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## Department of Teacher Education

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### MISSION AND GOALS

The mission and goals of the Teacher Education Unit and Department are to prepare collaborative, reflective professional educators who are competent, caring and committed individuals for teaching diverse learners in today's world.

The primary goals are to develop teachers who:

- are knowledgeable about and committed to working with learners,
- understand curriculum and the organization of schools for teaching and learning,
- understand that teaching is inquiring,
- have content knowledge and are lifelong learners,
- value varying learning experiences and diversity, and determine and adjust teaching methods and strategies according to the needs of individual learners.

The Department of Teacher Education offers an undergraduate degree in Middle Grades Education and coordinates with other departments to prepare students for certification in the following areas: Secondary Education (Biology, English, History, and Mathematics), Music Education and Masters of Arts in Teaching degrees for English and Mathematics.

The Middle Grades Education program is designed to lead to certification in grades 4 thru 8 for teaching two concentrations among four areas: mathematics, science, social sciences and language arts. The teacher certification programs for teaching secondary (grades 6 thru 12) biology, English, history and mathematics are housed in the respective content departments. Refer to the Departments of English, Humanities, Mathematics, and Natural Sciences sections of this catalog for additional information. Faculty members from departments in the College of Arts and Sciences and the Department of Mathematics in the College of Informational and Mathematical Sciences teach the content subject courses and assist with field instruction. Education faculty members teach on-campus professional studies courses and some partnership field-based teachers collaborate with education faculty for providing field-based experiences and instruction.

The Music Education (P-12) program is designed to lead to certification for teaching music in grades P-12. The program's focus is three-prong: collaboration with the music program at Spivey Hall, field based instruction by practitioners within area schools as initially developed with the existing teacher education program, and provision of a technologically rich educational environment. Refer to the Department of Visual and Performing Arts section of this catalog for additional information.

The Master of Arts in Teaching programs are designed for individuals who seek certification to teach secondary mathematics or secondary English. Applicants should hold a bachelor's degree in mathematics, English, or related areas, and/or have a provisional teaching certificate in these disciplines. These initial certification programs will prepare interested persons to receive a master's degree while preparing them to become certified to teach in the fields of secondary mathematics or secondary English. Refer to the Graduate Catalog for additional information.

## CONCEPTUAL FRAMEWORK

The Clayton State University Teacher Education Unit has defined its theme through the Conceptual Framework. The Conceptual Framework promotes reflective practice, with an outline for preparing quality teachers who are competent, caring, committed, collaborative, and culturally responsive. These qualities are consistent with standards promoted by the Georgia Professional Standards Commission, National Council for the Accreditation of Teacher Education, and the Interstate New Teacher Assessment and Support Consortium.

## ADMISSION POLICY

Students must meet the following criteria before submitting their applications for admission to the upper division portion of the program in teacher education. More information about the application is available at general information sessions. Contact the Department of Teacher Education about the dates of these information sessions.

1. Admission to Clayton State University. (Transfer students who meet the criteria below may simultaneously submit applications for the University and for teacher education program admission—two separate application forms.)
2. Met with an Arts and Sciences Academic Advisor.
3. Completion of at least 45 semester hours of college credit. Grades of A, B, C, or K in all applicable Area A-F courses. Students are required to complete all courses in Areas A-F before admission to program.
4. Grades of A, B, C, or K in all applicable Areas A-F courses.
5. A cumulative Institutional Grade Point Average of 2.50 or higher based on all last attempted coursework
6. A cumulative Overall Grade Point Average of 2.50 or higher.
7. Successful completion of teacher education writing assessment with passing score
8. Grades of A, B, or C in EDUC 2110, EDUC 2120, and EDUC 2130
9. Attendance at a general information session sponsored by the Clayton State University Department of Teacher Education.
10. Passing scores or exemption on the GACE Basic Skills Assessment.
11. Submission of a one-page essay on why the applicant wants to be a teacher.
12. Submission of a background check dated no more than 30 days prior to application submission.
13. Attendance at a personal interview conducted by the Department of Teacher Education.

In order for a student to be eligible to begin and continue taking upper-division Teacher Education courses the following requirements must be met:

1. Written notification of program acceptance. (Meeting minimum admission standards does not guarantee acceptance.)
2. Middle Grades Education Candidates who select a teaching concentration in mathematics, must earn a grade of "C" or better in MATH 1113 (precalculus) and MATH 1231 (statistics) before declaring mathematics as a first or second teaching concentration. Passage of both MATH 1111 and MATH 1112A with a grade of "C" or better will be accepted as a substitute for MATH 1113.
3. Music Education Candidates must pass the Sophomore Barrier.
4. Minimum competence in microcomputer applications as required by the Clayton State Notebook Computer Policy (refer to policy in this Clayton State University Catalog).
5. Signing of an affidavit to show compliance with Professional Standards Commission Standard II.A. (G10): "The education unit/program shall provide information to each candidate about professional ethical standards, background check, and clearance for certification and employment; and ensure that candidates admitted to the program are persons whose social and ethical behavior is acceptable as an educator." The affidavit form is provided upon formal notification of admission to the B.A. or B.M. program. Provide evidence of liability insurance and successful background check clearance prior to participation in specific field-based or clinical experiences when required.

## APPLICATION PROCEDURES

1. Applicants who meet the criteria explained above should submit a teacher education application form and supporting documentation to the Clayton State University Department of Teacher Education. (Application forms are available from the Department of Teacher Education.)

2. The application deadline for Teacher Education programs is posted in the Department of Teacher Education. (The deadline period is called an admission cycle.)
3. All complete and eligible applications received by the published deadlines will be considered for the available positions in the programs for the appropriate semester. Complete applications must include *all* required documentation. The date that an application is completed is not a factor in the admission decision process for applications received by the deadline.
4. Applicants not admitted during a given admission cycle and individuals who fall below minimum standards after notification of admission may, upon written request to the Department of Teacher Education, have their applications reconsidered during the next admission cycle. Reconsideration is not automatic; written request is required, and additional information may be submitted.
5. Applicants may submit their applications for Fall Semester admission by or before the last Friday in May. Any applications received after the May deadline will be placed on a waiting list in the event a slot in the programs becomes available.
6. Applicants selected for admission during each admission cycle will be notified in writing. The admission notice will indicate a date by which the individual must formally accept or decline admission; those who fail to respond within the allotted time will have their admission offers revoked, and their spaces will be allotted to other eligible applicants. Candidates admitted into the B.A. or B.M. program will be assigned to an advisor in education for the junior and senior years.
7. A maximum of 21 semester hours of upper division transfer credit may be applied to the B.A. in middle level teacher education at Clayton State University. The following courses must be taken at Clayton State University: LART 3010, MATH 3010, SCI 3110, HIST 3110, EDUC 3000, 3001, 3010, 3020, 3100, 3350, 4001, 4002, 4710, 4712, and 4720. The Department of Teacher Education will evaluate equivalencies for other courses in the Middle Grades Education program. Every effort will be made to accept credit that is reasonably equivalent to Clayton State University courses. However, the University reserves the right to request additional documentation and/or to require specific site-based experiences or directed readings to validate credit and/or to meet certification requirements. Applicants will be notified in writing of such requirements.

#### **PROVISIONAL ADMISSION POLICY**

Provisional admission may be granted to students with no more than three core (Areas A-F) courses left to complete, students who have not successfully completed the Writing Assessment, and/or students who have not successfully completed the oral interview. Students granted provisional admission will have one academic year to complete all outstanding course requirements and one semester to complete all Writing Assessment and/or interview requirements.

#### **READMISSION POLICY**

Students who fail to maintain admission criteria after receiving written notification of program acceptance will have their admission revoked. Upon written request, such students will be reconsidered when they again meet the eligibility criteria and provide the following: a current background check, proof of SGAE or PAGE membership, evidence of liability insurance, and a signed acknowledgement of GaPSC Code of Ethics for Educators.

#### **WRITING ASSESSMENT REQUIREMENTS**

Teacher Education programs place high emphasis on the ability of graduates to communicate effectively. Accordingly, these skills are assessed and monitored throughout the programs, and academic support is provided.

As stipulated in the Application and Admission Eligibility Standards section, the writing of all Middle Grades Education program applicants is assessed using the Clayton State University English Department's First Year Writing Program Rubric. Candidates have two opportunities to take the assessment in an effort to score the prerequisite 80% (with no area score lower than a 2) for their senior practicum, either through the TEWA at the Clayton State University Testing Center or through their writing in LART 3010. The first opportunity to reach the prerequisite is during the mandatory TEWA completed at the Clayton State University Testing Center prior to admission to the Middle Grades Program. Candidates' second opportunity to meet the TEWA requirement is through writing assignments in LART 3010 during the first semester of enrollment. If a candidate's writing profile in LART 3010 meets the required score, the candidate has fulfilled the writing requirement. Candidates who do not score 80% through either venue have the opportunity to seek assistance at Clayton State University's Writers' Studio before retaking the TEWA at the Testing Center. See scoring rubric at <http://a-s.clayton.edu/mlamb/Writing%20Rubric.pdf>. Before making a second attempt, it is recommended that you contact Dr. Amy Sanford at [AmySanford@Clayton.edu](mailto:AmySanford@Clayton.edu).

## SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

General University policies on good standing and academic and disciplinary probation and suspension apply to the teacher education programs. In addition to these policies Teacher Education students are required to maintain a cumulative Institutional Grade Point Average of 2.50 or higher based on all last attempted coursework and a cumulative Overall Grade Point Average of 2.50 or higher.

Due to the sensitive nature of working with children and youth in authentic school settings, the following additional standard applies: Any faculty member or administrator of the University and/or a cooperating school system may immediately remove a candidate from an on-site setting if, in that person's professional judgment, the candidate has acted in an inappropriate manner involving children or youth. The Coordinator for Educational Field Experiences and/or the department head for Teacher Education/Director of Professional Education Programs will investigate the case in an expeditious manner. The department head will issue a written ruling to the candidate with copies to the Dean of Arts and Sciences and the Provost/Vice President for Academic Affairs. Depending on the circumstances, the ruling may include exoneration, admonishment, probation, suspension of reasonable duration, or dismissal. Appeals may be initiated according to established University Academic Appeal policy.

In order to be placed in the senior year internship, which begins at the end of July or beginning of August, depending on the school year calendars of the six partnership school districts, candidates must have in place the following:

1. A cumulative Overall GPA of 2.50 or higher.
2. A cumulative Institutional GPA of 2.50 or higher based on all last attempted coursework.
3. Completion of each course in the program sequence with a grade of C or higher (or K).
4. Successful completion of the program writing profile. (Middle Grades Education majors).
5. Endorsement of the junior year by the Professional Education Programs Committee (PEPC).
6. An updated background check.
7. Renewal of liability insurance coverage.

Course overloads will not be permitted during enrollment in the full-time senior internship.

## TEACHER CERTIFICATION

In Georgia, to receive certification to teach, individuals must document having met criteria endorsed by the Georgia Professional Standards Commission, including successful completion of the GACE Content Assessment(s). Fingerprinting and FBI background checks are required for professional employment in Georgia public schools. An applicant for certification in Georgia must comply with the ethical standards of the profession. Additional information and Georgia certification applications are available online at [www.gapsc.com](http://www.gapsc.com). The Department of Teacher Education will assist students in submitting proper documentation to the Georgia Professional Standards Commission.

## HONOR SOCIETIES AND CLUBS

The Clayton State University Teacher Education Club, the Student Georgia Association of Educators (SGAE), the Student Professional Association of Georgia Educators (SPAGE), and the **Collegiate Middle Level Association (CMLA)** are among the honor societies, clubs, and service organizations designed to support and supplement the educational and professional development of students.

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## Bachelor of Arts in Middle Grades Education

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The B.A. in Middle Grades Education was developed through a collaborative partnership of classroom teachers, education experts, and Clayton State University faculty. The Clayton State University teacher education programs are maintained in partnership with seven county school systems in the University's primary service area—Clayton, Dekalb, Fayette, Fulton, Henry, Rockdale, and Spalding. All on-site education field experiences will be provided by these systems. The Teacher Education Advisory Council serves as an external advisory group for teacher education programs.

## BACHELOR OF ARTS IN MIDDLE GRADES EDUCATION DEGREE PROGRAM REQUIREMENTS

**Core Curriculum (Areas A - E) .....42 hours**

All Middle Grades Education Core Curriculum requirements are shown in the suggested degree program.

### Lower Division Major Requirements

**(Core Curriculum Area F) .....18 hours**

EDUC 2110 Investigating Critical & Contemporary Issues in Education.....3 hours  
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts 3 hours  
EDUC 2130 Exploring Learning and Teaching .....3 hours  
Courses appropriate to the teaching field.....9 hours

Three courses must be chosen upon consultation with an advisor to support the first and second area of teaching concentrations. The following courses are recommended and can only be used once for academic credit:

Language Arts: ENGL 2111, ENGL 2112, ENGL 2121, ENGL 2122, ENGL 2130, ENGL 2131, or ENGL 2132;

Mathematics: MATH 1112A, MATH 1113, MATH 1231, MATH 1241, or CSCI 1301;

Natural Sciences: SCI 1901 ASTR 1010/1010L, ASTR 1020/1020L or CHEM 1151/1151L (lab hour is excess credit);

Social Studies: HIST 1111, HIST 1112, HIST 2111, HIST 2112

Middle Grades Education candidates who select a concentration in Mathematics must pass MATH 1113 and MATH 1231 with a grade of 'C' or better. MATH 1111 and MATH 1112A may substitute for the MATH 1113 requirement.

### Upper Division Requirements .....20 hours

EDUC 3000 Teacher Education Seminar I (Institutional Credit Only).....1 hours  
EDUC 3001 Teacher Education Curriculum Seminar (Institutional Credit Only) 1 hour  
EDUC 3100 Middle Level Teaching Methods and Materials .....2 hours  
EDUC 3010 Cognitive, Social/Affective and Physical Aspects of the Middle Level Learner 3 hours  
EDUC 3020 Instructional Technology for Teachers .....3 hours  
EDUC 3030 Exploring the Exceptional Learner .....3 hours  
EDUC 3040 ELL Principles and Strategies.....3 hours  
EDUC 3350 Instructional Strategies for Individual and Interdisciplinary Teaching3 hours  
EDUC 4001 Teacher Education Seminar II (Institutional Credit Only).....1 hour  
EDUC 4002 Teacher Education Seminar III (Institutional Credit Only) .....1 hour  
LART 3010 Teaching Reading and Writing in the Content Areas .....3 hours

### First Teaching Field Requirements .....15 hours

Select all 15 hours from one of the following areas:

#### Language Arts

ENGL 3100 Introduction to English Studies .....3 hours  
ENGL 3210 Advanced Grammar .....3 hours  
ENGL 4114 Adolescent Literature .....3 hours  
LART 3120 Language Arts: Skills and Concepts .....3 hours  
ENGL 3000-4000 (Choose any 3000 or 4000 level course not previously taken.) 3 hours

#### Mathematics

MATH 3010 Number Concepts and Relationships.....3 hours  
MATH 3020 Concepts of Algebra .....3 hours  
MATH 3030 Concepts of Geometry .....3 hours  
MATH 4010 Mathematical Problem Solving: Advanced Concepts.....3 hours  
MATH 4020 Concepts of Discrete Mathematics .....3 hours

#### Science

SCI 3110 Physical Science I .....2 hours  
SCI 3110L Physical Science I Laboratory .....1 hour  
SCI 3120 Physical Science II .....3 hours  
SCI 3120 Physical Science II Laboratory .....1 hours

SCI 3130 Integrated Science – Life Science.....3 hours

SCI 3140 Physical Science III .....3 hours

BIOL 3500 Ecology .....3 hours

#### Social Sciences

HIST 3110 Georgia History and Government .....3 hours

HIST 4800 Selected Topics in World History .....	3 hours
HIST 3800 World Historical Geography .....	3 hours
HIST 4250 History of World Religions.....	3 hours
SOSC 4501 Research Methods in the Social Sciences.....	3 hours

**Second Teaching Field Requirements ..... 12 hours**

Select all 12 hours from one of the following areas:

**Language Arts**

ENGL 3100 Introduction to English Studies .....	3 hours
ENGL 3210 Advanced Grammar .....	3 hours
ENGL 4114 Adolescent Literature .....	3 hours
LART 3120 Language Arts: Skills and Concepts .....	3 hours

**Mathematics**

MATH 3010 Number Concepts and Relationships.....	3 hours
MATH 3020 Concepts of Algebra .....	3 hours
MATH 3030 Concepts of Geometry .....	3 hours
MATH 4010 Mathematical Problem Solving: Advanced Concepts.....	3 hours

**Science**

SCI 3110 Physical Science I.....	2 hours
SCI 3110L Physical Science I Laboratory .....	1 hour
SCI 3120 Physical Science II.....	3 hours
SCI 3120 Physical Science II Laboratory.....	1 hours
SCI 3130 Integrated Science – Life Science.....	3 hours
SCI 3140 Physical Science III.....	3 hours

**Social Sciences**

HIST 3110 Georgia History and Government .....	3 hours
HIST 4800 Selected Topics in World History .....	3 hours
HIST 3700 U.S. Historical Geography .....	3 hours
HIST 3800 World Historical Geography .....	3 hours
HIST 4250 History of World Religions.....	3 hours

**Internship Requirements ..... 18 hours**

The following courses must be taken in sequence during the same school calendar year:

EDUC 4710 Middle Level Internship I .....	3 hours
EDUC 4712 Middle Level Internship IIA.....	3 hours
EDUC 4720 Middle Level Internship II Grades 4-8 .....	12 hours

**Total Degree Requirements..... 125 hours**

**Other Program-Specific Graduation Requirements**

1. Grades of A, B, C, or K in all courses used to meet program requirements and minimum 2.50 cumulative Overall and Institutional grade point averages.
2. Minimum of 55 hours in residence at Clayton State University, including the following courses: LART 3010, MATH 3010, SCI 3110, HIST 3010, EDUC 3000, 3001, 3010, 3020, 3030, 3100, 3350, 4001, 4002, 4710, 4712, 4720.
3. Submission of a complete teacher work sample portfolio and exit interview assessment prepared in accordance with published guidelines to establish that the Unit Outcomes and Candidate Proficiencies have been met.
4. Participation in examinations, surveys, and any other required activities administered for purposes of program evaluation and program exit.

**BACHELOR OF ARTS IN MIDDLE GRADES EDUCATION SUGGESTED DEGREE PROGRAM SEQUENCE**

In the sequence below, only courses marked with an asterisk (\*) are program requirements. Other courses are recommended selections from categories within the program requirements. Contact a teacher education advisor to receive advisement with the Middle Grades Education Admission Worksheet for specific courses required for the common core curriculum, and for courses to support teaching concentrations.

<b>FRESHMAN YEAR</b>	
<i>First Semester</i>	<i>Second Semester</i>

<b>Course</b>	<b>Title</b>	<b>Hours</b>	<b>Course</b>	<b>Title</b>	<b>Hours</b>
ENGL 1101*	English Composition I	3	ENGL 1102*	English Composition II	3
CRIT 1101*	Critical Thinking	3	SOCI 1101	Introduction to Sociology	3
COMM 1110	Spoken Communication	3	POLS 1101*	American Government	3
EDUC 2110	Invest. Crit. & Contemp. Issues in Education	3	HIST 2111	US History to 1877	
MATH 1101	Intro to Math Modeling	3	Or HIST 2112	US Since Reconstruction	3
			HIST 1111	Pre-Modern World History	3
<b>Total</b>		<b>15</b>	<b>Total</b>		<b>15</b>

<b>SOPHOMORE YEAR</b>					
<b>First Semester</b>			<b>Second Semester</b>		
<b>Course</b>	<b>Title</b>	<b>Hours</b>	<b>Course</b>	<b>Title</b>	<b>Hours</b>
ENGL 2111 Or SPAN 2001	World Literature I Intermediate Spanish I	3	MUSC 2101 Or SPAN 2002	Music Appreciation Intermediate Spanish II	3
BIOL 1111	Introductory Biology I	3	BIOL 1112	Introductory Biology II	3
BIOL 1111L	Intro to Biology Laboratory	1		1 <sup>st</sup> or 2 <sup>nd</sup> Teaching Field Course	3
MATH 1231	Introductory Statistics	3		2 <sup>nd</sup> Teaching Field Course	3
MATH 1241	Survey of Calculus	3	EDUC 2130*	Exploring Learning and Teaching	3
	1 <sup>st</sup> Teaching Field Course	3	EDUC 3040*	ELL Principles and Strategies	3
EDUC 2120*	Exploring Socio-Cultural Persp. on Div. in Educ. Contexts	3			
<b>Total</b>		<b>16</b>	<b>Total</b>		<b>18</b>

<b>JUNIOR YEAR</b>					
<b>First Semester</b>			<b>Second Semester</b>		
<b>Course</b>	<b>Title</b>	<b>Hours</b>	<b>Course</b>	<b>Title</b>	<b>Hours</b>
EDUC 3000*	Teacher Education Sem. I	1	EDUC 3350*	Instructional Strategies	3
EDUC 3010*	Middle Level Learner	3		1 <sup>st</sup> Teaching Field Courses*	6
EDUC 3030*	Exploring the Exceptional Learner	3		2 <sup>nd</sup> Teaching Field Courses*	6
LART 3010*	Teaching Reading and Writing in the Content Areas	3	EDUC 3001*	Teacher Education Curriculum Seminar	1
	1 <sup>st</sup> Teaching Field Course*	3			
	2 <sup>nd</sup> Teaching Field Course*	3			
EDUC 3100*	Middle Level Teaching Methods & Materials	2			
<b>Total</b>		<b>18</b>	<b>Total</b>		<b>16</b>

<b>SENIOR YEAR</b>					
<b>First Semester</b>			<b>Second Semester</b>		
<b>Course</b>	<b>Title</b>	<b>Hours</b>	<b>Course</b>	<b>Title</b>	<b>Hours</b>
EDUC 4001*	Teacher Ed Seminar II	1	EDUC 4002*	Teacher Ed Seminar III	1
EDUC 4710*	Middle Level Internship I	3	EDUC 4712*	Middle Level Internship IIA	3
	1 <sup>st</sup> Teaching Field Courses	6	EDUC 4720*	Middle Level Internship II	12
	2 <sup>nd</sup> Teaching Field Course	3			
EDUC 3020*	Instructional Technology	3			
<b>Total</b>		<b>16</b>	<b>Total</b>		<b>16</b>

