Teacher Education Program
Admittance Assurances

Declaration of Initial Licensure Grade Level & Approved Program

On your application to the Teacher Education Program you have indicated that you are seeking Initial Licensure in one of the IL State Educator Preparation and Licensure Board approved programs at Monmouth College. If at any time you change the grade level and/or approved program of initial licensure you are seeking you are required to notify the Director of Teacher Education in writing no later than the semester prior to enrollment in the student teaching clinical experience. In addition, you must complete an advising conference with the Associate/Director of Teacher Education to review your academic plan and confirm that your change is aligned with an approved initial licensure program at MC.

I,________________________________________________, affirm that I have read the preceding statement and agree to abide by the terms. Should I choose to change my grade level and/or approved program of Initial Licensure, I will notify the Director of Teacher Education in writing no later than the semester prior to enrollment in the student teaching clinical experience to verify that a SEPLB approved program exists in the desired area and level. Failure to provide written notification and obtain verification may result in the denial of licensure entitlement.

Select the IL State Educator Preparation and Licensure Board approved program for Initial Licensure that you intend to complete at Monmouth College from the list below. No other Initial Licensure programs are available through Monmouth College.

Grade Level:
☐ K-12
☐ 9-12
☐ 1-6

Approved Program:
☐ Foreign Language-French
☐ Drama/Theatre
☐ Elementary Education Self-Contained
☐ Foreign Language-Latin
☐ English-Language Arts
☐ Foreign Language-Spanish
☐ Mathematics
☐ Music
☐ Physical Education
☐ Physical Education
☐ Social Science-History
☐ Physical Education

(check ALL that apply)

Date:___________________________________ Signature:_____________________________________________________
Terms of Continuation in the Monmouth College Teacher Education Licensure Program

After admittance to the teacher education program and/or the student teaching clinical experience, I will maintain all required admittance criteria until completion of the teacher education program and/or the student teaching clinical experience. If any of the admittance criteria fall below admittance /continuance requirements, I will be placed on probation for the upcoming semester and will not progress further with additional programmatic coursework. During the probationary semester, I must rectify the cause(s) leading to probation. During probation, I will not be permitted to enroll in licensure coursework other than the course(s) or action needed to rescind my probationary status. If I am not able to make satisfactory progress and am still below the admittance/continuance requirements at the end of the probationary semester, I will be removed from the teacher education program. I understand that I must reapply to the teacher education program the following semester. In order to qualify for re-admittance, I must meet all admittance criteria in effect at the time of my most recent application to the Teacher Education Program. In addition, I must complete an advising conference with the Associate Director and Director of Teacher Education. If I feel I have extenuating circumstances regarding my probationary status or removal from the teacher education program, I can appeal the decision to the appropriate committee and/or individuals outlined in the Candidate Appeal Process document located on the Educational Studies Department webpage (http://department.monm.edu/education/procedures/candidate-appeal-process.pdf).

I, ________________________________, affirm that I have read the preceding statement and agree to abide by the terms of admittance into the teacher education program and the student teaching clinical experience leading to licensure, and the terms of continuance in the teacher education program.

Date: _____________________________  Signature: ____________________________________________

Clinical Experience Transportation

The teacher education candidate will be responsible for transportation and associated costs to and from the assigned practicum placement/field experience/clinical experience placement. Once a candidate is placed, changes will be made only for extraordinary circumstances approved by the Teacher Education Subcommittee. If you feel that you have extraordinary circumstances related to transportation you may appeal your placement as outlined in the Candidate Appeal Process document located on the Educational Studies Department webpage (http://department.monm.edu/education/procedures/candidate-appeal-process.pdf).

Your signature below acknowledges that you have received this information and understand what is being communicated.

Date: _____________________________  Signature: ____________________________________________
Monmouth College Teacher Education Program Vision and Values

Section 1. Vision and Values
The Monmouth College Educational Studies Department and the Teacher Education Program are committed to creating and providing teachers who improve the quality of education in Illinois and other states by establishing high standards for preparation, licensure, practice and ethical conduct in the teaching profession.

Section 2. Introduction
(a) Professional conduct defines interactions between the individual candidate in the program and students, participating schools, and all professional staff. The responsibility for professional conduct rests with the individual teaching candidate. A code of professional conduct for candidates seeking licensure is provided under the auspices of the Educational Studies Department and the associated Teacher Education sub-committee which oversees licensure policies and candidate progress throughout the program. Any violation of specified sections of the Code may constitute a basis for censure. Violations of the Code may also be used as supporting evidence in the denial of entrance into the Teacher Education Program or the student teaching clinical experience. Violations of the Code may also be used to support the decision to withdraw a candidate from the required practicum experiences and the student teaching clinical experience.
(b) The following sections make explicit the values and behavioral expectations of the education profession. When individuals enter into the teacher education program, they make a moral commitment to uphold these values.

Section 3. Purpose
(a) It is expected that candidates in the program understand that the quality of their actions and services directly influence the schools and their students. Further, candidates are to recognize their obligation to conduct themselves in a manner which places the highest esteem on human rights and dignity. Candidates are to seek to ensure that every student receives the highest quality of teaching. The Teacher Education program expects that every candidate maintain a high level of competence from entry into the program through licensure.
(b) The primary responsibility of a candidate is to the student and the development of the student's potential. Central to student development is the professional educator's valuing: the worth and dignity of every person, student and colleague alike; the pursuit of excellence; the acquisition of knowledge; and the integration of empowering and democratic principles. To those ends, the aspiring educator will engage in continuing professional development and keep current with research and practice. Candidates are to encourage and support the use of resources that best serve the interests and needs of students and peers. Within the context of professional excellence, the candidate will explore and support the dignity of the human experience.

Section 4. Professional Conduct Code
(a) Professional conduct includes behaviors and attitudes that are based on a set of values that the professional education community believes, accepts, and models. These values are evidenced by professional conduct toward students and colleagues, and the educator's employer and community. When a teacher candidate enters the program he/she is expected to conduct him/herself in a professional manner.
(b) Teacher candidates are expected to:
   (1) Exhibit consistent and equitable treatment of students, fellow educators and parents.
   (2) Respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, gender, sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases for discrimination is not all-inclusive.
   (3) Accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
   (4) Impart to their students principles of good citizenship and societal responsibility.
   (5) Exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
   (6) Be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
   (7) Keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
   (8) Exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.
(9) Not engage in misconduct.
   a Destroying property
   b Committing violence against others
   c Sexually, or otherwise, harassing others or engaging in inappropriate sexual relationships
   d Threatening, coercing or discriminating against others
   e Committing acts of academic dishonesty
   f Demonstrating problematic behaviors such as public or underage intoxication, theft, drug use, etc.

(10) Regularly attend, be prepared for, and contribute to academic classes both on campus and in field placements.
     This list is not intended to be exhaustive.

Section 5. Professional Conduct Review
The professional conduct of a teacher candidate reflects upon the practices, values, integrity and reputation of the teaching profession. A candidate who behaves or acts in a manner that calls into question his or her ability to act responsibly or work productively in schools can be reprimanded by the Teacher Education sub-committee. The Teacher Education sub-committee can impose reprimands up to and including withdrawal from the Teacher Education program.

The Director of Teacher Education will review summaries annually of disciplinary and academic dishonesty files held in the offices of Student Affairs and Academic Affairs, as well as any other incidents of professional misconduct of those students who are teacher candidates. If a teacher candidate has violated the disciplinary code and/or the academic honesty code or not met other professional conduct expectations, a recommendation for reprimand as it relates to the student’s teacher education candidacy will be made to the Teacher Education sub-committee by the Director of Teacher Education. The Teacher Education sub-committee will review the recommendation and the findings to determine if a reprimand is warranted and the student will be informed in writing of the decision.

Section 6. Appeal Procedure
If the Teacher Education sub-committee determines that a reprimand is warranted the candidate will be given written notice of the decision and an opportunity to appeal any decision. The Illinois State Board of Education recognizes and supports both the obligations of the College to sanction candidates and the right of candidates to a fair and reasonable opportunity to respond to, and appeal, sanctions. The candidate appeal procedures can be found under the named link on the Educational Studies Departmental webpage (http://department.monm.edu/education/procedures/candidate-appeal-process.pdf) or by request in the Educational Studies Department.

Your signature below acknowledges that you have received this document and understand that as a candidate in the Teacher Education Program you will be held to the practices and conduct outlined and implied in this document. Any violation of expected conduct can be used as grounds for candidate withdrawal from the student teaching clinical experience and/or the Teacher Education Program.

Date: ___________________________ Signature: ____________________________________________