteria for Full Admission as outlined. Transfer students must complete a minimum of 15 semester hours in education course work at Mercer plus Practicum before they will be considered as candidates for student teaching.

**International Student Admission Policy**

International students who wish to secure Georgia Teaching Certification and who qualify in all respects, including mastery of English, are encouraged to participate fully in the program of choice. For those international students who wish to complete an education program without being certified and/or who qualify in all respects except facility in English, an alternative, non-certification track is available.

Note: International students must first apply for admission to the University through the Office of International Admissions. Applications must be made at least three months prior to enrollment. The University's minimum English proficiency level is a score of 20 on each section of the Test of English as a Foreign Language (TOEFL). The minimum composite TOEFL score is 80. Other information related to admission to the University may be found in the University Catalog. Once admitted to the University, an international student may apply for admission to the Tift College of Education's Teacher Education Program, following the admission procedures established for all students. See the Admission to Teacher Candidacy section of the handbook or website.

**Add-On/Recertification Admission Policy**

To be admitted to the Tift College of Education as an Add-On or Recertification student, consult the chart below. Students required to take a specific course(s) as outlined by the Georgia Professional Standards Commission should follow guidelines for Add-On/Recertification students.

<b>Add-On/Recertification</b>
Students seeking the above are classified as non-degree students.
<b>Requirements for Admission</b>
<ol style="list-style-type: none"> <li>1. Teaching certificate.</li> <li>2. Copy of a letter from PSC or school system outlining the courses required for re-certification or for adding a field (if applicable).</li> <li>3. Official copies of all transcripts.</li> </ol>
<b>Application Process</b>
<ol style="list-style-type: none"> <li>1. Apply for admission to Mercer University as a special student through the appropriate admissions office.</li> <li>2. Submit copy of teaching certificate and, if applicable, a copy of letter from PSC or school system to the Teacher Education Admissions Officer.</li> </ol>
<b>Admissions Procedure</b>

1. Documents evaluated.
2. Letter of admission sent to student with advisor's name.
3. Registration

For questions about add-on or recertification, contact [Dr. Allison Gilmore](#) (Atlanta campus) or [Professor Carolyn Garvin](#) (Macon and Regional Academic Centers).

### **Readmission Policy**

An application for readmission is required for students who wish to enroll in the University/Tift College of Education after an absence of more than two semesters (summer excluded). Readmission is approved for all students who were in good standing during the term they last attended. If a student's record indicates a GPA below the admissions criteria for his/her particular program, the application for readmission will be reviewed by the appropriate Teacher Education Admissions Officer. Students who have withdrawn from any program in the Tift College of Education at Mercer will be allowed to re-enter the program from which they withdrew provided they were in good standing during the term they last attended and provided they meet the readmission criteria outlined in the University Catalog. Readmitted students must meet any new program requirements instituted since their withdrawal regardless of the length of time between their original admission to a Teacher Education Program and their readmission.

Applications for readmission are available from the Registrar's Offices on each campus and in the Center Coordinator's Office at each Regional Academic Center. The readmission application forms can also be downloaded from the Registrar's [website](#). Applications for readmission should be submitted at least two weeks prior to the beginning of the term.

### **Reciprocity Policy**

Mercer University is a member of a consortium of colleges and universities called the Associated New American Colleges and is a Baptist-affiliated collegiate institution. As a result of these affiliations, the institution has agreed to cooperate with these universities in an effort to offer their students the services of the combined institutions. These activities include grants, overseas exchanges, student exchange, and professional development opportunities for faculty members. The Tift College of Education, from time to time, will receive requests from associated colleges, other Baptist-affiliated institutions, or other Georgia colleges/universities for services such as supervising student teaching. These requests must be directed to the Director of Field Placement and/or the Coordinator of Atlanta Field Placements for consideration and for approval. Any reciprocity agreement also implies that Mercer University has a certain amount of flexibility for its students at other institutions as well. A reciprocity fee of \$600 is assessed and must be assumed by the student requesting a reciprocity placement.

Mercer University students who seek reciprocity placements at other institutions for student teaching must have the approval of their advisor prior to applying for a reciprocity placement. Further information regarding reciprocity placements is available from the Office of Field Placement. Students selecting such placements should be aware that the host college/university will charge a fee for such placements.

## **EDUCATOR TESTING**

### **Georgia Assessment for the Certification of Educators (GACE) Basic Skills Assessment**

Passing GACE Basic Skills Assessment scores or documentation of meeting exemption criteria must be submitted in order to attain full admission status and in order to register for restricted education courses. The GACE Basic Skills Assessment consists of three tests: GACE test code 200 (Reading), test code 201 (Writing), and test code 202 (Mathematics). A passing score of 220 is required on each test. For more

GACE information, including test dates, locations, study hints, preparation materials, and online registration, see the [GACE web site](#).

#### How to Exempt Basic Skills Testing

Basic skills testing may be exempted if high enough scores are obtained on the SAT, ACT, or GRE. Exemptions scores are as follows:

- SAT exemptions: minimum combined verbal and mathematics score of 1000
- ACT exemptions: minimum combined english and mathematics score of 43
- GRE exemptions: minimum combined verbal and quantitative score of 1030
- (CBEST, CLAST, and FTCE-GK may also qualify an applicant for exemption; contact the appropriate Teacher Education Admissions Officer for a review of these test scores)

#### GACE Content Assessments\*

Passing scores on the relevant GACE Content Assessments are required for certification. Candidates who passed the Praxis II tests in their field prior to September 1, 2006 may submit Praxis II scores instead of GACE Content Assessment scores. Candidates who passed one part of a two-part Praxis II test prior to September 1, 2006, had until March 5, 2007 to take and pass the second part. If both parts were not passed by March 5, 2007, the candidate must take the appropriate GACE Content Assessment. With the exception of the content assessments for Middle Grades, each GACE Content Assessment consists of two tests; the passing score for all GACE tests is 220. Middle Grades candidates should take one test in each concentration area.

Consult the [Test Designs and Frameworks](#) for overviews of test content. Use the [materials](#) provided on the GACE web site to prepare for the tests. Go to the [GACE web site](#) for test dates and online registration.

Licensure Area	Test Codes
<b>Biology</b>	026
	027
<b>Chemistry</b>	028
	029
<b>Early Childhood</b>	001
	002
<b>Early Childhood Special Education General Curriculum</b>	003
	004
<b>Earth Space Science</b>	024
	025
<b>Economics</b>	038
	039
<b>English</b>	020
	021
<b>Geography</b>	036
	037
<b>History</b>	034
	035
<b>Mathematics</b>	022
	023
<b>Middle Grades Language Arts</b>	011
<b>Middle Grades Mathematics</b>	013
<b>Middle Grades Science</b>	014
<b>Middle Grades Social Science</b>	015

<b>Licensure Area</b>	<b>Test Codes</b>
<b>Music</b>	111
	112
<b>Physics</b>	030
	031
<b>Political Science</b>	032
	033
<b>Reading</b>	117
	118
<b>Educational Leadership</b>	173
	174

\*Documentation of a passing TCT score in the appropriate licensure area may be submitted for an exemption from GACE Content Assessment tests.

## **POLICIES RELATED TO INSTRUCTION**

### **Registration**

Current students have priority for registration and are allowed to pre-register several weeks prior to the beginning of the semester. Registration forms, course schedules, and campus calendars are available in the appropriate Tift College of Education office and in the Registrar's office on each campus. Tentative schedules are generally posted for several weeks prior to publication of the final schedule. Efforts are made to meet student needs, but some conflicts are inevitable. Classes are scheduled so that all required classes are offered within a two-year cycle. Depending upon demand, some classes are taught one, two, or three times each year, while some are taught only once every two years.

If a class closes prior to the end of registration, a student may request to be on a wait list for that class. If a wait list becomes long enough, consideration is given to adding an additional section of that class. Students on a wait list will be notified if they are eligible to add the class or to register for a new section of the class. Classes are subject to cancellation if there is insufficient enrollment. Students will be notified if a class is canceled, and they will be given the opportunity to register for a different class.

### **Class Attendance**

Students are expected to attend classes regularly for the full class period and to be on time for all class meetings, including the first class. Students are responsible for all assignments, tests, lecture notes, and any other assigned activities. Course attendance policies are established by the individual instructors. Students are expected to attend scheduled seminars for field experiences. Failure to attend classes or to attend seminars scheduled for a particular field experience will have a detrimental effect on the final grade.

Many students have families, and childcare may sometimes present a problem. If such problems occur, contact the instructor prior to class/seminar to discuss any available options. Be advised that it is inappropriate, however, to bring children to class or to a seminar and/or to leave children unattended in any building or elsewhere on campus.

### **Course Prerequisites**

Students should carefully note the prerequisite for each professional education course listed in the University Catalog. These prerequisites are intended to inform students that many courses are sequential and chance of success in a particular course may be heavily dependent on mastery of content in a course earlier in the sequence.

### **Drop/Add and Course Withdrawal**

The drop/add period generally extends only through the first week of classes. The exact dates for the drop/add period are printed in the University Catalog, in the course schedule available from the Registrar, and in the Academic Calendar published on the Registrar's web site. A schedule change must be approved by an advisor. Students who plan to drop a required class should check to be certain that the class will be offered again in time for the student to complete his/her requirements on schedule. The Tift College of Education is under no obligation to offer individualized study for required classes unless those classes have not been offered within a two-year cycle.

Adding a course after the official drop/add period requires the permission of the instructor and the advisor and the signature of the Associate Dean.

A student may withdraw from a class up until the published deadline for course withdrawal each semester by filing a withdrawal form with the Registrar. A student who withdraws from a class will receive a "W" on his/her transcript. A student who withdraws after the deadline will receive an "F" for the class. Note that financial aid could be reduced upon withdrawal from a course. Contact the Financial Aid Office before officially withdrawing from a course.

**Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal. Failure to officially withdraw will result in academic and financial penalties.**

### **Recency of Study**

Content or education coursework taken five or more years prior to admission to any initial teacher certification program is subject to review and may or may not be accepted for credit in an education program plan. Courses that apply to a graduate degree may not be more than 6 years old at the time of degree completion.

### **Grading/Transcripts**

Professors have the right to determine their grading scale. The term “satisfactorily completed,” when referring to course work, means that a grade of “C” or better was earned in courses graded A-F, or that a grade of “S” was earned in courses graded S-U. **In the Teacher Education Program, only courses designated as S/U courses, e.g., field experience courses, can be taken on an S-U grading basis.** Course grades are generally posted on transcripts about one week after the end of each semester. Students who need transcripts for specific purposes, such as change in certification levels, should be certain to request that the transcript be printed after the current semester grades are posted. Federal law prohibits the posting of grades in public places; therefore, course grades are not posted in faculty offices. Office personnel are not allowed to give out grades over the telephone or in person unless an instructor has provided specific written instructions regarding a student’s grade.

Grades of “IC” (incomplete) are assigned only in cases in which a relatively small part of the semester’s work remains incomplete due to illness or some other reason acceptable to the instructor. The work must be completed during the next semester in which the student enrolls with Mercer. If an IC is not cleared by the mid-point/mid-term (RACs - beginning of Session 2) of the next semester in which the student is enrolled, the IC will be changed to a grade of F. If the student does not re-enroll and the work is not completed within twelve months after the IC is assigned, the IC will be changed to a grade of F. The incomplete grade is not given in cases where the student’s work is below passing or in cases where the student has failed to satisfactorily complete the majority of the course requirements. It is the responsibility of the student to contact the instructor to initiate the removal of the IC. All IC grades must be removed before degrees are awarded.

### **Grade Appeals**

Students in the College of Education have the right to appeal a course grade not later than 30 days following completion of the course. The College’s Grade Appeal Committee meets once a term to handle the appeals. A student receiving a grade which he or she feels is incorrect has the following recourse:

- A. He or she should first appeal to the professor issuing the grade. The student is required to initiate an appeal with the appropriate faculty member no later than thirty days from the completion of the term in which the course was offered. Appeals received after the thirty-day period will not be honored.
- B. If the student does not agree with the professor’s assessment of the grade, he or she may then appeal to the Chair responsible for the academic discipline covering the course to be appealed.
- C. If the student does not agree with the Chair’s assessment of the grade, he or she may then appeal in writing to the Grade Appeals Committee through the appropriate Associate Dean. This appeal should include supporting documentation and must be received within one semester after the grade has been issued. In addition to notifying the Grade Appeals Committee about the student’s appeal, the Associate Dean will also notify the appropriate Chair and faculty member to

allow them to respond in writing to the Grade Appeals Committee. The Grade Appeals Committee Chair will call committee meetings as necessary but at least once a semester. The Associate Dean(s) will be an ex-officio member of the Grade Appeals committee and vote only to break a tie vote. The Grade Appeals Committee will be in session when a majority of the Committee members, including the Committee chair, are present. A majority vote of Committee members present will constitute the Committee's decision to uphold or reject the student's grade appeal.

- D. The Grade Appeals Committee will report its recommendation in writing through an Associate Dean of the College of Education to the Dean of the College of Education.
- E. The student has the right to appeal any decision of the Grade Appeals Committee to the Dean of The College of Education.
- F. If the grievance about the grade appeal is not resolved by the Dean, the student has the right to appeal that decision to the Provost.
- G. Questions about grade appeals may be directed to an Associate Dean.

### **Directed/Independent Studies**

The Tift College of Education is under no obligation to offer individualized study for required classes unless those classes have not been offered within a two (2) year cycle. **A maximum of two (2) education courses may be completed as directed/independent studies.** Written permission for directed/independent studies must be obtained from (1) the Advisor, (2) the appropriate Chair, and (3) the Associate Dean. Without obtaining written permission from each of the above and without following the established registration procedure, no student may begin any directed/independent study for any required course. Written permission from the Advisor and the appropriate Chair must be submitted to the Associate Dean. The course timeframe, course syllabus, and course instructor must also be approved by the appropriate Chair and such information submitted to the Associate Dean before final approval can be granted.

### **Application Deadlines**

It is important to stay informed regarding various program deadlines. Various application processes, such as application for admission to teacher candidacy, application for field experiences, and application for graduation, have specific deadlines. Applications for certification must be completed and GACE Content Assessment scores and transcripts submitted prior to recommendation for certification. Please check with the appropriate office regarding specific deadlines. Failure to meet deadlines may result in a delay in program completion.

### **Deadlines for Application for Teacher Candidacy (Full Admission to Teacher Education)**

August 1 (for Fall)  
December 1 (for Spring)  
May 1 (for Summer)

### **Deadlines for Application for Field Experiences**

These deadlines will be announced each semester, through postings on the listservs, the web site, and in highly visible areas in all campus locations. Candidates are responsible for knowing and meeting the deadlines for the online application for field experiences and for the submission of the required paper documentation.

### **Deadlines for Application for Graduation**

All degree-seeking students must apply for graduation. It is the student's responsibility to be aware of all department, college, and university degree requirements as published in the University Catalog, and to

ensure that such requirements have been met or that appropriate waivers have been secured and filed in the Office of the Registrar. The application must be filed with the Registrar's Office at least one term prior to the expected date of graduation. Specific application deadlines are published in the [Academic Calendars](#) each year.

### **Name/Address/Status Changes**

Students who have a change of address or phone number are encouraged to immediately notify the Registrar's office as well as the appropriate Tift College of Education office. Failure to do so may result in grades or other important information being sent to the incorrect address. Students who have a name change must provide legal documentation of the name change to the Registrar's office and complete a change of name request form. Students who wish to change their enrollment status (degree/non-degree) or major must submit the appropriate form. Middle grades students who wish to change their concentration areas also need to check with their advisor regarding program changes due to the new concentrations and to submit the request in writing.

Students are encouraged to maintain a current address and phone number with Mercer after program completion. It is also important to inform the registrar of any name change so that future transcripts will be issued in the correct name. A number of alumni services are available to graduates. The Alumni Office and the Office of University Advancement can provide graduates with information about alumni services, reunions, career placement, etc.

### **Recommendation and Reference Forms**

Students may request a recommendation or reference from faculty members. It is a professional courtesy to request permission from a faculty member prior to listing him/her as a reference. Please provide stamped, addressed envelopes to facilitate the process of completing and mailing the forms efficiently.

### **ListServe**

The Tift College of Education requires that all professional education students subscribe to the appropriate ListServe. (See directions of the Tift College of Education web site: <http://www2.mercer.edu/Education/listserve.htm> ) Announcements, important dates, deadlines, and other information pertinent to Teacher Education are posted on the ListServe. Students are required to subscribe using their Mercer e-mail addresses.

## **STUDENTS' RIGHTS AND FREEDOMS**

The University's understanding of students' rights is consistent with the Joint Statement on Rights and Freedoms of Students published in 1968 by the American Association of University Professors.

### **Student Conduct**

**Students are expected to conduct themselves in a manner that reflects professional dispositions, maturity and awareness that matriculation at the university is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the university community may result in disciplinary action, including removal from class and/or dismissal.**

### **Non-Academic Grievance Procedure**

In Macon, in Atlanta, and in the Centers, students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to: failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, sex, religion, race, marital status, national origin, or disability. See Appendix for the University's policies on sexual harassment and the complete procedure for lodging a non-academic grievance.

### **Student Records and the Right to Privacy**

In the conduct of its normal business, Mercer University collects, maintains and archives confidential academic information on students. The University, under the **Family Educational Rights and Privacy Act (FERPA)** of 1974, as amended, is responsible for maintaining and protecting the confidentiality of student records and is specifically prohibited from releasing non-directory information to third parties without the student's written consent. The act, however, permits University officials access to confidential information on a legitimate "need to know" basis. See the University Catalog for a more detailed description of the Student Rights Pertaining to Educational Records.

## FIELD EXPERIENCES POLICIES AND PROCEDURES

### Philosophy and Rationale

Field experiences in teacher education are those experiences that are conducted at a school site. Field experiences (i.e., Fieldwork I, Fieldwork II, Professional Practicum, and Student Teaching) are carefully designed to prepare prospective teachers to work effectively in school classrooms. Teacher education field experience sites are systematically selected to meet state standards, and experiences are sequenced to provide opportunities for prospective teachers to observe, plan, and practice in diverse settings appropriate to the professional roles for which they are being prepared. Progressively, these experiences include classroom observations, assisting and conferring with classroom teachers and school administrators, individual and/or small group tutoring, participation in classroom, school and community-wide activities, whole group instruction, and other professional roles in schools. Field experiences are accompanied by professional support and feedback from cooperating teachers and university supervisors.

### Descriptions of Required Field Experiences

#### Required Fieldwork Experiences for Degree-Seeking Candidates in Early Childhood Education/Special Education, Middle Grades Education, or Secondary Education

##### **EDUC 398/399 - Fieldwork I and Fieldwork II**

Fieldwork I and Fieldwork II are school-based experiences, requiring a minimum of 35 hours of observation/ participation, established for teacher candidates in the junior year. Participation in Fieldwork I and Fieldwork II requires full admission status in the admission to teacher education process. Formal application for each experience must be submitted to the Office of Field Placement by the published deadline. Teacher candidates are required to attend seminars which are scheduled during the field experiences. Fieldwork I and II are evaluated on a satisfactory/unsatisfactory basis. Successful completion of Fieldwork I and II is required before students can begin any senior fieldwork experience.

**Note: Special Fees are assessed.**

##### **EDUC 485 - Professional Practicum**

Professional Practicum provides a school-based teaching experience for teacher candidates in the semester prior to student teaching. Participation in Practicum requires full admission status in the admission to teacher education process. Formal application for this field experience must be submitted to the Office of Field Placement by the published deadline. Students are required to spend sixty (60) clock hours in the classroom over a minimum period of 6 weeks and are required to attend seminars which are scheduled during the Practicum time frame. The Practicum schedule must be approved by the Cooperating Teacher as a schedule that both meets the Practicum requirements and needs of the students in his/her classroom. Practicum is evaluated on a satisfactory/unsatisfactory basis, and successful completion of Practicum is required for a student to enroll in Student Teaching. **Note: A special fee is assessed.**

##### **EDUC 492 - Student Teaching**

*Pre-requisite: Educ 485*

*Co-requisite: Educ 406*

Student Teaching provides a semester long classroom teaching experience for certification candidates in the semester following Professional Practicum. Before a student can begin the student teaching field experience, he/she must have successfully completed all required courses (including courses required for content areas in Middle Grades, Secondary, and P-12 Certification), must have met all pertinent Progression criteria, and must have submitted a formal application to the Office of Field Placement by the published deadline. Further, students may not have more than eight (8) hours of general education courses remaining in the requirements for their degree programs. Student Teachers are assigned to

diverse schools and gradually assume responsibility for working with individuals and with small and whole groups. Student teachers are expected to participate in classroom teaching and observing, in planning, in evaluating, in conferences, and in other school related activities. Student teachers are expected to solo teach full time for a period of three to five weeks. Required seminars are scheduled regularly during the student teaching experience. Successful completion of student teaching is required before recommendation for certification. Student Teaching is evaluated on a satisfactory/unsatisfactory basis. **Note: A special fee is assessed.**

### **Required Field Experiences for Certification-Only programs at the undergraduate level:**

Certification-only candidates take the following three field experiences, described above: EDUC 399: Fieldwork II; EDUC 485: Professional Practicum; and EDUC 492: Student Teaching. Candidates who are employed, in an accredited school, on a non-renewable teaching certificate in a fulltime position appropriate for the certification area may substitute EDUC 488: Mentored Practicum for EDUC 485 and may substitute EDUC 498: Internship for EDUC 492.

#### **EDUC 488: Mentored Practicum\* - 3 semester hours**

*Pre-requisites: Full admission to Teacher Education Candidacy; documentation of a non-renewable certificate; contract for current employment for fulltime position appropriate for the certificate area; recommendation by the appropriate Chair; and completion of all required application materials.*

The Mentored Practicum is designed for those students who are employed in an approved accredited school setting on a non-renewable teaching certificate who need to complete the Practicum experience required prior to the Internship. Students who are teaching on a non-renewable certificate will take the Mentored Practicum during the first semester they teach while enrolled in the certification program. The student completes this course in his/her own classroom, under the mentorship of a Mercer University Supervisor and a Mentor Teacher in his/her school. The Mentored Practicum is evaluated on a satisfactory/unsatisfactory basis. **A special fee is assessed.**

#### **EDUC 498: Internship\* - 9 semester hours**

*Pre-requisites: Completion of FW II or equivalent; completion of EDUC 485 or EDUC 488; documentation of having met diversity requirements; completion of all coursework; and completion of all application materials; documentation of a non-renewable certificate; contract for current employment for a fulltime position appropriate for the certificate area.*

The Internship is designed for those students who are employed in an approved, accredited school setting on a non-renewable certificate and who need to earn credit for student teaching in order to complete the requirements for recommendation for full certification. The time period for the Internship is one semester; it is evaluated on a satisfactory/unsatisfactory basis. **A special fee is assessed.**

\*Students seeking a Mentored Practicum and/or an Internship in a school system/county that does not meet the placement criteria for location and/or number of students may request supervision of such placements from the Director of Field Placement with the understanding that an additional fee for supervision will be assessed. If approved, an additional fee of \$300 will be assessed for supervision of the field experience.

### **Required Field Experiences for the Holistic Child Program**

The Holistic Child Program is an Early Childhood/General Curriculum Special Education degree program available only through the Macon Residential Program. The Holistic Child Program has specific field components incorporated into the program. See the Holistic Child Program outline (available from the Macon Office in Stetson Hall) for more information. All field placements for the Holistic Child program are in Tift College of Education partnership schools in the Macon/Bibb County area. **Note: Special fees are assessed** for all Holistic Child Field Components.

#### **EDUC 102 B Field Component I**

*Co-requisite: Educ 102*

This course provides a field based experience for students enrolled in the Holistic Child program. Students will spend a minimum of 20 clock hours over a five (5) to seven (7) week period observing and participating in a limited way in activities related to and associated with young children (Pre- K-5) in a variety of community based settings. Students are required to attend field component seminars as scheduled. Note: Grades of Satisfactory (S) and Unsatisfactory (U)

**EDUC 201A & EDUC 202B** Field Components II A and II B

*Pre-requisite: Educ 102 B*

*Co-requisites: Educ 201 and 202*

These courses provide field based experiences for students enrolled in the Holistic Child program. Students will spend a minimum of 35 clock hours over ten (10) week period in each semester observing and participating in a limited way in activities related to and associated with young children (PreK-5) in a regular ed and in a special needs classroom setting. Students will be placed in one of the two settings for Field Component II A and in the other setting for Field Component II B. Students are required to attend field component seminars as scheduled. Note: Grades of Satisfactory (S) and Unsatisfactory (U)

**EDUC 311A & EDUC 313B** Field Components III A and III B

*Pre-requisites: Educ 102 B, 201 A, 202 B; Full admission into Teacher Education Candidacy*

*Co-requisites: Educ 311/Educ313*

These courses provide field based experiences for students enrolled in the Holistic Child program. Students will spend a minimum of 35 clock hours over a ten (10) week period in each semester observing and participating in activities related to and associated with young children (Pre-K – 5) in a regular ed and in a rotation among a variety of classroom settings. Students will be placed in one of the two settings for Field Component III A and in the other setting for Field Component III B. Students are required to attend field component seminars as scheduled. Note: Grades of Satisfactory (S) and Unsatisfactory (U)

**EDUC 480** Field Component IV A

*Pre-requisites: Educ 311/313; Full Admission into Teacher Education Candidacy*

This course provides a field based experience for students enrolled in the Holistic Child program. Teacher candidates will spend a minimum of 80 clock hours over a ten (10) week period observing and participating in activities related to and associated with young children (Pre-K – 5) in a regular ed classroom setting or in a special needs classroom setting. Students are required to attend field component seminars as scheduled. The teacher candidate will continue to develop an understanding of the Holistic approach for educating young children and will continue the development of a philosophy reflecting participatory and advocacy behaviors. He/she will also continue the process of defining his/her role as a Transforming Practitioner. Note: Grades of Satisfactory (S) and Unsatisfactory (U)

**EDUC 496** Field Component IV B

*Pre-requisites: Full admission into the Teacher Education Programs; completion of all coursework required for the Holistic Child Program (except for Co-requisite)*

*Co-requisite: Educ 405: Classroom Management*

This course provides a field based experience for students enrolled in the Holistic Child program. The course provides a full-day 12 week student teaching experience for certificate candidates. Teacher candidates will be assigned to diverse schools and will gradually assume responsibility for working with groups and with individuals. Teacher candidates will participate in classroom teaching and observation, planning and evaluation conferences, and other school related experiences with guidance provided by the Cooperating Teacher and the University Supervisor. Each teacher candidate will teach full-time for a minimum of three to five weeks. Seminars will be held in conjunction with this experience and will address a variety of topics. Teacher candidates should refer to the Teacher Education Handbook for specific policies related to student teaching. Note: Grades of Satisfactory (S) or Unsatisfactory (U).

**Required Field Experiences for the Master's of Art in Teaching Degree**

**EMAT 601:** Initial Field Experience

This initial field experience is a school-based experience requiring a minimum of 35 hours of observation/participation. Participation requires full admission status. Formal application must be submitted to the appropriate Office of Field Placement by the published deadline. Teacher candidates are required to attend seminars which are scheduled during the field experience. The field experience is a one-hour credit course and is evaluated on a satisfactory/unsatisfactory basis. **A special fee is assessed.**

#### **EMAT 608: Practicum**

Professional Practicum provides a school-based teaching experience for graduate students in the semester prior to Student Teaching. Participation in the Practicum requires full admission status. Formal application for this field experience must be submitted to the Office of Field Placement by the published deadline. Students are required to spend a minimum of 60 clock hours of instructional time in the classroom; the schedule for completion of the 60 hours must be approved by the Coordinator of Atlanta Field Placements prior to the start of the experience. The Practicum schedule must also be approved by the Cooperating Teacher as a schedule that meets both the Practicum requirements and the needs of the students in his/her classroom. Students are required to attend seminars which are scheduled for this experience. Practicum is evaluated with grades of A-F. Successful completion of Practicum is required for a student to enroll in Student Teaching. **A special fee is assessed**

#### **EMAT 609: Mentored Practicum**

Pre-requisites: Full admission status; documentation of a provisional/non-renewable certificate; contract for current employment for a full time position appropriate for the certificate area; recommendation by the appropriate Chair; and completion of all required application materials. The Mentored Practicum is designed for those students who are employed in an approved accredited school setting on a provisional/non-renewable teaching certificate who need to complete the Practicum experience required prior to the Internship. Students who are teaching on a provisional/non-renewable certificate will take the Mentored Practicum during the first semester they teach while enrolled in the certification program. The student completes this course in his/her own classroom, under the mentorship of a Mercer University Supervisor and a Mentor Teacher in his/her school. The Mentored Practicum is evaluated with grades of A – F. **A special fee is assessed.**

#### **EMAT 611 - Student Teaching**

Student Teaching provides a semester long school-based teaching experience for certification candidates in the semester following Practicum. Before a student can begin the Student Teaching field experience, he/she must have successfully completed all required courses (including courses required for certification/content areas in Middle Grades and Secondary levels), must have met all pertinent progression criteria, and must have submitted a formal application to the Office of Field Placement by the published deadline. Student Teachers are assigned to diverse schools and are expected to participate in classroom teaching and observing, in planning, in evaluating, in conferences, and in other school related activities. Student Teachers are expected to solo teach full-time for a period of 3-5 weeks. Required seminars are scheduled during the Student Teaching experience. Successful completion of Student Teaching is required before admission to Level III: Candidate for Certification. Student Teaching is evaluated on A-F. **A special fee is assessed.**

#### **EMAT 612: Internship**

Pre-requisites: documentation of having met diversity requirements; completion of EMAT 608: Professional Practicum or EMAT 609: Mentored Practicum; completion of all coursework; and completion of all application materials. The Internship is designed for those students who are employed in an approved, accredited school setting on a provisional/non-renewable certificate and who need to earn

credit for student teaching in order to complete the requirements for recommendation for full certification. The time period for an Internship is one semester; it is evaluated with grades of A - F. **A special fee is assessed.**

### **Roles and Responsibilities in Fieldwork Experiences**

During the fieldwork experiences developed by the faculty of the Tift College of Education, opportunities will be given both to observe and to implement the competencies necessary for effective teaching as well as to develop insights and an understanding of teaching and learning in a context of supervised practice. Fieldwork experiences at Mercer University are cooperative efforts involving the Candidate, the Cooperating Teacher, the school principal, the University Supervisor, and the Director of Field Placement or the Coordinator of Atlanta Field Placements.

#### **The Candidate**

##### **A. Responsibilities to the School**

Candidates are expected:

1. to secure from the Cooperating Teacher any materials and information helpful in establishing a good working relationship and in providing pertinent facts about the school.
2. to fulfill the fieldwork requirements as described in the syllabus for the specified time period.
3. to plan with the Cooperating Teacher so as to establish a cooperative relationship and to meet the requirements of the specific field experience in ways that will be mutually beneficial.
4. to meet, as needed, with the Cooperating Teacher to discuss strengths, weaknesses, and areas for improvement.
5. to conform to school regulations and policies, including dressing appropriately and in keeping with faculty standards.
6. to safeguard all personal and confidential information concerning pupils.
7. to avoid partiality and favoritism toward students.
8. to refrain from making unfavorable remarks about the school, the Cooperating Teacher, and/or the community.
9. to model the behavior and the standards of the teaching profession.

##### **B. Responsibilities to the University**

Candidates are expected:

1. to follow established procedures regarding application for fieldwork placement.
2. to submit any required paperwork regarding placement according to the established deadlines.
3. to abide by policies and procedures established for specific fieldwork experiences.
4. to attend required seminars.
5. to submit required data and fieldwork assignments to the University Supervisor on time.
6. to notify the appropriate persons of any changes in schedule or assignment.
7. to keep a reflective journal of fieldwork experiences and to self-evaluate.

#### **The Cooperating Teacher**

The role and responsibilities of the Cooperating Teacher are:

1. to provide orientation to the specific opportunities offered and to the responsibilities of the candidate as established by the school and the Cooperating Teacher.
2. to discuss with the candidate the specific requirements of the fieldwork assignment and to plan accordingly.
3. to ensure that the candidate experiences the degree of involvement commensurate with his/her ability and training.
4. to demonstrate quality planning, organization, and methodology.
5. to develop a good working relationship with the candidate.

6. to promote the professional growth of the candidate through encouragement, understanding, counsel and suggestion; through delegation of responsibility; and through evaluation of the candidate's field experience activities.
7. to demonstrate the many roles of a teacher.
8. to confer with the candidate to assist planning, to discuss concerns, to answer questions, to make suggestions for improvement, and to discuss specific strengths and weaknesses.
9. to evaluate the progress of the teacher candidate.
10. to model the behavior and the standards of the teaching profession.
11. to contact the University Supervisor if/when the need arises.

### **The School Principal**

The role and responsibilities of the School Principal are:

1. to assist in the selection of competent Cooperating Teachers.
2. to orient the Cooperating Teacher for the specific field experience, i.e., informing him/her of the candidate's name and sharing information furnished by the University.
3. to aid in the orientation of the candidate to the school, to the general operation of the school, and to the community in which the school is located.
4. to make administrative provision for adequate conference time between the Cooperating Teacher and the candidate, participating in conferences when necessary or desirable.
5. to provide the candidate with opportunities to participate in staff meetings, extracurricular activities, etc., when feasible.
6. to model the behavior and standards of the teaching profession.

### **The University Supervisor**

The role and responsibilities of the University Supervisor are:

1. to cooperate and work with the Director of Field Placement and/or the Atlanta Coordinator of Field Placements to develop cooperative relationships with schools/school systems, administrators, and other personnel to facilitate mutual understanding of policies and procedures.
2. to visit the school and to confer with the Cooperating Teacher and the candidate as required by the specific field experience.
3. to meet with and to counsel candidates regarding problems and concerns and to make suggestions as required.
4. to maintain written records to aid in directing and evaluating the progress of the candidate.
5. to conduct periodic seminars as required by the specific field experience.
6. to collect, review, and evaluate data and assignments as submitted by the candidate as required by the specific field work experience.
7. to keep the Director of Field Placement and/or the Coordinator of Atlanta Field Placements aware of the progress/non-progress of each candidate.
8. to assign a final grade for the specific experience.

### **The Office of Field Placement**

The Director of Field Placement and the Coordinator for Atlanta Field Placements serve as the liaisons between the University and the school systems/schools, coordinate the placements for field experiences, consult with the University Supervisors regarding the progress/non-progress of each teacher candidate, and collect and file data as submitted by the University Supervisors. Additionally, the Director of Field Placement and the Coordinator of Atlanta Field Placements work with the Teacher Education Chairs and other administrative personnel to initiate and maintain partnership arrangements with selected county/school systems, to establish policy and procedure, and to coordinate the Tift College of Education Field Experience Program.

The role and responsibilities of the Director and Coordinator of Field Placements are:

1. to initiate and/or maintain official contractual arrangements with each county/school system in which candidates are placed.

2. to make requests for placements.
3. to furnish specific information about the dates teacher candidates will begin and complete their field experience assignments.
4. to provide initial orientation information for each field experience.
5. to inform teacher candidates of their field placements.
6. to confer with school system personnel about any problems, details, or changes in the field experience.
7. to make arrangements for assignment of University Supervisors.
8. to identify professional literature which will help Cooperating Teachers, University Supervisors, and teacher candidates.
9. to arrange periodic seminars to discuss concerns, questions, professional issues and other needs.
10. to consult with University Supervisors regarding the progress/non-progress of each teacher candidate.
11. to collect and file data on each teacher candidate as submitted by the University Supervisors.
12. to work with the Teacher Education Chairs and other administrative personnel to establish policy and procedure and to coordinate the Tift College of Education Field Experience Program.

### **Application Deadlines**

Teacher education candidates must submit a formal application for each required field experience through the Office of Field Placement according to the published/posted deadline. Field experience application periods and deadlines are published on the Teacher Education ListServes and posted on the College web site and in highly visible areas in all campus locations. Applications must be submitted through the **online application system** during the application period.

The Office of Field Placement needs sufficient time to determine eligibility and to secure the best possible placement. Specific deadlines are necessary because school systems/counties require a lead time of four (4) to six (6) weeks for consideration of a placement request, because approving and processing a field experience application requires a lead time of two (2) to three (3) weeks, and because placements for the Fall Semester must be submitted prior to June for a placement in the next academic year.

As a rule, two application periods will be provided each semester: the Priority Application window, during which currently enrolled candidates who are fully-admitted to teacher candidacy should apply, and the Late Application window, designed for new students and those who achieved full admission to teacher candidacy later in the semester. Candidates who apply during the Priority Application window have the best opportunity to receive placements in their preferred school system and to have their placements in place when the new semester begins. Placement options are more limited for candidates who apply during the Late Application window and final arrangements for these late placements could extend beyond the beginning of the next semester. ***Candidates who qualify for Priority Application are strongly encouraged to meet those application deadlines.***

**No student should attempt to arrange his/her field experience with a school principal or school system.** All arrangements for field experiences must be made through the Office of Field Placement. No application will be considered and no field placement will be sought after the Orientation Seminar for a specific field experience.

### **Orientation Seminars**

Orientation Seminars are held for each field experience. Candidates are required to attend these seminars. Failure to attend the Orientation Seminar will prevent a candidate from participating in the field experience for that semester.

### **Placement Criteria**

### **General Information**

Teacher candidates may list the county/school system of their choice for each field experience. However, the Tift College of Education has established partnerships with several school systems. Therefore, school choices may not be possible, for placements in those school systems will be limited to the partner schools. Candidates should also expect that personal preferences may not be possible. Field experience assignments are based primarily on the principle of placing the prospective teacher in a situation that will provide for optimal professional growth. Further, field experience assignments must meet the diversity of student population and diversity of grade level criteria required by the Georgia Professional Standards Commission. Assignments are made cooperatively with the school system, the individual school principal, and Mercer University through the Office of Field Placement. Each candidate must receive confirmation of the assignment from the OFP, in writing, by telephone, or via the listserve before reporting to a requested school. It is imperative that school officials confirm placements before candidates arrive for their assignment. **No teacher candidate will negotiate any field experience assignment, nor will he/she change an assignment without consulting the Director of Field Placement or the Atlanta Coordinator of Field Placements. Any adjustment to time requirements or to placements must be cleared through the OFP and must be approved in writing by the Director or Coordinator.**

**Candidates who decide to withdraw from or end any fieldwork assignment must officially notify, in writing, both the Office of the Registrar and the OFP.** Failure to notify these offices could result in a failing grade and could jeopardize future course work and fieldwork placements. Failure to report to the designated school for a fieldwork assignment or failure to attend the required seminars does not constitute official schedule change or withdrawal. All procedures for application, all eligibility criteria, and all deadlines must be observed if a candidate wishes to repeat a field experience course at a later time.

### **Placement Clusters**

Placement cluster requirements vary by program and are designed to ensure candidates meet the placement requirements of the Georgia Professional Standards Commission. At a minimum, the following programs must meet the listed grade clusters:

Early Childhood and Early Childhood/Special Education – 3-7 placements, to include a minimum of one placement in each: P-K; 1-3; 4-5

Middle Grades – 3-4 placements, to include a minimum of one placement in 4-5 and two in 6-8 (one in each concentration area)

Secondary – 3-4 placements, to include a minimum of one placement in 6-8 and one in 9-12 (ideally, two at this level: one in 9-10 and one in 11-12)

P-12 – at least one placement in P-5, one in 6-8, and one in 9-12

See the following charts in the Appendix for overviews of the field experiences designed for specific programs:

Holistic Child Field Experience Overview

Degree-Seeking, Undergraduate Field Experience Overview (ECSP, MGE, SEC)

MAT and Certification-Only Programs Field Experience Overview

P-12 Music Education Field Experience Overview

### **Service Area and Mileage Policy**

Placements will be requested in counties/school systems within a 25-mile radius of the campus locations/sites of the Tift College of Education, i.e. Atlanta Cecil B. Day campus, Macon Campus, Macon RAC, Douglas RAC, Eastman RAC, and Henry RAC. A minimum of three candidates must request placement in a county/school system for a request to be considered. If the minimum number of

candidates requesting a specific system is not met, placements will be requested in an alternate county/school system.

Teacher candidates who want to be placed outside the 25-mile service area or who request placement in a county/school system where the minimum number of candidates required for a field placement has not been met may request such placement by completing and submitting the Placement Exception Application within five days of receiving notification of the denial of placement. The Placement Exception Application must be submitted to the appropriate Office of Field Placement\*.

<b>Fee Scale</b>	<b>Regular Fee</b>	<b>Additional Fee for Exception Placement</b>	<b>Total with Exception</b>
Pre-Practicum Field Experiences	\$100	\$100	\$200
Practicum/Mentored Practicum	\$150	\$150	\$300
Student Teaching/Internship	\$250	\$250	\$500

\*Submit any documents as follows:

**Macon Residential, Douglas RAC, Eastman RAC, Henry RAC, Macon RAC**

Office of Field Placement and Certification  
 Stetson Hall 110  
 Mercer University  
 1400 Coleman Avenue  
 Macon, GA 31207  
 ATTN: Carolyn R. Garvin

**Atlanta Cecil B. Day Campus**

Coordinator of Atlanta Field Placements  
 Cecil B. Day Campus  
 Mercer University  
 3001 Mercer University Drive  
 Atlanta, GA 30341  
 ATTN: Emilie Paille

See the Placement Exception Application form in the Appendix.

**Diversity of Placement Requirement**

Diversity of placement is required in both grade placement (see chart) and in school assignment. Students should expect to have placements in a minimum of three different grade clusters and in a minimum of three different school sites. See details under the section on Placement Clusters.

**Placements in Private Schools**

Students may request only one placement in a private or specialty school (e.g., Montessori). Such schools must be accredited by one or more of the following: the Georgia Accrediting Commission, the Southern Association of Colleges and Schools (SACS), or NAEYC. Documentation of accreditation must be provided to the appropriate Office of Field Placement at the time the application is submitted. Further, any request for placement in such schools must be approved by the Director of Field Placement and/or the Coordinator of Atlanta Field Placements.

**Family**

Field placement in a school where a teacher candidate has a child/children or another relative is not recommended and is subject to county/school system guidelines. The student teaching placement may not be in a school where a teacher candidate has a child/children or another close relative.

Placement in classrooms where a teacher candidate has a child/children is not permitted.

### **Health Issues**

Teacher candidates are required, as an integral part of their programs of study, to participate in field experiences in schools and in other educational settings. Teacher candidates who are pregnant are cautioned that field experience environments might present risks. Candidates are encouraged to address the field experience requirements with their personal physicians.

### **Substitute Teaching**

Serving as a substitute teacher does not meet the requirements for a fieldwork experience.

### **Placement Policies related Specifically to Para-Professionals**

1. Para-professionals, like all teacher candidates, are required to have diversity of placement in both grade clusters and in school assignment. Para-professionals should be prepared to make any necessary arrangements to accommodate personal work needs and field experience requirements regarding diversity.
2. Para-professionals must abide by the county/school system policy in regard to working as a para-professional while completing requirements for field experiences. The Tift College of Education honors the policy established by the county/school system. Again, para-professionals should be prepared to make necessary arrangements to meet field experience requirements.
3. Time on the job /fulfilling the contractual responsibilities of the job may not be counted as fulfilling the requirements of the field experience.
4. A paraprofessionals in undergraduate programs may request a waiver of FWI provided:
  - a. The request for waiver is submitted in writing by the posted deadline.
  - b. The request is accompanied by documentation of work experience at the grade level appropriate to the certification level being sought by the teacher candidate.
  - c. The documentation must include the school system, the school name, the Principal's name, the classroom teacher's name, the grade level, a description of work responsibilities, a description/outline of the time frame of employment and appropriate signatures (Principal and Classroom Teacher) to validate the documentation that will be submitted.
    - i. This FW I waiver for work experience as a para-professional is available to both degree-seeking and non-degree seeking teacher education students at the undergraduate level.
    - ii. The request for waiver should be submitted to the Director of Field Placement on or before the date established as the deadline for submitting the FWI application. A FWI application should accompany the request for waiver in the event the request is not approved.
    - iii. If the request for a waiver is not approved, the teacher candidate will be expected to register for and complete requirements for the FW I experience.
5. Para-professionals are expected to participate in all other field experiences, i.e., FW II, IFE, Practicum, Student Teaching, and to adhere to the policies and procedures established for each. Planning ahead is vital in order to meet the diversity of placement requirements.
6. Para-professionals in the MAT program should plan to complete their Practicum experience during the summer.

### **Placement Policies Related Specifically to Student Teaching**

1. Students must successfully complete all education courses required prior to the student teaching block, including courses required for areas of concentration in middle grades and for certification in secondary and P-12 subject areas. No course other than a co-requisite may be taken during the student teaching experience.
2. Students may not have more than eight (8) hours of general education courses remaining in the requirements for their undergraduate degree programs. Such coursework may not be taken during the student teaching experience.
3. It is strongly recommended that student teachers not engage in any significant employment while student teaching. Significant employment is interpreted to mean 20 hours or more per week. If such employment adversely affects effectiveness in the classroom, regardless of number of hours, the student teacher will be asked to terminate employment or to terminate student teaching.
4. No student teacher may serve as a substitute teacher when the classroom teacher is absent (i.e., a substitute teacher must be in the classroom if the Cooperating Teacher is absent).
5. Student teachers may not be paid for assignments/activities to include, but not limited to, tutoring, substitute teaching, coaching (athletics, drama, debate, etc.), sponsorship of clubs/school groups.
6. Student teachers may expect to travel to another county or school system to meet the criteria for placement already explained in the Placement Clusters and Diversity sections of this handbook.

### **Waiver Policy**

Any Teacher Education candidate may request a waiver for EDUC 398: Fieldwork I. Waivers are not granted for other field experiences. Please note the following instructions for requesting a waiver:

Para-professionals who have been employed for a minimum time period of one year at a grade level and/or content area appropriate for the certification field sought by the candidate may seek a waiver for EDUC 398. See instructions under the Para-professionals section above.

Students who have had prior field experience at other institutions through coursework in Teacher Education may request a waiver of EDUC 398: Fieldwork I by submitting the following:

- A course description
- A course syllabus outlining the field requirements
- A Time Log validating the clock hours of the field experience, including the classroom teacher's signature
- Documentation of successful completion of the course

### **Attendance Requirements for Field Placements**

Placements for fieldwork require regular and consistent attendance with a regular schedule established with the Cooperating Teacher and in accord with the established time requirements for the particular fieldwork experience. Time Logs signed by the Cooperating Teacher must be submitted to validate a teacher candidate's regular and consistent attendance. **More than two absences will require that the fieldwork candidate makes up the time missed from the classroom.**

### **Background Check**

The Tift College of Education requires candidates to submit a permission/consent form for background checks. Many counties/school systems also require that students complete a county background check prior to participating in any field experience assignment. Names of counties/school systems that require such background checks will be posted. All candidates should download the background check form from the online application system each semester. The background check form and all other required documents should be submitted to the appropriate Office of Field Placement to complete the online application process; paper documentation is due no later than one week after the online application is submitted.

### **Liability Coverage**

Prior to participating in any field experience assignment, candidates are required to obtain liability coverage or to show proof of such coverage. Proof of coverage must be on file in the OFP. The form is available below and in the Offices of Field Placement; it should be submitted prior to beginning the first field experience. Both the Student Professional Association of Georgia Educators (SPAGE) and the Student Association of Georgia Educators (SAGE) provide liability protection for pre-service teachers that is included in membership fees.

## **Participation**

As an adult participating in a school program, each prospective teacher is expected to establish and maintain harmonious and productive relationships with all members of the faculty and staff and to abide by the policies and regulations of the school, including dress regulations. Prospective teachers should:

1. become acquainted with as many members of the school faculty and staff as possible and seek information about the nature of their work and their major responsibilities.
2. demonstrate behavior and attitude which are characteristic of a professional educator (e.g., punctuality, dependability, initiative, enthusiasm for teaching, collegiality, and the ability to reflect on experiences for problem-posing and problem-solving purposes).
3. treat confidentially information concerning pupils, teachers, and school matters.

## **Communication**

Any written communication from a field experience student to his/her assigned students or to the parents or guardians of his/her assigned students must be approved and co-signed by the Cooperating Teacher.

## **Evaluation**

All Teacher Education field experiences are evaluated by the Cooperating Teacher(s) and the University Supervisor(s). Criteria for evaluation of each field experience are presented in the appropriate fieldwork syllabus. All undergraduate field experiences are evaluated on a satisfactory/unsatisfactory basis. The University Supervisor is responsible for assigning the final grade. A student who receives an unsatisfactory grade must reapply for the field experience subject to the approval of his/her Advisor, the appropriate Chair, and the Director of Field Placement or the Coordinator of Atlanta Field Placements. All criteria for application must be met. **Students may not attempt an individual field experience more than twice.**

## **Termination/Remediation**

An individual candidate's field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate's development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and not placed in another setting during the same semester.

University Supervisors must discuss any consideration for termination with the Director of Field Placement or the Coordinator of Atlanta Field Placements, who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Director of Field Placement and/or the Coordinator of Atlanta Field Placements after consultation with the University Supervisor, the Advisor, and the appropriate Chair.

If a joint decision recommends remediation and a new placement for the field experience, a remediation plan that addresses the specific areas of concern will be developed with input from the candidate's University Supervisor, Cooperating Teacher, Advisor, Chair, and the Director of Field Placement/Coordinator of Atlanta Field Placements. Each remediation plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Director of Field Placement/Coordinator of Atlanta Field Placements. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

If a joint decision by the Director/Coordinator of Field Placements, the University Supervisor, the Advisor, and the appropriate Chair does not recommend remediation and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.

## CERTIFICATION

### State Requirements

The Georgia Professional Standards Commission requires students to complete a state approved program, including student teaching, before applying for certification in the State of Georgia. Mercer has state-approved programs in the following areas for initial (first time) certification:

- Early Care and Education (Birth-through-Five) (Henry County)
- Early Childhood/Special Education: General Curriculum (P-5) (RACS and Macon Residential, as the Holistic Child program)
- Middle Grades (4-8)
- Secondary (6-12) - Macon Residential and Atlanta
  - ◆ Biology (developmental approval from the PSC pending)
  - ◆ Chemistry (developmental approval pending)
  - ◆ Earth/Space Science (developmental approval pending)
  - ◆ Economics (Atlanta only) (developmental approval pending)
  - ◆ English
  - ◆ Geography (Atlanta only) (developmental approval pending)
  - ◆ History
  - ◆ Mathematics
  - ◆ Physics (Atlanta only) (developmental approval pending)
  - ◆ Political Science (developmental approval pending)
- P-12 Certification - Macon Residential Only
  - ◆ Music

In order for Mercer University to recommend a candidate for certification in the state of Georgia, the candidate must do the following:

- Successfully complete the student teaching or internship experience
- Complete all program requirements with the minimum GPA (2.75 for undergraduate students; 3.0 for graduate students)
- Passed the appropriate GACE Content Assessment for the field of certification sought
- Submit to the Certification Officer a completed Application for Certification (The Application for Certification asks candidates to explain and document any criminal history they might have. Failure to disclose correct history may make the candidate ineligible for a teaching certificate in the state of Georgia.)

The Certification Officer will meet with all student teachers and interns at the beginning and end of the final clinical experience to advise them on the certification application process.

### Tift College of Education's Role and Responsibilities

The Tift College of Education's roles and responsibilities are:

- to provide a letter from the Teacher Education Admissions Officer regarding admission status. For those students holding a bachelor's degree and pursuing initial certification through the certification only programs, the letter will outline courses to be taken. However, the student is responsible for following this program outline.
- to provide advising as outlined in the programs section of the Teacher Education Handbook to ensure a student's completion of a state approved program.

- to provide instruction concerning the application procedure for teacher certification in the State of Georgia to those students completing student teaching
- to complete college recommendation forms and submit teacher certification packets to the Georgia Professional Standards Commission.

### **Candidate's Role and Responsibilities**

The candidate's role and responsibilities are:

- to seek and to follow advising to ensure completion of the state approved program.
- to attend the teacher certification seminar at completion of the student teaching experience.
- to submit certification checklist, application packet, complete copies of GACE scores, and official transcripts from all colleges and universities attended to the Office of Certification.

### **Time Limit Policy**

Certification requirements should be completed as soon as possible, usually within three years from the time of admission to teacher candidacy to ensure certification in a timely manner. However, any new certification requirements enacted at the state level may be applicable to any or all certification programs. Students will be advised of any such changes and will be assisted in meeting any new requirements.

Students have five years from the date of completing coursework toward certification to be recommended by Mercer University for initial certification. After five years have lapsed, a student's program of study will be reviewed, and additional coursework may be required before a recommendation will be made for initial certification.

### **Graduation without Certification at the Undergraduate Level**

A student admitted to the Teacher Education Program may apply to receive a degree in Education without certification:

1. when a student realizes that teaching is no longer his/her chosen profession, but he/she wishes to complete an education degree without certification rather than changing major **OR**
2. when career goals require a degree in education without teacher certification  
**OR**
3. when circumstances prohibit loss of employment while student teaching

A student receiving a degree in Education without certification must:

1. notify his/her advisor, in writing, no later than the semester prior to student teaching of the desire to pursue an Education degree without certification, naming one of the three reasons listed above as the basis for the request;
2. complete the appropriate agreement form and submit it to the advisor. The advisor will forward the form, with his or her signature, through the appropriate Chair to the Dean and the Certification Office, where it will be filed.
3. with the exception of student teaching, successfully complete all the courses and field experiences (including Practicum) required for a degree;
4. follow all policies and procedures and regulations outlined in the Teacher Education Handbook and Mercer University Catalog related to teacher education;

5. satisfy the full admission requirements for teacher candidacy and the criteria for progression;
6. with the approval of his/her advisor, select and complete fifteen (15) additional semester hours of electives. These 15 semester hours of electives replace the student teaching requirement.

A student who chooses to receive the Bachelor's Degree in Education without certification is not eligible for recommendation for certification by the Tift College of Education until such time that the student successfully completes all certification requirements through the Tift College of Education.

You can download a copy of the Graduation without Certification Statement of Agreement from the Tift College web site or find it in the Appendix to this handbook.

### **Advanced Certification**

The completion of a graduate program (with the exception of the MAT, which is an initial certification program) will make the candidate eligible for an add-on to a current certificate, a certificate renewal, or a certificate upgrade due to a higher degree. Certification application forms are available in the Tift College of Education offices. Each candidate applying for a certificate or certificate change through Mercer must submit the appropriate paperwork and official transcripts to the appropriate Certification Officer. Certification rules change periodically, so certification applicants should be certain that they are filing the correct paperwork and providing the correct documentation so that their recommendation forms will be processed promptly. Failure to complete the forms correctly or to provide full documentation may result in a delay in certification.

A student who does not apply for his/her certificate within five years of program completion may be required to take additional course work in order to meet current certification requirements.

## Appendices

## Appendix A: Honor Code Violation Information

**Honor Code Process for Macon Residential Students – see**  
<http://www2.mercer.edu/HonorCouncil/default.htm>

### Regional Academic Centers Honor Code Violations Policy

#### Academic Honesty

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to insure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

#### Article I Honor Code Violations

Academic offenses that constitute violations of the Honor Code include plagiarism, cheating, lying and academic theft. The following shall be deemed Honor violations and shall be the basis for reporting cases to the Council and for findings of responsibility by the Council:

- A. **Cheating:** Cheating is to include but is not limited to the deliberate submitting of work that is not one's own and that violates the professor's instructions for the work for a grade or credit. The student who gives inappropriate aid shall be held as responsible as the student who receives it.
  - 1. Use of materials from past testing periods as a study guide unless authorized by the professor.
  - 2. Possession of written materials not expressly authorized by the professor during an examination containing matter relevant to the course in which the examination is being taken, and such materials being within a reasonable proximity to the student.
  - 3. Discussion of examination contents with any other student while taking an examination or test. It shall also be a violation for any student to divulge or receive any information on the content or form of any examination that either student has not yet taken.
- B. **Plagiarism:** Plagiarism is the copying of words, facts, or ideas belonging to another individual without proper acknowledgment.
- C. **Lying:** Lying is to make a statement that one knows is false with the intent to deceive. It includes, but is not limited to:
  - 1. Lying to administration and faculty in relation to academic matters concerning Honor Code violations.
  - 2. Falsifying any University document by mutilation, addition or deletion.
  - 3. Perjury which is knowingly giving false testimony to the Honor Council.
- D. **Academic Theft:** Academic theft is the removal of academic materials depriving or preventing others from having equal learning opportunities (e.g., removal of exams during the exam period or from a professor's office, computer theft of an exam).

#### Article II Honor Code Violations Procedures

Academic violations of the Honor Code will be dealt with as follows:

- A. **Awareness:** If a faculty member observes an Honor Code violation or if a student alerts a faculty member to possible Honor Code violations, the faculty member will discuss the situation with the student suspected of the violation.
- B. **Admission of guilt:** If the student confesses, the faculty member may assign a penalty from the list of penalties found in Article IV of the Honor Code. The faculty member will inform the appropriate associate or assistant dean in writing of his/her decision.
- C. **Appeal of penalty:** If the student believes the penalty assigned by the faculty member is inappropriate, or too severe he or she may appeal to the Administrative Honor Council. The

- Administrative Honor Council will either affirm or recommend a different penalty.
- D. **Student maintains innocence:** If the student maintains innocence and the faculty member wishes to pursue this matter, the faculty member will refer the matter to the Administrative Honor Council for resolution. In such cases both the faculty member and the student will be bound by the decision of the Administrative Honor Council.

### Article III The Administrative Honor Council

- A. Membership
1. The Administrative Honor Council will consist of one academic administrative officer or faculty member from each of the three schools (i.e., Stetson School of Business and Economics, Continuing and Professional Studies, and Tift College of Education) from each Regional Academic Center at which that school offers classes. These members will be appointed by the respective deans of the academic units. The chair of the Administrative Honor Council will be selected from and by these members.
  2. In addition to academic administrative officers and faculty, students will be represented on the Honor Council for the purpose of holding hearings regarding violations or appeals of penalties. The Council will maintain a roster of students who have indicated their willingness to serve on a hearing panel. Student volunteers will be solicited from classes by RAC faculty.
- B. Hearings
1. Hearing Panel: When a case comes before the Administrative Honor Council, as described in Article II.C and Article II.D, the Chair of the Council will appoint a Hearing Panel consisting of three academic administrative officers/faculty members and two students. At least two of the academic representatives and both students will be selected from those representing the RAC where the alleged violation occurred. At least one of the academic representatives will be from the school/college in which the alleged violation occurred.
  2. Rights and Responsibilities:
    - a. Rights of the accused:
      - i. A right that notice of charges be served by a member of the Administrative Honor Council at least three work days prior to the hearing.
      - ii. A right to summon witnesses.
      - iii. A right to be present when the witnesses testify and to question them at the designated time.
      - iv. A right to examine written work or other exhibits where the evidence consists in part or whole of same.
      - v. A full right of free speech as regards his or her hearing.
      - vi. A right to request the Provost's Office to review a finding of responsibility and the propriety of the penalty. This right must be exercised within seven calendar days after the hearing.
    - b. Responsibilities of the accused:
      - i. A general duty to cooperate fully with the Hearing Panel in all matters pertaining to the hearing of the case.
      - ii. A duty to be present at the hearing. If the accused fails to appear or to notify the Hearing Panel, the hearing shall proceed in his or her absence.
      - iii. A duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.
    - c. Rights of witnesses:
      - i. The right to be presented with a notice of hearing by a member of the Administrative Honor Council at least three work days prior to the hearing.
      - ii. The right to expect that neither his or her person nor property shall be insulted, molested, threatened, or damaged because of his or her part in the hearing.
    - d. Responsibilities of witnesses:
      - i. A general duty to cooperate fully with the Hearing Panel in all matters pertaining to the hearing procedure.
      - ii. The duty to be present at the hearing.
      - iii. The duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.
  3. Hearing Procedures:

- a. The Hearing Panel may allow the introduction of evidence other than testimony of witnesses if the Panel determines that the evidence is relevant.
  - b. Proceedings of each hearing shall be recorded in writing and on tape and shall be labeled and signed by the Chair of the Hearing Panel and the Chair of the Administrative Honor Council.
  - c. After hearing all testimony and reviewing all relevant evidence, the accused and all witnesses will be excused while the panel deliberates.
  - d. The Hearing Panel shall vote by secret ballot. The decision of the Panel will be that one which receives the majority of votes from members of the Panel.
  - e. The Hearing Panel shall notified the accused of its decision. In cases in which the accused is held responsible, the Panel shall inform the accused of the penalty.
  - f. In cases in which the accused is found not responsible, all transcriptions and tapes shall be destroyed immediately. In cases in which the accused is held responsible, the transcriptions and tapes shall be filed in closed files in the appropriate Dean's Office of the academic unit in which the course is housed.
4. Appeals: The accused may appeal the decision of the Administrative Honor Council to the Dean's Office of the academic unit in which the course is housed, which may uphold or negate the recommendation of the Council. The decision of the Dean's Office is final.
5. Confidentiality:
- a. The only individuals who will be informed of an investigation of the Honor Council will be the accused, the witness(es), the accuser(s), and those individuals in the School/College or University administration who may be involved in carrying out a disciplinary action.
  - b. The only faculty members who will be informed of the outcome of the Honor Council will be the student's academic advisor and the Dean of the academic unit in which the course is housed, and the Dean of the academic unit of the accused if this differs. The only exception will be the faculty member who may be asked to carry out disciplinary action.
  - c. The accused will not be informed of the identity of the accuser unless ALL of the following conditions are met:
    - i. The accused student requests to confront the accuser during a Hearing Panel;
    - ii. The Honor Council is using the accuser's testimony in determining the guilt or innocence of the accused;
    - iii. The accuser agrees to be confronted by the accused. If the accuser refuses to meet with the accused, his/her testimony cannot be used.

## **Article IV – Penalties**

- A. Responsible of cheating or plagiarism:
  - 1. Expulsion or suspension for a specified period.
  - 2. Failure in the course in which the violation occurs.
  - 3. Failure on the work in which the violation occurs.
  - 4. Discretionary penalty: a censure or penalty other than the above indicating to the student that the conviction is a result of improper conduct and/or dishonesty on his or her part.
- B. Guilty of lying or academic theft:
  - 1. Expulsion or suspension for a specified time.
  - 2. Censure or written rebuke.

## **GRADUATE HONOR SYSTEM**

This document describes policies and procedures for dealing with infractions of the *Honor Code* by students matriculated in Graduate Programs under the jurisdiction of the Graduate Council of Mercer University.

### **DEFINITION OF THE GRADUATE HONOR SYSTEM**

The Graduate *Honor System* is a code established, interpreted, and administered by the Graduate Council of Mercer University. It is based on the Undergraduate *Honor System* and draws on the traditions of integrity and academic freedom which are embodied by that system. Like that system, the aim of the

Graduate *Honor System* is to promote complete freedom within the academic community - a freedom which is based on a trust between students and faculty.

At Mercer University, the *Honor System* is subscribed to by everyone enrolling in any class, whether during the regular academic year, the summer term, or evening classes. The faculty subscribes to and supports fully the *Honor System*. *The Honor System* places responsibility for honesty where it belongs and ultimately must rest, on the individual. The individual is responsible for reporting any academic dishonesty he or she may observe as well as being responsible for his or her own honesty. By placing the responsibility on the individual, each student becomes the guardian of the *Honor System*. As a pledge to uphold this responsibility, each student assumes the Honor Pledge stating, "I pledge myself to neither give nor receive aid during tests or for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violation of the *Honor System* and that I will give true and complete information before the Honor Committee."

## GRADUATE HONOR PANEL

Policies and procedures regarding graduate student infractions of the *Honor Code* are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the *Honor Code* and to recommend penalties for those found guilty of infractions.

Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on the Honor Panel. The Honor Panel members shall serve for staggered terms so as to provide for continuity of experience.

## DEFINITIONS OF VIOLATIONS

**Violations** A violation of the *Honor Code* involves: (1) cheating, (2) plagiarism, (3) academic negligence, or (4) other acts of dishonesty in the area of academics and research. Perjury or willful omission of evidence during a COMMITTEE hearing is also a violation.

**Cheating** is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

- (1) Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;
- (2) copying ideas or facts from another's papers during a test situation in or out of class;
- (3) giving or receiving facts or ideas by any means whatsoever during a test situation in or out of class;
- (4) obtaining test questions which a teacher does **not** release for further reference;
- (5) obtaining or giving specific information which will be on a test before the test is administered;

**Plagiarism** is defined as the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author.

**Academic negligence** is also a violation of the *Honor Code*. It is unacceptable conduct of a student during a testing situation. (This includes in-class tests, take-home tests, outside assignments, papers, homework, lab reports, etc.) It may include the student's failure to understand the instructor's specific instructions.

**Perjury** is the falsification of testimony or other evidence presented to the Council. Willfully omitting evidence may also result in a conviction.

## PROCEDURE FOR REPORTING HONOR CODE VIOLATIONS

Each student is responsible for reporting any and all infractions of the *Honor Code*. This responsibility is accepted when he or she enrolls in Mercer University and is expected of him or her as a vital participant in the Mercer University *Honor System*. The SYSTEM is so dependent upon this student responsibility that the shirking of this responsibility is considered a serious violation of the *Honor Code*. Faculty as well as students are responsible for reporting any and all infractions of the *Honor Code* which may come to their attention.

The procedure for reporting a violation is:

- (a) If a student or member of the faculty knows or hears of an act of dishonesty, he or she is responsible for reporting the incident to the Dean of the academic unit. The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.
- (b) The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by:
  - (1) selecting two members of the Graduate Honor Panel, and
  - (2) naming one additional member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.
- (c) The chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

## GRADUATE HONOR COMMITTEE PROCEDURE

### I. RIGHTS AND RESPONSIBILITIES

#### A. OF THE ACCUSED

1. The accused shall have following rights in the event that he or she shall face a hearing.
  - a. A right that the charges against him or her be served on him or her by some member of the GRADUATE HONOR COMMITTEE at least 24 hours prior to the hearing. This right may be waived by joint consent of the accused and COMMITTEE.
  - b. A right to summon witnesses and to testify on his or her own behalf.
  - c. A right to be present when the witnesses testify and to question them at the designated time.
  - d. A right to examine written work or other exhibits where the evidence consists in part or whole of same.
  - e. A right to an acquittal unless the COMMITTEE believes that the charge or charges against him or her have been proved beyond any reasonable doubt.
  - f. A right to request the Dean of the School or College to review a finding of guilt and the propriety of the penalty. This right must be exercised within four school days after the hearing.
  - g. The accused shall have the full right of free speech as regards his or her trial.
2. The Accused shall have the following responsibilities in the event that he or she shall face a hearing:
  - a. A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.
  - b. A duty to be present at the hearing. If the accused fails to appear or to notify the COMMITTEE, the hearing shall proceed in his or her absence.

- c. A duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.

**B. OF WITNESSES**

1. A witness shall have the following rights in the event the accused shall face a hearing:
  - a. The right to be presented with a summons at least 24 hours prior to the hearing.
  - b. The right that neither his or her person nor property shall be insulted, molested, threatened, or damaged because of his or her part in the hearing.
2. A witness shall have the following responsibilities in the event that the accused shall face a hearing:
  - a. A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.
  - b. The duty to be present at the hearing.
  - c. The duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.

**II. CONDUCT OF THE HEARING**

**A. PARTICIPATION IN THE HEARING**

1. Every hearing shall be conducted by a GRADUATE HONOR COMMITTEE appointed by the Graduate Council and the Dean of the School or College; the Committee chairperson appointed by the Dean shall preside.
2. The clerk of the COMMITTEE shall take minutes of the proceedings. Recording devices may be used if they are under the control of the COMMITTEE. The accused may listen to the recordings after the hearing in the presence of at least two members of the COMMITTEE. In those cases which result in a conviction, a complete record of the hearing proceedings shall be retained by the COMMITTEE until the graduation of the accused. In cases which result in an acquittal, only the number of the case, the name of the student, and the statement of acquittal shall be retained by the COMMITTEE.
3. A member of the COMMITTEE shall disqualify him or herself in a case in which he or she is called as a witness.
4. The proceedings of the case shall be held in utmost confidence before, during, and after the hearing.

**B. CALL COMMITTEE TO ORDER**

1. The clerk will record the committee members present.
2. The Chairperson of the COMMITTEE will give a review of the facts involved in the case.

**C. CALL THE ACCUSED BEFORE THE COMMITTEE**

1. Prayer by a member of the COMMITTEE.
2. Swear accused in as he or she stands, raises right hand, and rests left hand on the Bible.
3. Remind the accused that perjury and willful omission of evidence are a violation of the *Honor Code*.
4. Ask the accused whether he or she has been afforded all the rights as stipulated by the *Honor System*.
5. Ask the accused how he or she pleads.

**D. CALL WITNESS(S) BEFORE THE COMMITTEE**

1. Swear witness in as he or she stands, raises right hand, and rests left hand on the Bible.
2. Remind witness that perjury and willful omission of evidence are a violation of the *Honor Code*.

**E. QUESTIONING OF WITNESSES AND ACCUSED**

Questioning will be carried out by the committee chairperson to be followed by questions by other committee members.

- F. **QUESTIONING OF WITNESSES BY THE ACCUSED**  
The accused will now have an opportunity to question the witnesses if he or she so desires.
- G. **RESUME BY THE ACCUSED**  
The accused will now have an opportunity to give an uninterrupted resume of his or her defense.
- H. **RECESS FOR DELIBERATIONS**  
Following the resume by the accused, the Committee will recess the Hearing and retire to confer and discuss the case. They will reach a verdict of guilt or acquittal and, in the event of a verdict of guilt, determine the appropriate penalty.
- I. **PROCEDURE OF BEING RECALLED**  
Any witness or the accused may be recalled by the COMMITTEE. If special circumstances warrant, witnesses may also be recalled by the Committee at the request of the accused prior to the presentation of the verdict. The hearing will be reconvened for this purpose.
- J. **REPORT OF THE ACCUSED**
  - 1. **IF GUILTY**
    - a. Give the verdict to the accused.
    - b. Give penalty to the accused.
    - c. Advise accused that the decision may be appealed to the Dean of the respective School or College within four school days.
    - d. Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.
  - 2. **IF ACQUITTED**
    - a. Give verdict.
    - b. Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.

### **III. POST HEARING PROCEDURES**

- A. If the finding be one of guilt, the decision will be recorded in the GRADUATE HONOR COMMITTEE file and the accused will be notified of the decision and informed of the right to appeal. Files pertaining to the hearing will be maintained by the Office of the Dean of the academic unit.
- B. If the finding be one of acquittal, the accused shall be notified of that finding and cautioned that the hearing may be reopened for good cause by the COMMITTEE within a period of four school days.

### **PENALTIES FOR INFRACTION**

- I. **IF THE ACCUSED IS FOUND GUILTY OF CHEATING OR PLAGIARISM, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.**
- A. **TYPES OF PENALTIES:**
  - 1. Class I penalty: expulsion from the graduate program **or** suspension for a specified period.
  - 2. Class II penalty: failure in the course in which the violation occurs.
  - 3. Class III penalty: failure on the work in which the violation occurs.
  - 4. **DISCRETIONARY** penalty:
    - a. A censure or penalty other than the above indicating to the student that the conviction is the result of improper conduct and/or dishonesty on his or her part. A notation of the offense shall be recorded in the GRADUATE HONOR COMMITTEE file of the student in the form of a letter which will be removed upon departure of the student from the university.

5. Upon the unanimous agreement of the GRADUATE HONOR COMMITTEE, a penalty may be suspended with the stipulation that no letter be placed in the GRADUATE HONOR COMMITTEE file but that the decision shall be considered a conviction.

**II. IF THE ACCUSED IS FOUND GUILTY OF ACADEMIC NEGLIGENCE, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.**

**A. PENALTY:**

1. A censure indicating to the student that the conviction is a result of academic negligence or bad judgment on his or her part. A record of the conviction will be kept in the GRADUATE HONOR COMMITTEE file and be removed when the student leaves the University. The COMMITTEE will have the discretion to extend the penalty to not more than an failure on the work. Examples of extended penalties include rewrites on papers and retaking exams.

**III. IF THE ACCUSED IS FOUND GUILTY OF PERJURY OR WILLFUL OMISSION OF EVIDENCE IN TESTIMONY DURING AN GRADUATE HONOR COMMITTEE HEARING, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.**

**A. TYPES OF PENALTIES:**

1. Class I penalty: immediate expulsion from the graduate program or suspension for a specified period.
2. Class II penalty: censure or written rebuke. A record of the conviction shall be kept in the GRADUATE HONOR COMMITTEE file and will be removed upon the departure of the student from the university.

**APPEAL PROCEDURES**

1. In the event of a conviction, the accused may request the Senior Vice President for Academic Affairs to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based.
2. The Senior Vice President for Academic Affairs will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration.
3. If the Senior Vice President for Academic Affairs determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:
  - a. the accused
  - b. any witness that the accused or the Senior Vice President for Academic Affairs wishes to question
  - c. the faculty member in whose class the violation is alleged to have occurred
  - d. any written evidence used in the Committee hearing
  - e. any records, notes or recordings kept by the Committee.
4. If after reconsideration the Senior Vice President for Academic Affairs believes that there are adequate grounds for changing the decision of the Committee, he or she may:
  - a. reverse the conviction or lower the penalty or
  - b. if additional evidence was presented after the original Honor Committee decision, refer the matter back to the Committee for its further deliberation.
5. If the Senior Vice President for Academic Affairs determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the President. The decision of the President shall be final.

## Appendix B: Sexual Harassment Policy and Procedure for Filing a Non-Academic Grievance

### Prohibition of Sexual Harassment

The University is committed to maintaining an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment harms the environment the University seeks to maintain and is unequivocally prohibited. Moreover, sexual harassment is a form of sex discrimination and violates Federal laws, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite sex or same sex, when the behavior falls within the following definition.

### Definition

Sexual harassment is defined as unwelcome sexual advance, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity; or
- submission to or rejection of such conduct is used as a basis for an academic, employment, or placement decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience or creates an intimidating, hostile, or offensive environment for working or learning.

### Examples

Examples of conduct prohibited by this policy include, but are not limited to:

- persistent, unwelcome flirtation, advances, or propositions of a sexual nature;
- repeated insults, jokes, anecdotes, or gestures that are commonly considered by people of a specific sex to be demeaning to that sex;
- repeated, unwelcome comments of a sexual nature about an individual's body or clothing or about sexual activity or speculations about previous sexual experience;
- unnecessary or unwelcome touching, such as patting, pinching, hugging, or repeated brushing against an individual's body;
- direct or implied threats that submission to or rejection of requests for sexual favors will affect decisions regarding such matters as an individual's employment, work assignments or status, salary, academic standing, grades, receipt of financial aid, or letters of recommendation; and
- unwarranted use of sexually suggestive materials.

A faculty member's choice of teaching techniques, selection of instructional materials, or other conduct through which the faculty member seeks to communicate with students in an instructional setting shall not be prohibited under this policy if the faculty member claims the conduct is legitimately related to the subject matter of the course unless the Discrimination & Harassment Prevention Board finds that the faculty member's claim is clearly unreasonable.

### Counseling, Advice, and Informal Resolution

In many instances, informal discussion and mediation can be useful in resolving perceived instances of sexual harassment. Problems are sometimes easier to resolve when an informal atmosphere encourages people to identify the difficulty, talk it out, and agree on how to deal with it. Problems, questions and grievances may be discussed with any member of the Discrimination and Harassment Prevention Board identified in the Equal Opportunity Policy. The Associate Vice President of Human Resources should be

advised of any concern brought to a member of the Discrimination and Harassment Prevention Board. The Board Members and the Associate Vice President of Human Resources may be especially useful in advising and aiding a student's own efforts to resolve a problem. Such help may involve coaching the individual in preparation for a conversation with the person causing the problem or assisting the student in writing a letter to that person describing the offending behavior and requesting that it stop. In other cases, it may be necessary to arrange for a change in section assignment or for a re-evaluation of work submitted for a grade.

### **Formal Grievance Procedures**

Any student who believes he or she has been subjected to sexual harassment may also file a formal complaint with any member of the Discrimination and Harassment Prevention Board or the Associate Vice President of Human Resources, either initially or after having sought informal resolution as described above. The formal report will be taken by the Associate Vice President of Human Resources, signed by the complainant, and must describe the specific action(s) complained of. A complainant who wishes to pursue a formal complaint must be willing to be identified to the accused. The complaint will be investigated and resolved in accordance with the University's Grievance Procedures for Discrimination and Sexual Harassment Complaints. Copies of these procedures are available from the Equal Opportunity/Affirmative Action Officer, located in the Human Resources office, or from the Office of the Vice President for Student Affairs on the third floor of the Connell Student Center.

### **Voter Registration Requirements of the Higher Education Amendments of 1998.**

This federal law requires colleges and universities to provide each enrolled student the opportunity to apply to register to vote or to update their voter registration records at least once a year. Voter registration information at Mercer University may be obtained from the Office of Campus Life or the Office of the Vice President and Dean of Students. For further information on this amendment, contact Student Affairs at (478) 301-2685. Students with disabilities may obtain information and assistance in filling out the forms at the Office of Disability Services (Student Support Services) in the Connell Student Center or at (478) 301-2778.

### **Student Nonacademic Grievance Process**

#### **Policy Statement**

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) an employee of the University, (2) administrative policies or procedures, (3) a University program, service, or activity.

#### **Procedure**

When a student wishes to file a formal complaint that is nonacademic in nature, he/she should follow these procedures:

1. The student should submit the complaint in writing to the university employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.
2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the

meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.

3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President for Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.
4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
  - (a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources. If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.
  - (b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The Office of the Vice President for Student Affairs serves as a resource for students seeking assistance with grievance procedures.

## Appendix C: Field Experience Overview Charts

### Degree-Seeking, Undergraduate Program Field Experience Overview

Program(s)	Field Experience Course	Hrs	Cluster	Placement	Nature of Experience
Early Childhood/ Special Education	Fieldwork I	35	Minimum of one placement in each: P-K; 1-3; and 4-5	All candidates must be placed in a minimum of three different schools during their 4 field experiences; diversity of school settings (rural, urban, suburban) is tracked through the Demographic Data Report Assignment.	Observations
	Fieldwork II	35			Tutoring; small group instruction (special needs setting)
	Practicum	60			Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
	Student Teaching	480			Full-time teaching
Middle Grades	Fieldwork I	35	6-8; content- specific; one concentration	All candidates must be placed in a minimum of three different schools during their 4 field experiences; diversity of school settings (rural, urban, suburban) is tracked through the Demographic Data Report Assignment.	Observations
	Fieldwork II	35	4-5; alternate concentration or self- contained		Tutoring; small group instruction
	Practicum	60	4-8; one concentration		Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
	Student Teaching	480	6-8; alternate concentration		Full-time teaching
Secondary  All placements must be content- specific.	Fieldwork I	35	9-12	All candidates must be placed in a minimum of three different schools during their 4 field experiences; diversity of school settings (rural, urban, suburban) is tracked through the Demographic Data Report Assignment.	Observations
	Fieldwork II	35	6-8		Tutoring; small group instruction
	Practicum	60	6-12		Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
	Student Teaching	480	6-12		Full-time teaching

### Holistic Child Field Experience Overview

Field Experience Course	Hours	Cluster	Placement	Nature of Experience
Field Component I	24	Pre-K	Montessori school (12 hrs); Private day care/learning center (12 hrs)	Observation and participation
Field Component IIA	35	K-5	High risk/low socioeconomic setting OR Special Needs setting	Observation and participation
Field Component	35	K-5	Setting not chosen for IIA	Observation and

IIB				participation
Field Component IIIA	35	K-5	Fine Arts Magnet OR Math/Science Magnet	Observation; participation; working with individual students and small groups
Field Component IIIB	35	K-5	Setting not chosen for IIIA	Observation; participation; working with individual students and small groups
Field Component IVA	80	K-5	Suburban OR Rural setting	Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
Field Component IVB	480	K-5	Setting not chosen for IVA	Full student teaching experience

### MAT and Certification-Only Field Experience Overview

Level	Program(s)	Field Experience Course	Hours	Cluster	Placement	Nature of Experience
Undergraduate	Early Childhood/ Special Education Certification-Only	Field Work II	35	Minimum of one placement in each: P-K; 1-3; and 4-5	All candidates must be placed in a minimum of three different schools during their 3 field experiences. Diversity of school settings (rural, urban, suburban) is tracked through the Demographic Data Report Assignment. Additional 35 hrs required if necessary to meet diversity of placement requirements (for candidates teaching on non-renewable certificates).	Tutoring; small group instruction
		Practicum OR Mentored Practicum	60			Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
		Student Teaching OR Internship	480			Full-time teaching
	Middle Grades Certification-Only	Field work II	35	4-5		Tutoring; small group instruction
		Practicum OR Mentored Practicum	60	4-8; one concentration		Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
		Student Teaching OR Internship	480	6-8; other concentration		Full-time teaching
Graduate	Early Childhood MAT and Certification-Only	Initial Field Experience	35	Minimum of one placement in each: P-K; 1-3; and 4-5	Tutoring; small group instruction	
		Practicum OR Mentored Practicum	60		Observation; choosing, writing and teaching a unit;	

						minimum instructional time of 10 class lessons
		Student Teaching OR Internship	480			Full-time teaching
	Middle Grades MAT and Certification-Only	Initial Field Experience	35	4-5		Tutoring; small group instruction
		Practicum OR Mentored Practicum	60	4-8; one concentration		Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
		Student Teaching OR Internship	480	6-8; other concentration		Full-time teaching
	Secondary MAT and Certification-Only All placements must be content-specific.	Initial Field Experience	35	6-8		Tutoring; small group instruction
		Practicum OR Mentored Practicum	60	6-12		Observation; choosing, writing and teaching a unit; minimum instructional time of 10 class lessons
		Student Teaching OR Internship	480	6-12		Full-time teaching

### Music Education Field Experience Overview

Course	Hours (min.)	Schools	Grade levels	Nature of Experience
MUS 221; MUS 222; MUS 223; MUS 224	20 total	Alexander II Elementary Magnet (Urban)	5	Participated in beginner instrumental classes with lead teacher Taught private lessons Participated in group lessons
		Miller Middle Magnet (Urban)	6-8	Same as above
MUS 370	10	Porter Elementary (Suburban)	K-5	Observations Taught class openers and closers Rehearsed Porter Elementary Honor Choir

		Springdale Elementary (Suburban)	K-5	Observations Taught class openers and closers
MUS 372	10	Central High School (Urban)	9-12	Observed and participated in chorus, band, and strings classes
		Houston County High School (Rural)	9-12	Observed and participated in chorus, band, and strings classes
		Mount DeSales Academy (Private)	9-12	Observed and participated in chorus, band, and strings classes
MUS 474	10	Houston County High School (Rural)	9-12	Observed chorus; did warm-ups with various choirs
		Northside High School (Suburban)	9-12	Observed chorus; did warm-ups with various choirs
MUS 475	10	Central High School (Urban)	9-12	Observed marching band, taught marching band drills; observed concert band warm-ups; served as coaches on scale and technical drill work; sight-reading development
		Warner Robins High School (Urban)	9-12	Observed marching band, taught marching band drills; observed concert band warm-ups; served as coaches on scale and technical drill work; sight-reading development
		Houston County High School (Rural)	9-12	Observed marching band, taught marching band drills; observed concert band warm-ups; served as coaches on scale and technical drill work; sight-reading development
		Heart of Georgia Marching Band Contest	9-12	Observed and conducted marching band drill analysis
Totals	60 hours (min)	10 settings: 3 P-5 1 6-8 6 9-12		
Student Teaching (EDUC 492)	480		P-12	Full-time teaching

Appendix D: Placement Exception Application Form  
**Placement Exception Application**  
**Tift College of Education**

**Student ID** \_\_\_\_\_

**Name** \_\_\_\_\_  
Last First Middle Initial

**Campus Location** \_\_\_\_\_

**Contact Information** (\_\_\_\_\_) \_\_\_\_\_ **E-mail** \_\_\_\_\_  
telephone

**Field Experience under consideration** \_\_\_\_\_

**To the Applicant**

- All lines must be filled. Use black ink or type.
- Sign the application.
- Submit to the appropriate field placement office. Submission must be within five days after receiving notification of a placement change by the Director of Field Placement and Certification/the Coordinator of Atlanta Field Placements.

**Macon Residential, Douglas RAC, Eastman RAC,  
Henry RAC, Macon RAC**  
Office of Field Placement and Certification  
Stetson Hall 110  
Mercer University  
1400 Coleman Avenue  
Macon, GA 31207  
ATTN: Carolyn R. Garvin

**Atlanta Cecil B. Day Campus**  
Coordinator of Atlanta Field Placements  
Cecil B. Day Campus  
Mercer University  
3001 Mercer University Drive  
Atlanta, GA 30341  
ATTN: Emilie Paille

I applied for a field placement in \_\_\_\_\_ County/School System. My request was denied because \_\_\_\_\_

I am appealing the denial for the following reason(s): (Use back of page if needed)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand that an additional fee will be charged to me if my appeal is granted. I also understand that, if my appeal is granted, the Office of Field Placement will determine the school location for this field experience.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Appendix E: Graduation without Certification Form  
**Tift College of Education**  
**Graduation without Certification**  
**Statement of Agreement**

In accordance with the policy outlined in the Tift College of Education Teacher Education Handbook, I, \_\_\_\_\_, am applying to receive a degree in Education (Student's Name and Student ID Number ) without certification. I have read the policy as stated in the Teacher Education Handbook and submit that:

**Read and initial all that apply:**

- \_\_\_\_\_ a. teaching is no longer my chosen profession, but I wish to complete an education degree without certification rather than changing major.
- \_\_\_\_\_ b. my career goals require a degree in education without teacher certification.
- \_\_\_\_\_ c. my circumstances prohibit loss of employment while student teaching. \*  
*\* If choice 'c' is checked, page 2 of this document must be completed.*

I have read the policies regarding graduation without certification (attached), and I understand these policies. I have complied with the requirements listed below:

- \_\_\_\_\_ a. notified my advisor in writing of my intent and my rationale for taking this action (please enclose copy of notice when returning this form).
- \_\_\_\_\_ b. met with my advisor to determine the coursework necessary to substitute for the 15 hour requirement for student teaching (please enclose a list of the selected courses. The list must be dated and signed by the student and by the advisor)

I further understand that by choosing to receive the Bachelor's Degree in Education without certification that I am not eligible for recommendation for certification by the Tift College of Education until such time that all certification requirements have been successfully completed through the Tift College of Education.

Student's Name (Print)	Student's Signature	Date
Advisor's Name (Print)	Advisor's Signature	Date
Director, Field Experience & Certification Date	Director's Signature	
Dean's Name (Print) Date	Dean's Signature	

**Option A: Mentored Practicum and/or Internship**

I, \_\_\_\_\_, understand that the following parameters  
(Name and ID Number)  
apply to choice 'C'

Students who choose to enroll/re-enroll in the Tift College of Education to participate in the Mentored Practicum and/or Internship for certification purposes must:

1. Apply for admission/re-admission to Mercer University through the Admissions Office.
2. Apply for admission to the Certification Only Program in the Tift College of Education.
3. Meet all course requirements for certification that are in place at the time of enrollment/re-enrollment.
4. Meet all requirements for the Mentored Practicum/Internship; such requirements include, but are not limited to, passing Praxis II/GACE II test scores, employment in a school system in the appropriate certification area, a non-renewable certificate issued by the Georgia Professional Standards Commission in the appropriate certification area.
5. Submit the application packet for the Mentored Practicum or the Internship by the posted deadline.

**Option B: Student Teaching**

I, \_\_\_\_\_, understand that the following parameters  
(Name and ID Number)  
apply to choice 'C'

Students who choose to enroll/re-enroll in the Tift College of Education to participate in the Mentored Practicum and/or Internship for certification purposes must:

1. Apply for admission/re-admission to Mercer University through the Admissions Office.
2. Apply for admission to the Certification Only Program in the Tift College of Education.
3. Meet all course requirements for certification that are in place at the time of enrollment/re-enrollment.
4. Meet all requirements for Student Teaching; such requirements include, but are not limited to, full admission status in the appropriate Teacher Education Program, completion of all courses required for certification in the appropriate field.
5. Submit the application for Student Teaching by the posted deadline.