

CLAYTON STATE UNIVERSITY
Professional Qualification Statement for Degree/Concentration/Certificate

Date:	11/4/09
College/School/Department:	College of Arts and Sciences, Department of Teacher Education
Degree/Concentration/Certificate:	Degree: B.A. Middle Level Education
Coordinator:	Carla R. Monroe, Associate Professor and Department Chair
Coordinator Responsibilities:	Chair and coordinate the following committees: Professional Education Program Committee (PEPC), Curriculum Committee, and Advisory Council; assist with data analysis for the Unit Assessment Review Panel; attend Exit Interviews and portfolio presentations by candidates; and work with department faculty and program coordinators as related to program development and management.
Degrees:	PhD, Educational Studies MA, Educational Studies BA, Spanish
Experience:	Eleven years of work experience in higher education (including work as a graduate instructor, graduate teaching assistant, clinical supervisor, Assistant and Associate professor, and research scientist); previous K-12 teaching experience in public schools; service as department chair; writing proposals for new courses; reviewer for student portfolios; over 20 scholarly publications.
Certifications:	P-12 Spanish teaching license in Georgia; K-12 Spanish teaching license in North Carolina
Courses taught at CSU:	EDUC 2120 Exploring Social Cultural Perspectives on Diversity in Educational Contexts

Narrative Statement of Qualifications (to be completed by chair or dean):

1. What evidence exists that the coordinator has the qualifications and credentials for leadership in the development and review of the curriculum?

The coordinator has PhD and MA degrees in Educational Studies and completed a pre-service teacher preparation program. She also holds teaching licenses in North Carolina (K-12 in Spanish) and Georgia (P-12 in Spanish). Coursework completed for her professional degrees facilitated expertise in the field of multicultural education, particularly as related to selecting, evaluating, and developing pedagogical (i.e., teaching and learning) resources. The coordinator also provides instruction about how to select equity-based teaching materials to teacher education students in the course EDUC 2120—Exploring Social Cultural Perspectives on Diversity in Educational Contexts.

The coordinator has 11 years of work experience in higher education (including work as a graduate instructor, graduate teaching assistant, clinical supervisor, Assistant and Associate professor, and research scientist); previous K-12 teaching experience in public schools; service as department chair; writes proposals for new courses; reviews student portfolios; and has published over 20 scholarly pieces. Collectively these roles have enabled her to develop skills and experience in program evaluation and management that are grounded in current research findings.

Because the coordinator also serves as the Teacher Education Department Chair she oversees and guides all accreditation visits by the Georgia Professional Standards Commission (PSC) and the National Council for Accreditation of Teacher Education (NCATE). Thus, she is responsible for ensuring that Clayton State University's education degree programs are in compliance with state and national standards as related to the curriculum.

2. What evidence exists that the coordinator provides oversight for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

From 2001 to 2003 the Teacher Education Department Head (then the Coordinator for Middle Level Education) implemented a plan of action to improve Standard 1 A--Content Knowledge for Teacher Candidates, as cited during the Georgia Professional Standards Commission (PSC) accreditation visit. Standard 1A, as articulated by the PSC and National Council for Accreditation of Teacher Education (NCATE), requires teacher education programs to clearly demonstrate that teacher candidates have completed programs of study that build the appropriate content (e.g., math, English/language arts, etc.) and pedagogical (i.e., teaching and learning) knowledge base to be a successful teacher. The current conceptual framework was developed to guide the existing Middle Level Education program and is applied to education degree programs that Clayton State University has added since 2003 (i.e., B.A. in English, secondary teaching emphasis; B.A. in History, secondary teaching emphasis; B.S. in Biology, secondary teaching emphasis; B.S. in mathematics, secondary teaching emphasis; Master of Arts in Teaching English; and Master of Arts in Teaching Mathematics). Some variation is permitted in the program (i.e., curriculum worksheets) and class substitutions are documented with course approval forms.

The coordinator reviews student evaluations of instructors for faculty teaching in the Middle Level Education program and chairs the Professional Education Program Committee (PEPC), Curriculum Committee, and Advisory Council and serves as a member of the Unit Assessment Review Panel.

Chairing the Curriculum Committee enables her to assess and assist with curriculum needs in both the Teacher Education department and content areas (e.g., Department of Natural Sciences, Department of English, Department of Humanities, etc.). Serving as the PEPC chair further enables her to address program needs related to field experiences (e.g., school observations) and placements (i.e., student teaching internships). Finally, serving as a member of the Unit Assessment Review panel enables her to work with data collected for Department/program purposes to identify and make data-driven revisions as needed.