

“...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency,  
Expertise, and Leadership Consistent with Their Professional Roles”

**DEPARTMENT OF TEACHER EDUCATION**  
**FACULTY HANDBOOK**

**COLLEGE OF EDUCATION AND HEALTH PROFESSIONS**  
**COLUMBUS STATE UNIVERSITY**  
**Columbus, Georgia 31907-5645**

# Table of Contents

<b>OVERVIEW .....</b>	<b>4</b>
<i>CSU Mission Statement .....</i>	<i>5</i>
<i>CSU Vision Statement .....</i>	<i>5</i>
<i>CSU Strategic Goals and Objectives (adopted Spring 2009) .....</i>	<i>5</i>
<i>Educator Preparation Conceptual Framework .....</i>	<i>6</i>
<b>FULL-TIME FACULTY RESPONSIBILITIES .....</b>	<b>10</b>
<i>Overview .....</i>	<i>10</i>
<i>Teaching and Advising.....</i>	<i>10</i>
<i>Scholarship .....</i>	<i>11</i>
<i>Service.....</i>	<i>11</i>
<i>Evaluation of Full-Time Faculty.....</i>	<i>12</i>
<i>Annual Performance Review .....</i>	<i>12</i>
<i>Promotion and Tenure Review .....</i>	<i>13</i>
<i>Pre-Tenure Review.....</i>	<i>13</i>
<b>ADVISING GUIDELINES .....</b>	<b>14</b>
<i>Undergraduate Advising.....</i>	<i>14</i>
<i>Post-Baccalaureate and Graduate Advising.....</i>	<i>15</i>
<b>PROGRAM COORDINATOR RESPONSIBILITIES .....</b>	<b>17</b>
<b>DEPARTMENT OF TEACHER EDUCATION POLICIES AND PROCEDURES .....</b>	<b>20</b>
<i>Academic Misconduct and Classroom Behavior .....</i>	<i>20</i>
<i>Attendance Policy .....</i>	<i>20</i>
<i>Class Roll Audit .....</i>	<i>20</i>
<i>Confidentiality .....</i>	<i>21</i>
<i>Copies/Print Shop .....</i>	<i>21</i>
<i>CougarNet.....</i>	<i>21</i>
<i>CougarVIEW.....</i>	<i>22</i>
<i>Course Evaluations.....</i>	<i>22</i>
<i>Course Syllabus .....</i>	<i>23</i>
<i>Course Calendar.....</i>	<i>23</i>
<i>E-mail .....</i>	<i>23</i>
<i>Equipment .....</i>	<i>24</i>
<i>Faculty Absences .....</i>	<i>24</i>
<i>Final Exams .....</i>	<i>24</i>

<i>Grading Policy</i> .....	25
<i>Instructor Attire</i> .....	25
<i>Keys</i> .....	25
<i>Mailboxes</i> .....	25
<i>Protocol for Resolving Student Issues</i> .....	25
<i>Room/Equipment Reservations</i> .....	25
<i>Student Assignments</i> .....	26
<i>Student Questions</i> .....	26
<i>Student Registration</i> .....	26
<i>Submission of Grades</i> .....	26
<i>Supplies</i> .....	26
<i>Textbooks</i> .....	26
<i>Travel</i> .....	26
<b>FACULTY RESOURCES</b> .....	<b>28</b>
<b>APPENDICES</b> .....	<b>30</b>
<i>Appendix A: Standards of Excellence</i> .....	31
<i>Appendix B: Teacher Education Faculty Workload Policy</i> .....	37
<i>Appendix C: Syllabus Template</i> .....	39
<i>Appendix D: List of Courses Requiring MAP, GMAP, or Dispositions Evaluations</i> .....	44
<i>APPENDIX E: Undergraduate Dispositions Rubric &amp; Evaluation Form</i> .....	48
<i>APPENDIX F: Graduate Dispositions Rubric &amp; Evaluation Form</i> .....	52
<i>APPENDIX G: MAP Final Evaluation Form</i> .....	57
<i>APPENDIX H: GMAP Evaluation Form</i> .....	60
<i>APPENDIX I: Curriculum Vitae Guidelines and Sample Vitae</i> .....	62

## **OVERVIEW**

The Columbus State University Department of Teacher Education has a rich tradition of providing excellent service to students. The knowledge, interest, and skills acquired in classes equip students with the skills needed to be successful teachers in a variety of settings. As students graduate to alumni status and roles of community leadership, we want them to remember their education classes as some of their most rewarding and helpful experiences while at Columbus State University (CSU). To accomplish these ideals, we continue to strive for excellence.

This handbook will:

1. Provide a basis for full-time faculty orientation to the Department of Teacher Education
2. Describe the expectations for full-time teacher education faculty
3. Describe the expectations for faculty advisors
4. Describe the responsibilities of program coordinators

## **CSU Mission Statement**

In addition to the University System of Georgia Mission Statement and the Core Mission Statement for State Universities, Columbus State University has the following select mission:

- To achieve academic excellence through teaching, research, creative inquiry and student engagement.
- To achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others.
- To achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

## **CSU Vision Statement**

Columbus State University provides world-class education and assures student success through creative inquiry and community, regional, and global partnerships.

## **CSU Strategic Goals and Objectives (adopted Spring 2009)**

### **Goal One:**

Achieve excellence in undergraduate and graduate education to meet student and community needs.

### **Goal Two:**

Increase enrollment to 10,000 students by fall 2011.

### **Goal Three:**

Create more partnerships with academic institutions, government agencies, and businesses consistent with the university's mission.

### **Goal Four:**

Increase external funding and recognition.

### **Goal Five:**

Provide a best-in-class technology platform and information-based services.

**Columbus State University  
Educator Preparation Conceptual Framework**

**College of Education and Health Professions Mission Statement**

*"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles."*

To fulfill its mission statement, the Educator Preparation Unit at Columbus State University prepares highly qualified teachers, counselors, and leaders to accomplish high levels of P-12 student learning. Demonstrating excellence in teaching, scholarship, and professionalism, educators continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. In an environment that promotes democratic ideals and practices, educator preparation faculty guide individuals in this developmental process.

The following visual model represents the key features of the CSU Educator Preparation Conceptual Framework. The circle represents the continual process of acquiring, integrating, refining, and modeling excellence in teaching, scholarship, and professionalism. The arrows represent the interdependence of these qualities. The result of efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 and university levels, ultimately resulting in closing the achievement gap among various demographic groups of students.



**Teaching**

Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Within the learning community in the College of Education and Health Professions, faculty employ best practices in the preparation of teachers, media specialists, counselors, and leaders. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the extensive integration of technology to enhance teaching and learning. Faculty model best practices for candidates who then apply similar ideas and activities in P-12 schools and classrooms. Teachers and media specialists collaborate within communities of learning as they continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their

practice. Leaders support and contribute to excellence in teaching by creating and maintaining safe, civil, healthy, and intellectually stimulating school environments that promote high levels of P-12 student learning. Counselors improve student learning by promoting the academic, career, and social development of students. These efforts by teachers, media specialists, counselors, and leaders provide the necessary tools and environments that result in accomplished P-12 teaching and improved learning for all students in all settings.

## **Scholarship**

Scholarship is systematized knowledge that is accurate, authoritative, relevant, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge and skills. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives and positively impacts their professional performances. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge and skills to achieve excellence in teaching and to improve P-16 student learning.

## **Professionalism**

Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional educator demonstrates in-depth knowledge of a field of study and strives to meet its highest standards as represented by the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the National Board for Professional Teaching Standards (NBPTS) Core Propositions, the Council for the Accreditation of Counseling and Related Programs (CACREP) School Standards, the American School Counselor Association (ASCA) Standards, the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Standards for Advanced Programs in Educational Leadership (SAPEL), and/or specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and performance standards for their field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.

In the College of Education and Health Professions, excellence in teaching, scholarship, and professionalism has multiple layers.

- Faculty exhibit scholarship in theoretical and practical pursuits in their area of expertise; model excellence in teaching through the use of pedagogical best practices based on current research; seek feedback from colleagues and students; reflect upon the efficacy of their practice; generate and disseminate new knowledge within their disciplines; and collaborate within communities of practice in schools, the university, professional organizations, and the community.

- Teacher, media specialist, counselor, and leader candidates give their best scholarly efforts in coursework across the university; display intellectual curiosity and a desire to learn; apply models of best practices within their fields or disciplines to bring students from diverse P-12 settings to high levels of learning; seek feedback from peers, mentors, and students; reflect upon the efficacy of their practice; collaborate within communities of learning among their peers, with university faculty and cooperating teachers, and within professional organizations; and model scholarship for the students in their schools and classrooms, inspiring young people to learn through their example.

Ultimately, the professional educator believes in the transforming role of education in human lives and strives to improve the learning of all P-16 students by achieving excellence in teaching, scholarship, and professionalism.

### **Alignment of Conceptual Framework with INTASC Principles and NBPTS Standards**

Learning Outcomes (Teaching):

- Teachers employ best practice which leads to improved student learning. (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8; NBPTS Standards 1, 2, 3)
- Teachers use technology to enhance teaching and learning (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8; NBPTS Standards 1, 2, 3)
- Teachers use a variety of tools and strategies to address the needs of diverse learners (INTASC Principle 3; NBPTS Standards 1, 2, 3)
- Teachers continually reflect on their practice (INTASC Principle 9; NBPTS Standard 4)
- Teachers collaborate within communities of learning (INTASC Principle 10; NBPTS Standard 5; CACREP School Standard B)
- Counselors and leaders create and maintain safe and supportive school environments that promote accomplished teaching and high levels of learning (CACREP School Standard A)
- Counselors improve student learning by promoting the academic, career, and social development of students (ASCA Standards I, II, III)

Learning Outcomes (Scholarship):

- Teachers, counselors, and leaders know their fields and are able to apply their knowledge to help students learn (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8; NBPTS Standards 1, 2, 3; CACREP School Standard A)
- Teachers, counselors, and leaders continually construct, examine, and reflect upon knowledge and use that knowledge to improve teaching and learning (INTASC Principle 9; NBPTS Standard 4)
- Teachers, counselors, and leaders are members of multiple learning communities (INTASC Principle 10; NBPTS Standard 5; CACREP School Standard B)
- Teachers, counselors, and leaders understand and build upon the diversity of students, families, and communities (INTASC Principle 3; NBPTS Standard 1; CACREP School Standard A)



### Learning Outcomes (Professionalism):

- Teachers, counselors, and leaders know and can explain important principles and concepts delineated in professional, state, and institutional standards (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5)
- Teachers, counselors, and leaders can apply professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate student learning (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5)
- Teachers, counselors, and leaders reflect the dispositions delineated in professional, state, and institutional standards (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5)
- Teachers, counselors, and leaders are members of learned societies and professional organizations (INTASC Principles 9, 10; NBPTS Standards 5)
- Teachers, counselors, and leaders focus on student learning (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5; CACREP School Standard A)

## **FULL-TIME FACULTY RESPONSIBILITIES**

### **Overview**

Full-time faculty have basic responsibilities in the areas of teaching, scholarship, professional growth and development, and service. All full-time faculty are expected to demonstrate excellence in teaching and outstanding service to the university, profession, and community. Tenure-track faculty must also engage in research or scholarly activities, as appropriate to the mission of the college and university. The Department of Teacher Education Standards of Excellence describe the expectations for faculty in the areas of teaching, scholarship/professional growth, and service, and provide criteria for annual performance evaluations and promotion and tenure reviews (see [Appendix A](#)).

Full-time tenure-track faculty are expected to teach a 12 credit hour load each semester (i.e., fall and spring). Program coordinators receive a 3 credit hour release each semester in order to carry out their administrative duties. Other faculty may negotiate with the Dean and Department Chair for release time to conduct research or engage in other scholarly activities.

The Department of Teacher Education has proposed a new workload policy that will allow tenure-track faculty to select from two basic workload tracks, a teaching track and a research track. A lecturer track is available for non-tenure track faculty. If this proposed policy is implemented at some point in the future, faculty will select a workload track in consultation with the Dean and/or Department Chair. Professional goals must be reflective of the selected track and will be evaluated annually. Faculty will be expected to continue in their selected track. For a description of the proposed responsibilities associated with each track, see [Appendix B](#).

### **Teaching and Advising**

Excellence in teaching is expected of all faculty members in the Department of Teacher Education. To achieve excellence, faculty employ best practices which include the use of a variety of tools and strategies and the extensive integration of technology to enhance teaching and learning. As they strive for excellence, faculty should collaborate and continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. For information on improving and documenting teaching effectiveness, see the College of Education and Health Professions [Teaching Effectiveness](#) website.

Instructors have important obligations to their students and their learning. Outlined below are some of the policies and procedures established by the Department of Teacher Education to ensure quality instruction for education students. All faculty should adhere to these policies. For more details, see the Department of Teacher Education [Policies and Procedures](#) section of this document.

1. Regular attendance at classes is required of all faculty members.

2. Faculty should maintain a fair and impartial evaluation policy and procedure.
3. Faculty should provide students with an electronic or hard copy of the course syllabus that includes clear statements of policies and general course requirements (see [Appendix C](#) for a syllabus template).
4. Faculty must submit online MAP, GMAP, and Dispositions evaluations for each student enrolled in a course requiring those evaluations. See [Appendix D](#) for a list of courses and the required evaluations. Online evaluation forms are available in CougarNet (go to the Faculty tab, ISIS, Report Menu tab, College of Education Menu). A summary report must also be submitted to the department chair at the end of each semester.
5. Coordinate and supervise field experiences – meet w/ cooperating teachers; provide guidelines, forms, and expectations; observe, evaluate, and mentor teacher candidates. School placements for candidates are made by the SAFE Office. The SAFE Office Director will provide instructors with assigned placements after the beginning of each semester.

In addition to teaching, all full-time faculty are expected to be available to students for academic counseling and guidance. Teacher Education faculty should post and maintain regularly scheduled office hours (a minimum of 12 hours per week) and respond to student e-mails and phone calls in a timely manner. For more information on advisor responsibilities, see the [Advising Guidelines](#) in this handbook.

## **Scholarship**

As members of the academic community, faculty are expected to engage in research and scholarly activities, as appropriate to the mission of the college and university. As noted in the Educator Preparation Conceptual Framework, faculty exhibit scholarship in theoretical and practical pursuits in their area of expertise. They generate and disseminate new knowledge within their disciplines and collaborate within communities of practice in schools, the university, professional organizations, and the community. Scholarly activities include peer-reviewed publications; presentations at local, state, national, and international conferences; participation in professional conferences and workshops; and grant writing. These activities may support excellence in teaching as faculty engage in action research related to innovative teaching practices.

Expectations for promotion and tenure include a minimum of one peer-reviewed publication. For a detailed description of the scholarly expectations for faculty, see the Department of Teacher Education [Standards of Excellence](#).

## **Service**

All full-time faculty are expected to demonstrate outstanding service to the university, profession, and community. At the department/college level, faculty should attend

regularly scheduled and called department and college meetings. Department meetings are generally scheduled once a month on the same day of the month (e.g., second Tuesday of each month). College meetings are also scheduled once a month.

Committee work is another important aspect of service. Much of the work related to program planning, assessment, policies/procedures, and accreditation is accomplished through the work of committees. Faculty will be asked to serve on a variety of committees at the department, college, and university levels. The interests and expertise of faculty are considered when making committee assignments. Regular attendance at meetings and active participation in committee work is expected.

Much of the work in the College of Education and Health Professions is accomplished through collaboration with the community and P-12 schools. Faculty are expected to work with P-12 students, teachers, and administrators as they carry out their teaching and scholarship responsibilities. Classes that include a field experience component require faculty to collaborate with cooperating teachers in providing a quality practicum experience for teacher candidates. Faculty also work with P-12 representatives on various committees in the design, delivery, and evaluation of educator preparation programs. In addition, a growing number of faculty are partnering with local school systems to do grant work and research in P-12 settings.

Beyond the university and community, faculty are expected to be involved in their respective professional communities. Service at this level may include activities such as participation in professional organizations or service as a board member or committee chair for a state or national association.

For a detailed description of the service expectations for faculty, see the Department of Teacher Education [Standards of Excellence](#).

## **Evaluation of Full-Time Faculty**

### *Annual Performance Review*

In preparation for annual performance reviews, faculty should familiarize themselves with the Department of Teacher Education Standards of Excellence (see [Appendix A](#)) and the expectations described therein. The annual evaluation of faculty occurs in March and relates to the performance of responsibilities from January to December of the previous year. Upon the request of the department chair, each faculty member submits his/her [curriculum vita](#) and documentation of his/her performance in the areas of teaching and advising, scholarship/professional growth, and service. The department chair reviews the documentation, schedules an individual conference with the faculty member to discuss the evaluation, and provides a written summary of the evaluation conference.

Results of student course evaluations are considered in evaluations of teaching effectiveness but are not the only source of evidence. Faculty should demonstrate excellence in teaching in multiple ways and are encouraged to consider peer evaluations as one source of evidence. For information on improving and documenting teaching

effectiveness, see the College of Education and Health Professions [Teaching Effectiveness](#) website.

#### *Promotion and Tenure Review*

Faculty should also be familiar with promotion and tenure procedures and criteria as described in the CSU Faculty Handbook (see [Section 106](#) Tenure and Reappointment and [Section 107](#) Promotion of Faculty Members) and the Department of Teacher Education [Standards of Excellence](#). Though annual evaluations are considered in promotion and tenure reviews, satisfactory annual evaluations do not assure the award of tenure or promotion.

#### *Pre-Tenure Review*

Upon employment at CSU, the faculty member, in consultation with the department chair, prepares a one-year Professional Development Plan (PDP) that provides the basis for the annual evaluation of the faculty member the following spring. The PDP specifies goals with a time frame for each, activities to assist the faculty member in achieving those goals, and an ongoing evaluation plan. This process is repeated in years two and three. In the third year at CSU (or sooner for those with probationary credit from another institution), pre-tenure review follows the faculty's annual evaluation for that year. The faculty member selects three tenured faculty from the department/college to serve on his/her Pre-Tenure Review Committee. At least one committee member should be selected from a department within the college to which the faculty member is not assigned. Materials submitted by the faculty member are evaluated by the committee and recommendations are made to enhance the faculty member's eligibility for tenure. For additional information regarding pre-tenure review, see [Section 106.10](#) Pre-Tenure Review Policy in the CSU Faculty Handbook.

## ADVISING GUIDELINES

All full-time faculty are expected to be available to students for academic counseling and guidance. Teacher Education faculty should post and maintain regularly scheduled office hours (a minimum of 12 hours per week) and respond to student e-mails and phone calls in a timely manner. As advisors, faculty must:

1. understand the degree requirements in the academic area(s) which s/he advises;
2. understand current academic policies as well as procedures for activities such as registration, schedule change, withdrawal, and applying for graduation;
3. participate in professional development opportunities to enhance advising skills; and
4. review academic progress of advisees and meet with students as needed.

As participants in the academic advising process, faculty may expect students to:

1. contact the appropriate advisor for advising via a face-to-face meeting, e-mail, or phone call;
2. be prepared for the appointment by writing down questions, comments, or concerns;
3. provide a tentative list of courses for the upcoming term(s);
4. ask for clarification about academic policies and procedures as needed;
5. check CSU e-mail account regularly for updates about academic changes; and
6. understand and monitor the university calendar to identify important deadlines (withdrawal, advising week, registration periods, etc.).

*Note: Advising responsibilities adapted from [CSU Academic Advising Handbook](#)*

### Undergraduate Advising

All undergraduate education majors are advised in the COEHP Office of Student Advising and Field Experiences ([SAFE](#)). For secondary education majors, the SAFE Office advisor collaborates with advisors from the College of Letters and Sciences and College of the Arts to keep students informed of program requirements. If an undergraduate student contacts a faculty member with advising questions, the faculty member should refer the student to the SAFE Office and/or check with an advisor in that office before giving advice to the student. The SAFE Office keeps an advising file on each student with detailed information regarding the student's program of study and degree progress, and can help to ensure that each student is well-informed of program and certification requirements. The SAFE Office is located in Jordan Hall 107 and may be reached by phone at 706-568-2191.

Some courses in initial certification programs require admission to the Teacher Education Program as a prerequisite. Faculty should be familiar with the prerequisites for required

courses in their programs and advise students accordingly. Students seeking admission to the Teacher Education Program should be referred to the SAFE Office.

Students must also apply for admission to student teaching or an internship. Deadlines for submitting student teaching applications are September 15 for students applying to student teach spring semester, and January 15 for students applying to student teach fall semester. Internship applications are due by July 1 for students applying to begin the internship in fall semester, and November 1 for students applying to begin the internship in spring semester. Students seeking admission to student teaching or internship should contact the SAFE Office.

Requirements for admission to Teacher Education, student teaching, and internship are posted at <http://safe.columbusstate.edu/>.

### **Post-Baccalaureate and Graduate Advising**

Individuals seeking initial teacher certification through a post-baccalaureate or Master of Arts in Teaching (MAT) program must have their transcripts evaluated to determine the courses needed for certification. To initiate this process, individuals must submit copies of all their transcripts to the College of Education and Health Professions Student Advising and Field Experiences Office (SAFE) in Jordan 107 (706-568-2191), and request a transcript evaluation in the intended area of certification. The first transcript evaluation is free. There is a \$25.00 fee for each additional evaluation. The SAFE Office sends the transcripts to the appropriate program coordinator or advisor, who then reviews the individual's previous coursework to determine if any of those courses can count toward certification. When the evaluation is complete, it is submitted to the Department of Teacher Education Office, and the individual is notified by letter and can set up an appointment with his/her advisor to discuss a program of study.

Prospective post-baccalaureate or MAT students must also apply for admission to the university. Individuals desiring to enroll in graduate courses must apply for graduate admission and be admitted to a College of Education and Health Professions (COEHP) graduate program with regular or provisional admission status. Prospective students should be referred to the CSU Admissions Office in University Hall (706-568-2035 or 1-866-264-2035) or to the Admissions website at <http://admissions.columbusstate.edu/index.php>. For more information about post-baccalaureate teacher certification programs (including admission requirements), go to [http://te.columbusstate.edu/teacher\\_certification.php](http://te.columbusstate.edu/teacher_certification.php). For information on MAT programs, see <http://te.columbusstate.edu/degrees.php>.

Individuals with a clear renewable teaching certificate may apply for admission to a MED or EdS degree program. To be eligible for admission to an EdS program, individuals must also have a minimum of three years of teaching experience. Additional information about graduate degree programs is available at <http://te.columbusstate.edu/degrees.php>.

Once admitted to the university as a graduate student, a Graduate Orientation hold is placed on the student's account. The student must complete the online orientation, print the advising form at the end of the orientation and have his/her advisor sign the form after s/he has been advised, and submit the form to Patty Jamieson in Jordan 103 so that the hold can be removed. This must be completed before the student will be able to register for classes.

When a student completes the program of study for a degree, the student's advisor will be asked to complete a degree progress sheet showing that the student has met all program requirements. Faculty should maintain an updated degree progress sheet for each advisee to ensure that all requirements are being met. Notes from advising sessions should be included on the degree progress sheet. Electronic copies of degree progress sheets are to be kept on file on the P-drive in the Transcript Evals & Degree Progress folder so that the department chair may access these files as needed to assist students. See [Appendix J](#) for sample degree progress sheets.

Advisors should familiarize themselves with important deadlines (registration, course withdrawal, graduation, etc.) and inform their advisees appropriately. The [Academic Calendar](#) includes most of these important dates.

Advisors should also be familiar with the university appeals process and assist advisees, as needed, in resolving disputes. Matters related to student conduct are handled through the Office of the Dean of Students. Academic appeals are handled at the department level. When necessary, department decisions may be appealed to the appropriate Dean and then to the Provost. There are three categories of academic appeals -- academic grievances, medical withdrawals, and academic standards petitions. Each type of appeal is summarized on the [Academic Affairs](#) website.

Before filing an academic grievance appeal, the student should be encouraged to communicate directly with the instructor to see if a mutually acceptable settlement can be reached. If the student chooses to move forward with an appeal, s/he commences the process by completing the Academic Appeal Form available at [http://aa.columbusstate.edu/appeals/academic\\_grievance.php](http://aa.columbusstate.edu/appeals/academic_grievance.php) and submitting it along with appropriate supporting documentation to the academic chairperson who oversees the course involved in the appeal. The chairperson reviews the documentation and renders a decision based on the evidence. For additional details regarding this process, see the [Academic Grievance](#) website.

The College of Education and Health Professions (COEHP) [Graduate Council](#) considers appeals related to admission and academic issues in COEHP graduate programs. To file an appeal, students must complete an Appeal Application Form and submit it along with all supporting documentation to the COEHP Coordinator of Graduate Records. Contact the COEHP Graduate Studies Office at 706-568-2301 or 706-568-2222 for additional information.

Additional advising resources are available at <http://faculty.columbusstate.edu/advising.php>.



## PROGRAM COORDINATOR RESPONSIBILITIES

Program coordinators oversee the design, delivery, and evaluation of assigned academic programs in accordance with departmental, college, and university policies, state and national program rules/standards, and national accreditation standards. The program coordinator provides leadership and facilitates collaboration with other program faculty in the department and other colleges.

### **SIGNIFICANT DUTIES AND RESPONSIBILITIES:**

The program coordinator is responsible, either directly or by delegation to other program faculty, for the following duties:

#### **Academic Programs:**

- Develop and submit class schedules for assigned programs; collaborate with other colleges, as needed, in the development of class schedules.
- Coordinate the development of program classes from conceptualization to approval by college and university curriculum committees; submit new course proposals and course modifications in the Integrated Curriculum System ([ICS](#)).
- Make recommendations to department chair regarding program policies and practices.
- Initiate new academic programs and projects when appropriate.
- Communicate program activities and concerns to the department chair and to program faculty in other colleges.
- Keep up-to-date on Georgia Professional Standards Commission (PSC) rules related to assigned programs and communicate changes to program faculty in the department and other colleges.
  - [PSC Home Page](#)
  - [Educator Preparation Rules](#)

#### **Students:**

- Collaborate with the SAFE Office in advisement of undergraduate students; keep SAFE Office advisors informed about program changes and requirements.
- Coordinate graduate student advisement and completion of degree progress sheets.
- Review and approve Requests for Admission to graduate programs. For MAT, MEd, and EdS admission requirements, see [Appendix K](#).
- Respond to student inquiries about programs, courses, etc.
- Meet with students as appropriate regarding concerns about classes and program policies. Inform department chair about student complaints and program issues.
- Coordinate transcript evaluations for post-baccalaureate and MAT students (see post-baccalaureate and MAT [advising](#)).
- Approve transfer courses and submit appropriate paperwork. See department secretary for transfer course approval form.
- Approve course substitutions.
- Be familiar with the [academic appeals](#) process and advise students accordingly.

## Program Assessment and Reports

- Coordinate the annual review and analysis of program data; recommend program and unit changes. Below is a list of various reports that may be useful for annual program review. The first seven reports can be generated in the College of Education Menu in ISIS (click on Report Tab). Much of the data from these reports is compiled in the annual Teacher Preparation Program Fact Book.
  - COE Undergrad Reports (REP096) - Undergraduate reports by term include enrollment, enrollment by race, enrollment by county, enrollment by class, average GPA, average CAAP scores, average age, average Praxis I and II scores, GACE pass rates, enrollment by gender, transfer student enrollment, number applied for graduation, average CPE scores, average hours enrolled, enrollment in student teaching, SAT/ACT averages, and number admitted to teacher education.
  - COE Grad Reports (REP097) - Graduate reports by term include information similar to Report 096 for candidates in advanced programs.
  - COE Reports-Fiscal Yr End (REP098) - Year End Reports provide summary information about graduates for a designated fiscal year which includes the number of graduates, the race, gender, and average GPA of the graduates, average Praxis II scores, and GACE pass rates.
  - Map Evaluation Report (P\_MAP\_EVAL\_REPORT) – Reports aggregate MAP and GMAP evaluation data by term, program, major, course, and level. Individual student evaluations may also be accessed from this report.
  - Disposition Evaluation Report (P\_UDISP\_EVAL\_REPORT) – Reports aggregate Teacher Candidate (Bachelor's, post-bac, MAT) and Graduate (MED & EdS) Disposition evaluation data by term, program, major, course, and level. Individual student evaluations may also be accessed from this report.
  - Educator Preparation Programs [Fact Books](#) – Provides data for each transition point in assessment system.
- Prepare annual program report for the Educator Preparation Program Council.
- Prepare annual Major Field Assessment Report for assigned programs. Reports from previous years are available at <http://ir.columbusstate.edu/assess/MajorField.php>.
- Assist with data collection and reporting for PAAR (an annual report submitted to the Georgia Professional Standards Commission). The College of Education and Health Professions (COEHP) Assessment Coordinator oversees this reporting and communicates instructions to program coordinators.
- Prepare program reports required for accreditation and program approval (e.g., PSC Program Reports). These reports are submitted every seven years prior to an onsite visit for continuing accreditation review or when new programs are developed between accreditation visits. The NCATE/PSC Coordinator provides direction and oversees the preparation of program reports.
- Complete scheduled comprehensive program reviews in accordance with USG regulations. The department chair provides direction and oversees comprehensive program reviews.

**Management and Program Recordkeeping:**

- Supervise the maintenance of program records (submission of online MAP, GMAP, and Disposition evaluations; summary evaluation reports; copies of letters to students and student contracts; etc.).
- Ensure that program documents (e.g., flyers, course requirement sheets, etc.) and websites are regularly updated; give updates to department secretary.
- Review and revise university catalog regarding matters related to program requirements (course of study, program goals, course descriptions and prerequisites).

**Meetings:**

- Establish Program Advisory Committee (PAC) membership (50% or more of committee members should be P-12 representatives)
- Schedule and lead annual Program Advisory Committee meetings; keep minutes and post them on the P-drive.
- Schedule and lead other program meetings, as needed.
- Participate in department/college program coordinator meetings.

## DEPARTMENT OF TEACHER EDUCATION POLICIES AND PROCEDURES

**Location:** Jordan Hall, Room 302  
**Office Hours:** Monday – Friday; 8:00 am - 5:00 pm  
**Phone:** 706-568-2255, 706-568-2256 or 706-568-2046  
**Fax:** 706-569-3134

### **Academic Misconduct and Classroom Behavior**

Faculty members are responsible for informing students regarding the policies related to academic misconduct and expected classroom behavior. Please refer to the CSU policy included in the Student Handbook for additional information. (See syllabus template in Appendix E for sample policies on classroom behavior and plagiarism.)

Effective Fall 2007, CSU faculty may NOT require any student to submit their own work or to have their work submitted by a faculty or staff member to TurnItIn.com or to any other 3<sup>rd</sup> party plagiarism detection technology service. Faculty members may request that students voluntarily use such technologies to examine their own papers for learning purposes. Faculty may also utilize these technologies on their own by replacing the student's name with a dummy number and by removing all information from the paper that could personally identify the student. This directive comes as a result of a FERPA ruling from the U. S. Department of Education and with the endorsement of the BOR Legal Affairs Office.

### **Attendance Policy**

The course attendance policy is established by individual faculty and should be included in the course syllabus. If an instructor does not provide a written policy statement during the first week of classes, a student is permitted to accumulate a total of nine (9) hours of absences in a three credit hour course, or the equivalent in courses carrying other credit hours, without exclusion.

Regular attendance at class or laboratory is a student obligation. Students are expected to account to individual instructors for absences and, at the discretion of the instructors, to make up all work missed because of absence. Students absent from a previously announced quiz or test may be given a zero on the quiz or test.

An instructor may exclude a student and assign the grade of "WF" upon accumulation of 10 or more hours of absences, or the equivalent in courses carrying fewer credit hours. The instructor may submit a WF through ISIS.

Faculty should keep accurate attendance records for each class, since these are occasionally subject to audit by external agencies and financial aid officers.

### **Class Roll Audit**

Faculty should be timely in submitting materials to the Registrar. These include a Class Roll Audit which is issued following the close of schedule change and late registration. It is essential

that each faculty member complete the *Class Roll Audit* form electronically for each course assigned. After the schedule change period has ended, this form is to be used for students who are:

- attending and not registered
- registered and "never" attended
- registered and stopped attending (the date last attended must be submitted)

Undergraduate students not listed on the course roster should be immediately directed to the College of Education and Health Professions Office of Student Services and Field Experiences (Jordan Hall, Room 107) for registration assistance. Graduate students not listed on the course roster should be immediately directed to the Chair of the Department (Jordan Hall, Room 302) for assistance.

Individuals should not participate in a class unless they are officially on the class roll. Do not allow students to participate in classes while allowing them to remain officially enrolled in another section of the course.

### **Confidentiality**

Grades are not to be distributed by telephone. Grades may be communicated via CougarView Vista, or the instructor may collect email addresses from students and send grades to those addresses. Answering an email from an uncertain address ([superman@mycom](mailto:superman@mycom)) with a student's first name (Joe) noted in the email is not recommended. Information regarding a student's progress should only be provided to the student. Policy states, **“DO NOT RELEASE ANY STUDENT INFORMATION, INCLUDING DIRECTORY INFORMATION, TO A THIRD PARTY. RELEASE OF STUDENT INFORMATION WILL RESULT IN LOSS OF ACCESS TO STUDENT RECORD INFORMATION. DISCLOSURE TO UNAUTHORIZED PARTIES VIOLATES THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA). YOU SHOULD NOT PROCEED UNLESS YOU ARE SPECIFICALLY AUTHORIZED TO DO SO AND ARE INFORMED ABOUT FERPA. IF YOU HAVE ANY QUESTIONS ABOUT FERPA, PLEASE CONTACT THE REGISTRAR'S OFFICE (507-8800).”**

### **Copies/Print Shop**

No more than 35 one-sided copies should be made on the department copier. If your syllabus has multiple pages, please submit it to the department secretary for copying. If you have multi-page handouts for your class, please submit those in advance for copying through the Print Shop or post those online so that students can download and print the information. All copy or print requests should be submitted a minimum of 48 hours in advance of the time of the desired use. **Students are not allowed to use the departmental copy machine.**

### **CougarNet**

CougarNet is a customized Web site that provides an extensive variety of online content and services accessible through one screen, like a picture-in-picture TV that includes a Web-based e-

mail and calendar. The portal integrates online services such as ISIS and other resources, and can be customized to your own needs and preferences, accessible from anywhere through the Internet. You can create a customized online workspace that includes e-mail, calendar, groups, tabs and channels.

The following login information is for new Faculty and Staff:

CougarNet Login for New Faculty/Staff:

- Username: lastname\_firstname  
Example: Doe\_John
- Password: Your birthdate in the format of **DayMonthYear** (DDMMYY)  
Example: March 26, 1971 = 260371

New users should reset their initial password. How?

- Open the CougarNet login page
- Click on the Forgot Password button. Read and follow all instructions carefully
- This process will reset your ISIS password as well

**HINT:** CougarNet and ISIS passwords are the same

## **CougarVIEW**

CougarVIEW (Vista) is CSU's Learning Management System (LMS) that streamlines course management for faculty and offers many capabilities to help improve student learning outcomes. Vista has capabilities that make course preparation and management more efficient for faculty and provide powerful data export and reporting options.

Distance Learning Design and Delivery ([DLDD](#)) provides leadership, training, and support in the design, development, delivery and assessment of instruction via online and other distance learning technologies. For information about workshops and training, go to <http://dl.columbusstate.edu/workshops.php>.

CougarVIEW Vista Login for New Faculty/Staff:

- Username: lastname\_firstname
- Password: Your birthdate in the format of DayMonthYear (DDMMYY)  
Example: March 26, 1971 = 260371

## **Course Evaluations**

Online course evaluations are completed by students at the end of each term. Students are notified by e-mail when the evaluations are made available. Faculty should encourage students to complete the evaluations. For face-to-face classes, faculty may want to consider taking students

to a computer lab during class to complete the evaluations. **If students complete course evaluations in class, faculty should leave the room for a reasonable length of time so that the students can complete the evaluation.** Results of course evaluations are available in Digital Measures after final grades are posted. The results should be reviewed by the faculty member and used for future refinement of the course.

## Course Syllabus

Each student should be provided with a copy of the course syllabus (electronic or hard copy) and projected course calendar at the first class meeting. An electronic copy of the syllabus should also be provided to the department secretary prior to the first class meeting.

Faculty members are required to use the template located in [Appendix C](#) to format the course syllabus. This template includes components which are required by the university and which will be reviewed by the accrediting agencies of the COEHP.

The syllabus should include clear statements of policies on matters such as pop quizzes, term papers, absences, make-up exams, office hours, exam dates, grading policies, and general course requirements. The faculty member should be familiar with the University System [grading policy](#) which is contained in the CSU Faculty Handbook.

NOTE: The following statement is to be included in course syllabi or in some way distributed to students at the beginning of the semester:

*If you have a documented disability as described by the **Rehabilitation Act of 1973 (P.L. 933-112 Section 504)** and **Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations please contact the **Office of Disability Services** in the Schuster Student Success Center - Room 221, 706-507-8755, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.*

## Course Calendar

Please review the CSU academic calendar to verify class meeting dates and to incorporate appropriate holidays into the course calendar. Final exams should be scheduled according to the university schedule.

## E-mail

Each full-time faculty member has a CSU e-mail account. The address typically follows the format: lastname\_firstname@colstate.edu. E-mail provides students, faculty and administrators with an efficient means of communication. It is the responsibility of the faculty member to check this account regularly and to respond to messages received in a timely manner.

## **Equipment**

The department has several laptops, data projectors, and camcorders available for use in classes, labs, or for conference presentations. See the department secretary to check out any of this equipment.

All classrooms in Jordan Hall are equipped with a teacher workstation. The cabinets are locked for security. Keys for workstations may be obtained from Instructional Technology Services (ITS) following a brief orientation on the use of the equipment. Orientations are usually held at the beginning of each semester or individual faculty members may call ITS to set up an appointment for an orientation.

## **Faculty Absences**

Regular attendance at classes is required of all faculty members. Occasionally, an instructor will not be able to meet with his/her assigned class due to extenuating circumstances. If the instructor plans to be away from campus on a CSU related trip, he or she is required to submit a travel request form. Alternative arrangements for any classes must be approved by the Chair of the Department of Teacher Education. Approved arrangements must also be noted on the travel request form. Instructors should avoid missing classes during the last week of the term. In case of illness or personal emergency, the following procedures should be followed:

- a. The instructor is responsible for making arrangements for a substitute. Classes should be covered if at all feasible. Substitutes must come from the CSU staff. Outside resource people cannot serve as substitute teachers. Notifications of arrangements must be made to the Department Chair.
- b. If it is impossible to arrange for an appropriate substitute, the Department Chair must be notified. The faculty member should notify students by e-mail, if possible, that the class has been canceled. A COEHP staff member will also post a note on the classroom door to let students know the class has been canceled.

Full-time faculty are also expected to be available to students for academic counseling and guidance. Faculty should post and maintain regularly scheduled office hours (a minimum of 12 hours per week) and respond to student e-mails and phone calls in a timely manner. It is recommended that faculty respond within 24 hours to e-mails or voicemails sent during a regular work week. When a faculty member is unable to meet office hours or other professional obligations because of illness, emergency, or professional responsibilities away from the campus, the faculty member should notify the department chair and secretary. The faculty member should also post a note on his/her office door and set up an automated e-mail response.

## **Final Exams**

Faculty should adhere to the policy on Final Exam Week which states that no Columbus State University personnel will schedule other activities which require the student to participate during



scheduled study days or final examination time. Also, students should not be permitted to take final examinations at a time other than the regularly scheduled date unless they have the permission of the instructor and the department chair. Classes will meet during the scheduled final exam period, even if no exam is required. The final exam schedule is published each semester under "[Calendars and Schedules](#)" on the CSU faculty web page. To be permitted to take a final examination at a time other than the date and time published on the Web, students must have permission of the instructor and the dean of the college offering the course.

### **Grading Policy**

The instructor should include within the syllabus a clear explanation of the grading system to be used in the course. Faculty should maintain a fair and impartial evaluation policy and procedure. This entails a consistent grading practice, including the prompt return of exams, papers, quizzes, and other student work. Students should be permitted to examine their own quizzes, exams, and other work after they have been evaluated and graded.

### **Instructor Attire**

Instructors should set the example for professional appearance. Apparel should be appropriate for the courses taught.

### **Keys**

Full-time faculty members will be issued a building key, classroom master key, and office key. If other keys are needed, notify the department chair. All areas/facilities must be cleared of students and locked before the instructor leaves the teaching area. Instructors should also be sure to turn off data projectors and other equipment and lock the teacher workstation before leaving a classroom.

### **Mailboxes**

Faculty members have an assigned mailbox in Jordan Hall, Room 315. This mailbox should be checked regularly for student assignments, departmental communications and other information.

### **Protocol for Resolving Student Issues**

If a student has an issue that cannot be resolved with an instructor, the student can be referred to the Department Chair for assistance with the issue.

### **Room/Equipment Reservations**

For special room reservations or equipment needs, please contact the department secretary for assistance.

## **Student Assignments**

Your syllabus should include a statement indicating the length of time that student assignments will be kept on file and what will happen to materials that are not retrieved during that period of time. (See syllabus template in Appendix E for a sample statement regarding this policy.)

## **Student Questions**

Please refer all undergraduate student advising questions to the College of Education and Health Professions Office of Student Services and Field Experiences (Jordan Hall, Room 107). Graduate student advising questions should be referred to the appropriate Program Coordinator. Questions regarding admission, financial aid, etc. should be referred to the Office of Enrollment Services located in University Hall.

## **Student Registration**

Occasionally, faculty members receive student requests for overrides into courses which have reached the maximum seating capacity. The number of students allowed in each class has been predetermined to provide for an optimum teaching and learning environment. The enrollment capacity for an undergraduate class is 30-35 students and 25 students for a graduate class. Please confer with the department chair before giving your consent to add a student to a course which has reached the enrollment capacity.

## **Submission of Grades**

At the end of the semester, grade sheets should be submitted electronically to the Office of the Registrar. Instructions with a reminder of due dates accompany materials for submitting grades. These are sent to instructors by the registrar before the final exam period begins.

## **Supplies**

The department has a limited budget for supplies. If you need office supplies for use in your class (i.e. tape, markers, construction paper, etc.), please contact the department secretary to determine if these supplies are available through the department.

## **Textbooks**

Textbook orders are handled by individual faculty. Faculty members who need a desk copy of a textbook should contact the department secretary to initiate the request.

## **Travel**

Funding from various sources is available to support faculty professional development. Each faculty member is allotted approximately \$400 annually from the department travel account and \$250 from the Teacher Education Foundation Account to support professional development.

Faculty may apply for additional support from the Dean's Office. All forms and applications are available on the P-drive, deptdata / ci / Travel. Faculty should see the department secretary for assistance in completing the necessary forms.

## FACULTY RESOURCES

[Academic Affairs](#)

[Academic Affairs planning calendar](#)

[Academic appeals](#)

[Academic calendars](#)

[Academic Catalogs](#)

[Advising Resources](#)

[Class schedules](#)

College of Education Menu (go to CougarNet, Faculty tab, ISIS, Report Menu tab)

### Evaluation Forms

- Map Evaluation (P\_MAP\_EVAL)
- Disposition Evaluation (P\_UDISP\_EVAL)

### Individual and Group Evaluation Reports

- Map Evaluation Report (P\_MAP\_EVAL\_REPORT)
- UDISP Evaluation Report (P\_UDISP\_EVAL\_REPORT)

[College of Education and Health Professions](#) website

Courses Requiring MAP, GMAP, or Disposition Evaluations ([Appendix D](#))

[CSU Faculty Handbook](#)

Curriculum Policies and Procedures

- Integrated Curriculum System ([ICS](#)) - for submitting course proposals to curriculum committees

[Curriculum Vita Guidelines](#)

[Department of Teacher Education](#) website

Evaluation Forms (available in CougarNet, Faculty tab, ISIS, Report Menu tab)

- Map Evaluation (P\_MAP\_EVAL)
- Disposition Evaluation (P\_UDISP\_EVAL)

[Final exam schedules](#)

[Graduate School](#) website

H-Drive - Every faculty member has a “home” directory on the file server designated as Drive H. Storing your critical data in your home directory offers the benefits of safety and security. Your files are protected since no one else has access to them, and should you accidentally delete a file, it can be retrieved from tape for up to thirty days. You can access the files on your H-drive from any location with an Internet connection (see Net Storage below).

### [Library Resources](#)

[Net Storage](#) - With NetStorage, you can access the files on your CSU network drives (H: or P:) safely and conveniently from any location with an Internet connection. All you have to do is click on the "My Tech" tab in CougarNet, then click on "H: drive on the web (NetStorage)" in the Connect to CSU box, and login using your Novell username and password.

P-Drive (DeptData / ci /) - All Teacher Education faculty members have access to shared department and college files stored on the file server designated as Drive P. You can access files on the P-drive from any location with an Internet connection (see Net Storage above).

### [Standard Class Meeting Times](#)

Standards of Excellence for Teacher Education (See [Appendix A](#))

Syllabus Template (see [Appendix C](#))

### [Teacher Education Degree Programs](#)

### [Teacher Education Certification Programs](#)

### [Teacher Education Rubrics and Handbooks](#)

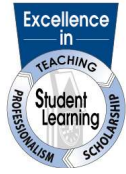
### [Teaching Effectiveness](#)

Travel Forms – University travel forms are available under the "Faculty" tab in CougarNet. On the Faculty page, scroll down to the "CSU Forms" box on the right, click on the "Administrative" link, and scroll down to see the "Travel Forms." Travel forms are also available on the P-drive, deptdata / ci / Travel

- Standing Travel Authorization (Word)
- Travel Application (Word)
- Travel Expense Worksheet (Excel)
- Student Travel Application (Word)
- Hotel-Motel Tax Form (Word)
- [COEHP Professional Faculty Development Application](#)

# APPENDICES

## Appendix A: Standards of Excellence



## College of Education and Health Professions Department of Teacher Education

### Standards of Excellence

Annual Performance Evaluations will be considered in promotion and tenure reviews. Criteria for tenure and promotion include (a) superior teaching, (b) scholarship and professional development, and (c) outstanding service to the institution, profession, or community. For tenure, noteworthy achievement is expected in teaching and scholarship. For promotion, noteworthy achievement is expected in all three areas.

<b>Teaching</b>	<p>Excellence in teaching embodies the use of best practices to improve student learning in the university as well as the P-12 classroom. Within the learning community in the College of Education, faculty employ best practices in the areas of teacher preparation, counseling and educational leadership. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the integration of technology to enhance teaching and learning. Faculty model best practices for teacher candidates and other school professionals who then apply similar ideas and activities in P-12 schools and classrooms. Educators collaborate within communities of learning as they apply best practices. They continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. The result of these efforts by teachers is performances that lead to accomplished teaching and improved learning for all students.</p> <p style="color: red;">For promotion and tenure, the faculty member must exceed expectations on annual evaluation ratings of teaching for at least two years.</p>		
<b>Evidence:</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<ul style="list-style-type: none"> <li>• Preparation/Time Management</li> <li>• Organizational Materials</li> <li>• Infusion of Technology</li> <li>• Variety of Teaching Methods</li> <li>• Creativity/Innovation</li> <li>• Collaborative Efforts</li> <li>• Examples of Student Work</li> <li>• Evaluation by Students</li> <li>• Special Recognition</li> <li>• Peer Review/Observation</li> <li>• Supervisor Interview/Observation</li> </ul>	<p>The faculty member seldom employs best practices in teacher preparation.</p> <ul style="list-style-type: none"> <li>• Lessons, syllabi, and other materials do not reflect best practices.</li> <li>• He/she infrequently employs tools and strategies that address the needs of diverse learners, nor does her/his practice reflect the integration of technology to enhance teaching and learning.</li> </ul> <p>The faculty member seldom models best practices for teacher candidates; thus they rarely apply similar ideas and activities in P-12 classrooms.</p> <ul style="list-style-type: none"> <li>• Consistently low ratings on student evaluations (e.g., below 3 on a 5-point scale).</li> <li>• Examples of teacher candidate work do not reflect the use of best practices.</li> </ul>	<p>The faculty member employs best practices in teacher preparation. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning.</p> <ul style="list-style-type: none"> <li>• Lessons, syllabi, and other materials reflect use of best practices.</li> </ul> <p>The faculty member models best practices for teacher candidates who then apply similar ideas and activities in P-12 classrooms.</p> <ul style="list-style-type: none"> <li>• Average to above average ratings on student evaluations (e.g., 3 or above on a 5-point scale).</li> <li>• Examples of teacher candidate work reflect the use of best practices.</li> </ul>	<p>The faculty member consistently employs best practices in teacher preparation. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning.</p> <ul style="list-style-type: none"> <li>• Use of best practices is readily apparent in his/her lessons, syllabi, and other materials. These materials, in fact, are exemplary and may serve as models to his/her colleagues.</li> </ul> <p>Beyond modeling best practices, the faculty member provides workable procedures and assignments through which candidates use similar ideas and activities in P-12 classrooms. He or she promotes best practice among colleagues.</p> <ul style="list-style-type: none"> <li>• Consistently high ratings on student evaluations (e.g., 4 or 5 on a 5-point scale).</li> <li>• Examples of teacher candidate work are exemplary and consistently reflect the use of best practices.</li> <li>• Faculty member shares best practice strategies with colleagues through presentations, publications, and/or demonstration lessons.</li> <li>• Special recognition in teaching</li> </ul>



	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<ul style="list-style-type: none"> <li>• Availability To Students</li> <li>• Professional Rapport With Students</li> </ul>	<p>The faculty member seldom collaborates within communities of learning (P-12 faculty and other CSU faculty) as he/she applies best practices.</p> <ul style="list-style-type: none"> <li>• Participates minimally in program/area governance.</li> <li>• Interacts minimally with the field.</li> </ul> <p>The faculty member infrequently seeks feedback from peers, mentors, and teacher candidates and provides no evidence that he/she reflects on the efficacy of his/her practices.</p> <ul style="list-style-type: none"> <li>• Provides no data from evaluations by teacher candidates.</li> <li>• Fails to revise and update courses as needed.</li> </ul> <p>The faculty member does not regard advising as a significant part of her or his teaching role.</p> <ul style="list-style-type: none"> <li>• Faculty member does not regularly post office hours or, if posted, does not keep them consistently.</li> <li>• He/she is often not available to students he/she teaches, to students seeking personal or professional guidance, or to prospective students.</li> <li>• He/she is slow to respond to emails or telephone inquiries from students. The information he/she conveys is inaccurate, dated or incomplete.</li> </ul>	<p>The faculty member collaborates within communities of learning (P-12 faculty and other CSU faculty) as he/she applies best practices.</p> <ul style="list-style-type: none"> <li>• Participates actively in program/area governance (e.g., PAC, Educator Preparation Faculty)</li> <li>• Works actively with partner schools or other appropriate agencies</li> </ul> <p>A reflective practitioner, the faculty member seeks feedback from peers, mentors, and teacher candidates; such data serve as a basis for judging and improving his/her practice.</p> <ul style="list-style-type: none"> <li>• Uses assessment data to evaluate teaching and improve practice.</li> <li>• Designs and refines course materials.</li> </ul> <p>The faculty members understands that advising—defined as constructive interactions with teacher candidates—is a dimension of his/her teaching role.</p> <ul style="list-style-type: none"> <li>• He or she posts adequate office hours and keeps them on a regular basis.</li> <li>• He/she is available to students he/she teaches, to students seeking personal or professional guidance, or to prospective students.</li> <li>• He/she responds to emails or telephone inquiries in a timely manner. The information he/she conveys is accurate, complete, and timely.</li> </ul>	<p>The faculty member consistently collaborates within communities of learning (P-12 faculty and other CSU faculty) and provides leadership as he/she applies best practices. There is evidence that this collaboration leads to increasing achievement among P-12 learners and/or teacher candidates.</p> <ul style="list-style-type: none"> <li>• Provides leadership in program/area governance (e.g., program coordinator, PAC chair).</li> <li>• Provides leadership in partner schools or other appropriate agencies.</li> <li>• Examples of student work show increased achievement among P-12 learners and/or teacher candidates.</li> </ul> <p>A reflective practitioner, the faculty member systematically and consistently seeks feedback from peers, mentors, and teacher candidates; such data serve as a basis for judging and improving his/her practices. As a result, the faculty member improves her/his practice over time in a reflective manner.</p> <ul style="list-style-type: none"> <li>• Uses assessment data to evaluate program and recommend changes.</li> <li>• Makes significant course changes (e.g., infusion of technology, team-teaching).</li> </ul> <p>The faculty member regards advising as a valuable part of his/her teaching role. As a result, she or he identifies ways to interact with teacher candidates in a positive way in academic and non-academic settings.</p> <ul style="list-style-type: none"> <li>• She or he posts ample office hours and keeps them whenever feasible.</li> <li>• He/she is consistently available to students he/she teaches, to students seeking personal or professional guidance, or to prospective students.</li> <li>• He/she responds promptly to emails or telephone inquiries. The information he/she conveys is accurate, complete, and timely.</li> </ul>



**College of Education and Health Professions**  
**Department of Teacher Education**  
**Standards of Excellence**

<p><b>Scholarship and Professional Development</b></p>	<p>Scholarship is systematized knowledge that is accurate, authoritative, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p><b>For promotion and tenure, the faculty member must have a minimum of one peer-reviewed publication and exceed expectations on annual evaluations of scholarship for at least two years.</b></p>		
<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Professional Memberships</li> <li>• Professional Offices</li> <li>• Professional Committees/Boards</li> <li>• Presentations</li> <li>• Editorial Boards/Reviews</li> <li>• Grants</li> <li>• Applied Research (Teaching/Learning)</li> <li>• Research (Other)</li> <li>• Publications</li> <li>• In-Service Training (P-12 Schools/Others)</li> <li>• Graduate or Post-Graduate Work</li> <li>• Participation in Professional Conferences / Meetings</li> <li>• Technology Training</li> <li>• Use of University/Community Resources</li> </ul>	<p style="text-align: center;"><b>Below Expectations</b></p> <p>Faculty member operates, relative to rank and position, within limited communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member seldom seeks out and explores multiple viewpoints to enrich his/her intellectual life.</p> <p>Faculty member does not actively engage in a life-long learning process, sporadically acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>Criteria described above are demonstrated in the following ways:</p> <ul style="list-style-type: none"> <li>• Participates in one or no conferences, workshops, seminars, or other professional events for consecutive years</li> <li>• No presentations</li> <li>• No peer-reviewed publications for consecutive years</li> </ul>	<p style="text-align: center;"><b>Meets Expectations</b></p> <p>Faculty member operates, relative to rank and position, within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member seeks out and explores multiple viewpoints, embracing diversity as it enriches his/her intellectual life.</p> <p>Faculty member engages in a life-long learning process, occasionally acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>Criteria described above are demonstrated in the following ways:</p> <ul style="list-style-type: none"> <li>• Attends several conferences, workshops, seminars, or other professional events</li> <li>• Holds individual membership in relevant professional associations</li> <li>• Presents at local and state conferences, workshops, seminars, or other</li> </ul> <p>Undertakes at least one major professional writing endeavor such as:</p> <ul style="list-style-type: none"> <li>• Submits a peer-reviewed article, book chapter, or editorial</li> <li>• Writes reports for accreditation, annual reporting, etc.</li> <li>• Submits grant proposal</li> </ul>	<p style="text-align: center;"><b>Exceeds Expectations</b></p> <p>Faculty member operates, relative to rank and position, at high levels of commitment within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member continually seeks out and explores multiple viewpoints, embracing diversity as it enriches his/her intellectual life.</p> <p>Faculty member actively engages in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>Faculty member meets all criteria under "Meets Expectations" <b>and</b> contributes to the profession in one or more of the following ways:</p> <ul style="list-style-type: none"> <li>• Serves on a review board for papers and/or proposals for professional conferences</li> <li>• Chairs a committee of a state or national association, or holds an office in a professional organization</li> <li>• Presents at a national or international conference</li> <li>• Publishes one or more refereed articles/chapters</li> <li>• Publishes a book</li> <li>• Edits a peer-reviewed journal</li> <li>• Receives special recognition in research</li> <li>• Reviews grant proposals</li> <li>• Receives external grant funding</li> </ul>



## College of Education and Health Professions Department of Teacher Education Standards of Excellence

<b>Professionalism / Service</b>	<p>Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional demonstrates in-depth knowledge of the field and strives to meet its highest standards as represented in the INTASC Principles, NBPTS Core Propositions, and specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and standards for the field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.</p> <p style="color: red;">For promotion and tenure, the faculty member must exceed expectations on annual evaluation ratings of service for at least two years.</p>		
<p>Evidence:</p> <p><b>Campus Citizenship</b></p> <ul style="list-style-type: none"> <li>• Departmental Committees</li> <li>• College Committees</li> <li>• University Committees</li> </ul> <p><b>Professional Outreach</b></p> <ul style="list-style-type: none"> <li>• P-16 Partnerships</li> <li>• Department, college, university representation at state level</li> <li>• Consultative Service</li> </ul> <p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>• Administrative Roles</li> <li>• Accreditation Responsibilities</li> <li>• Special Projects</li> <li>• Special Recognition in service</li> </ul>	<b>Below Expectations</b>	<b>Meets Expectations (by achieving three of five points)</b>	<b>Exceeds Expectations</b>
	<p>Faculty member rarely models professionalism as defined above and as relative to rank and position.</p> <ul style="list-style-type: none"> <li>• Participates minimally in program/area governance</li> <li>• Serves on no college or university committees</li> <li>• Interacts minimally with the field</li> </ul>	<p>Faculty member models professionalism as defined above and as relative to rank and position.</p> <ul style="list-style-type: none"> <li>• Participates actively in program/area governance</li> <li>• Serves on department, college, and university committees</li> <li>• Serves university students (e.g., advisor, student organization sponsor, student recruitment)</li> <li>• Works actively with partner schools or other appropriate agencies</li> <li>• Participates actively in relevant professional associations</li> <li>• Participates in civic organizations</li> </ul>	<p>Faculty member consistently models professionalism as defined above and as relative to rank and position.</p> <p>Faculty member <b>satisfies all criteria under “Meets Expectations” and serves in one or more of the following roles:</b></p> <ul style="list-style-type: none"> <li>• Provides leadership in college or university governance (e.g., program coordinator, Search Committee Chair, Standing Committee Chair, Faculty Senate member)</li> <li>• Actively serves on a board or chairs a committee of a state or national association</li> <li>• Coordinates a significant partnership service project such as a web site for a professional organization or a fund raising event</li> <li>• Receives special recognition in educational or community service</li> </ul>



**College of Education and Health Professions  
 Department of Teacher Education  
 Faculty Evaluation Summary Sheet**

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>I. Teaching</b>			
<b>II. Scholarship and Professional Development</b>			
<b>III. Service/Professionalism</b>			

**Overall Rating:**

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Faculty Member's Signature/Date

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Evaluator's Signature/Date

Appendix B: Teacher Education Faculty  
Workload Policy

DRAFT

## **Teacher Education Faculty Workload Policy DRAFT**

**The Teacher Education Faculty Workload Policy is a supplement to the Department of Teacher Education Standards of Excellence. Faculty should refer to the Standards of Excellence to ensure that they are meeting expectations for annual performance reviews and promotion and tenure.**

We propose the creation of two basic tracks within the tenure-track position, a teaching track and a research track, and a non-tenure track, Lecturer. Descriptions and proposed workloads for each track are outlined below.

**Teaching Track** – The teaching track would be suited for faculty who want to focus most of their time on teaching. Faculty selecting this track would be committed to curriculum design and development, and continued improvement and innovation with a focus on excellence in teaching as supported by evidence of effectiveness. The workload for this track would be a 4/4 (12/12) teaching load for regular faculty or a 3/3 (9/9) load for faculty with administrative duties (such as program coordinators). This track would support the efforts of faculty seeking promotion and tenure by providing opportunities to produce scholarly works related to their teaching. An example could be something like action research reporting the results of innovative teaching practices. Teaching Track faculty seeking promotion and tenure would be required to have a minimum of 1 external, peer-reviewed scholarly activity during the five-year period leading up to promotion or tenure.

**Research Track** – The research track would be suited for faculty who want to focus more of their time on research. By choosing this track, a faculty member would be committed to the continued production of research. The workload for this track would be a 3/3 (9/9) load for regular faculty or a 3/2 (9/6) load for faculty with administrative duties (such as program coordinators). No overloads would be supported. Faculty members who secure grant support may buy out additional course reduction by applying grant funds to compensate for a reduced teaching load. Faculty selecting this track would be positioned for seeking promotion and tenure through their production of scholarly work related to their research. An example could be the publication of results of research projects. Research Track faculty seeking promotion and tenure would be required to have a minimum of 2 external (i.e., outside the College of Education and Health Professions), peer-reviewed scholarly activities during the five-year period leading up to promotion or tenure. These scholarly activities must support the faculty member's established research agenda.

**Lecturer** – This position is a non-tenure track with a 4/4 (12/12) teaching load. Lecturers will have additional responsibilities such as student advising. Service to the department, college, university, profession, and community is expected.

Faculty choosing any of the described tracks will be expected to serve on department, college, and university committees as part of the service component. Service to the education profession is also expected. Advising of graduate students and directing theses and dissertations are expected of graduate faculty. Release time will be provided for graduate faculty who chair or serve on doctoral committees of program completers and those who supervise theses for Ed.S. projects to completion. One course release will be provided to faculty who chair 3 dissertation committees to completion or serve on 5 dissertation committees to completion. Faculty who supervise 5 Ed.S. theses to completion will receive 1 course release.

Faculty workloads will be selected by faculty members in consultation with the Dean or Department Chair. Faculty Professional Goals, which are reflective of the selected workload track, will be evaluated annually. Each faculty member's track will be recorded on the annual evaluation. Faculty will be expected to continue in their selected track.


## Appendix C: Syllabus Template

*"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles"*

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**College of Education and Health Professions  
Columbus State University  
Department of Teacher Education**

Syllabus Template

<b>Course:</b>			<b>Semester:</b>	
<b>Instructor:</b>			<b>Time:</b>	
<b>Office:</b>			<b>Day(s):</b>	
<b>Phone:</b>	(706) 568-2255		<b>Location:</b>	Jordan Hall
<b>Email:</b>				
<b>FAX:</b>	(706) 569-3134		<b>Teaching Schedule:</b>	
<b>Office Hours:</b>			<b>Prerequisites:</b>	
		<b>Corequisites:</b>		

The College of Education and Health Professions (COEHP) at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COEHP faculty guide individuals in this developmental process.

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Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The Department of Teacher Education has adopted these principles and assumptions, which are listed below, as standards for beginning and advanced teachers.

**INTASC Principles:**

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.



Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **NBPTS Core Assumptions:**

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

### **ADA STATEMENT:**

If you have a documented disability as described by the **Rehabilitation Act of 1973** (P.L. 933-112 **Section 504**) and **Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations please contact the **Office of Disability Services** in the Schuster Student Success Center - Room 221, 706-507-8755, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

## **COURSE GOALS & OBJECTIVES:**

Students will:

## **COURSE REQUIREMENTS:**

## **GRADES:**

The following scale will be used:

**90-100 – A**

**80-89 - B**

**70-79 - C**

**60-69 - D**

**Below 60 - F**

## **TEXTBOOK:**

**CULTURAL DIVERSITY:** In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the discussions.

**TECHNOLOGY:** Students will be encouraged to use the broad range of electronic technology available in the University's computer laboratories and library. Resources available include, but are not limited to, Peachnet, Galileo, and SilverPlatter; search engines include Inference Find, Metacrawler, MetaFind, Yahoo!, Infoseek, Alta Vista, and Northern Light, searchengines.com, beaucoup.com,

**ATTENDANCE POLICY:** Regular attendance at class or a laboratory is a student obligation. Hours of absence in excess of nine (9) in this three-semester hour course will cause you **to be dropped from the class for excessive absence.**

**STUDENT ASSIGNMENTS:** Assignments will be kept for a period of 30 days into the following term. Materials that are not picked up by the student during that period of time will be discarded. Materials may not be picked up by an individual other than the student.

**CLASSROOM BEHAVIOR:** Students and course instructors share the responsibility for maintaining an appropriate, orderly learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline described in the Student Handbook.

**PLAGIARISM:** The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one's own in written work offered for credit.

It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.

This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. NOTE: Plagiarism may come about through carelessness or ignorance. Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course.

*NOTE: Credit for this statement goes to Dr. Barbara Hunt.*

### **STATEMENT OF UNDERSTANDING**

I have received a copy of the syllabus for \_\_\_\_\_ (course number). I have read the syllabus and have been offered an opportunity to ask questions about it. I understand the requirements set forth in the syllabus and my responsibility to fulfill those requirements in a professional manner.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix D: List of Courses Requiring MAP, GMAP, or Dispositions Evaluations

### Courses Requiring MAP, GMAP, and/or Dispositions Evaluations

<b>Program</b>	<b>Fall Courses</b>	<b>Spring Courses</b>	<b>Assessments Required</b>
Art Education	ARTE 3215		MAP and Dispositions
		ARTE 4210	MAP and Dispositions
	ARTE 6185		GMAP and Dispositions
Early Childhood	EDEC 3255	EDEC 3255	MAP and Dispositions
	EDEC 3256	EDEC 3256	MAP and Dispositions
	EDEC 4217	EDEC 4217	MAP and Dispositions
	EDEC 4235	EDEC 4235	MAP and Dispositions
	EDEC 4247	EDEC 4247	MAP and Dispositions
	EDRG 4218	EDRG 4218	MAP and Dispositions
	EDRG 4219	EDRG 4219	MAP and Dispositions
	EDEC 6125		GMAP
	EDEC 6135		GMAP
	EDRG 6118		GMAP
		EDEC 6145	GMAP
		EDEC 6156	Dispositions
	EDEC 7126		GMAP and Dispositions
	EDEC 7155		Dispositions
Middle Grades	EDMG 2257		MAP and Dispositions
		EDMG 3115/EDCI 3455	MAP and Dispositions
		EDMG 4245	MAP and Dispositions
		EDMG 4222	MAP and Dispositions
	EDMG 4235		MAP and Dispositions
		EDMG 6155	GMAP and Dispositions

<b>Program</b>	<b>Fall Courses</b>	<b>Spring Courses</b>	<b>Assessments Required</b>
Music Education	MUSE 4205		MAP and Dispositions
	MUSE 4207		MAP and Dispositions
		MUSE 4206	MAP and Dispositions
		MUSE 6125	GMAP and Dispositions
		MUSE 6795	GMAP and Dispositions
Foreign Language		EDSE 4125/EDCI 4455	MAP and Dispositions
Health and PE	PELM 3217		MAP and Dispositions
		PELM 4215	MAP and Dispositions
	PELM 4416		MAP and Dispositions
		PELM 5215	Dispositions
	PELM 5216G		MAP and Dispositions
	PELM 5216U		MAP and Dispositions
	PELM 6116		Dispositions
	PELM 6215		GMAP and Dispositions
	PELM 6216/6217		GMAP and Dispositions
		PELM 6135	GMAP and Dispositions
Secondary English	EDSE 4115/EDCI 4455		MAP and Dispositions
	EDCI 6456		MAP and Dispositions
	EDSE 3485		MAP
		EDSE 3115/EDCI 3455	MAP and Dispositions
		EDSE 6115	GMAP and Dispositions
		EDCI 7115	GMAP and Dispositions

<b>Program</b>	<b>Fall Courses</b>	<b>Spring Courses</b>	<b>Assessments Required</b>
Secondary History	EDSE 4245/EDCI 6455	EDSE 4245	MAP and Dispositions
	EDSE 6145 (section for certified teachers)		GMAP and Dispositions
Secondary Math	EDCI 4425/EDCI 6456		MAP and Dispositions
	EDSE 6795		GMAP and Dispositions
		EDMG 4222	MAP and Dispositions
		EDSE 7125	Dispositions
Secondary Science	EDSE 4135		MAP and Dispositions
		EDSE 6135	GMAP and Dispositions
		EDSE 7135	Dispositions
Special Education	SPED 2405		MAP and Dispositions
	SPED 4406		MAP and Dispositions
	SPED 6419		GMAP and Dispositions
		SPED 4407	MAP and Dispositions
		SPED 3225	MAP and Dispositions
		SPED 6295	GMAP and Dispositions
Theatre Education	THEA 4406	THEA 4406	MAP and Dispositions
	THEA 5106U		MAP and Dispositions
All programs	Student Teaching/Internship	Student Teaching/Internship	MAP and Dispositions

# APPENDIX E: Undergraduate Dispositions Rubric & Evaluation Form



**College of Education and Health Professions  
Rubric for the Evaluation of Dispositions  
Undergraduate**

<b>Disposition</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge.	Uses no objectionable language; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge.	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment at all times.
Interacts appropriately and positively with others	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.	Interactions with peers, colleagues, or authority figures are appropriate and positive.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.
Treats others with courtesy, respect and open-mindedness	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.
Displays the ability to work with diverse individuals	Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.	Works harmoniously and effectively with diverse individuals.	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.
Displays maturity and independence by following appropriate protocol when seeking solutions to problems	Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.
Accepts and uses constructive criticism (feedback)	Is not receptive to constructive comments and shows no sign of implementing change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates enthusiasm, confidence, and initiative	Lacks enthusiasm and confidence in teaching and does not take initiative.	Exhibits enthusiasm and confidence in teaching and takes initiative.	Is enthusiastic, confident, and takes initiative beyond what is expected.
Demonstrates appropriate self-monitoring and control of emotions and behavior	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.	Models appropriate emotional and behavioral responses.	Models appropriate emotional and behavioral responses in difficult situations.
Demonstrates acceptable professional appearance and uses appropriate hygiene	Appearance, attire and/or hygiene are often inappropriate.	Appearance, attire, and hygiene are appropriate.	Is a role model of professionalism through personal appearance, attire, and hygiene.

<b>Disposition</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Maintains confidentiality of records, correspondence and conversations	Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; does not respect confidentiality of professional correspondence or conversations.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.
Prepares thoroughly and consistently	Seldom displays a thorough preparation of academic materials.	Consistently displays a thorough preparation of academic materials.	Always displays a thorough preparation of academic materials and goes beyond required criteria.
Meets deadlines	Does not consistently abide by deadlines for assignments, including projects and presentations.	Consistently abides by deadlines for assignments, including projects and presentations.	Always abides by deadlines for assignments including projects and presentations.
Exhibits a strict code of honesty related to tests and assignments	Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy.	Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.	Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.

Revised 2/21/03

### Teacher Candidate Disposition Evaluation Form

DISPOSITION	RATING					
	1	2	3	4	5	NI
Reflects sound judgment and moral reasoning, Especially in relating to and safe-guarding students						
Interacts appropriately and positively with others						
Treats others with courtesy, respect and open-mindedness						
Displays the ability to work with diverse individuals						
Displays maturity and independence by following appropriate protocol when seeking solutions to problems						
Accepts and uses constructive criticism (feedback)						
Demonstrates enthusiasm, confidence, and initiative						
Demonstrates appropriate self-monitoring and control of emotions and behavior						
Demonstrates appropriate professional appearance and uses appropriate hygiene						
Maintains confidentiality of records, correspondence, and conversation						
Prepare thoroughly and consistently						
Meets deadlines						
Exhibits a strict code of history related to tests and assignments						
<b>Aggregate percentage:</b>						
<b>Total number of evaluations:</b>						

# APPENDIX F: Graduate Dispositions Rubric & Evaluation Form

**College of Education and Health Professions  
Rubric for the Graduate Evaluation of Dispositions**

<b>Disposition</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exemplary</b>
Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)	Enlists participation of inappropriate personnel to seek solutions on his/her behalf; Fails to identify the appropriate personnel with whom to address the problem; Focuses on blaming others rather than seeking solutions; Does not demonstrate discretion when discussing problems; Is not receptive to constructive comments and shows no sign of implementing change.	If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist him/her; Follows through with that person to seek a resolution; Uses discretion in discussing the problem; Focuses on solutions rather than assigning blame; Is receptive to constructive comments and implements changes.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; Addresses the problem with the appropriate person and is prepared with any necessary documentation; Uses discretion by discussing the problem with only the appropriate person(s); Focuses on solutions rather than assigning blame, accepting personal responsibility for problems when appropriate; Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)	Does not maintain confidentiality of records, professional correspondence, or conversations; Participates in gossip about P-12 students, faculty, or school personnel; Seldom displays a thorough preparation of academic materials; Does not consistently abide by deadlines for assignments; Has exhibited behaviors of dishonesty.	Maintains confidentiality of P-12 student records, professional correspondence, and conversations; Refrains from gossiping; Consistently displays a thorough preparation of academic materials; Consistently abides by deadlines for assignments; Consistently demonstrates behaviors of honesty and integrity.	Maintains confidentiality of P-12 student records, professional correspondence, and conversations, and does not tolerate gossiping or abuse of confidentiality of others; Always displays a thorough preparation of academic materials and goes beyond required criteria; Always abides by deadlines for assignments; Always demonstrates behaviors that exemplify honesty and integrity, documenting these thoroughly.
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)	Appearance, attire and/or cleanliness are often inappropriate.	Appearance, attire, and cleanliness are appropriate.	Is a role model of professionalism through personal appearance, attire, and cleanliness.

Reflects sound judgment and appropriate self-control, especially in relating to and self-guarding students (Professionalism, Teaching)	Uses objectionable language; Reveals inappropriate sensitive and personal information about himself/herself in the classroom setting; Is unable to control his/her emotions and temper; May use put-downs.	Uses no objectionable language; Reveals general personal information; Models appropriate emotional and behavioral responses; Never loses his/her temper.	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; Maintains a warm, but professional attitude with students; Guides the behavior of students in a caring and gentle way. Models appropriate emotional and behavioral responses in difficult situations.
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting and show contempt for others. Communicates an inability or unwillingness to work with some students, parents or other school or university personnel.	Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Works harmoniously and effectively with diverse individuals.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions. Treats other with courtesy, respect, and open-mindedness. Listens to and shows interest in the ideas and opinions of others. Seeks opportunities to include or show appreciation for those who may be excluded. Demonstrates concern for students by engaging in service activities benefiting the profession and the community (e.g., mentoring, tutoring).
Demonstrates the belief that all students can learn (Professionalism, Teaching)	Does not set and convey high standards for all students; displays inequitable treatment of learners; does not persist in helping all learners achieve success.	Sets and conveys high standards for all students and persists in helping those students achieve success; displays equitable treatment of learners.	Always sets and conveys high standards for all students and persists in helping those students achieve success; displays equitable treatment of learners.
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Teaching)	Demonstrates no enthusiasm for teaching and there is little attempt to place discipline content in the context of everyday life.	Demonstrates enthusiasm for teaching and attempts to make discipline content relevant to student's everyday life.	Exudes enthusiasm and consistently develops and integrates dynamic, skills based and student centered instruction that allows students to apply knowledge in the context of everyday life.

Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)	Teacher is not a member of any professional organizations and shows little interest or benefit in attaining membership.	Teacher is a member of a professional organization and participates in the organization to some degree.	Teacher is highly active in professional organizations and views professional organizations as a valuable medium through which ideas and information can be freely and consistently shared.
Demonstrate a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, and Scholarship)	Does not demonstrate a belief in the importance of research-based strategies in education or does not demonstrate the use of these strategies in planning, teaching, and assessment	Demonstrates a belief in the importance of research-based strategies in education and as a result demonstrates knowledge of strategies and uses these strategies in planning, teaching, and assessment.	Demonstrates a belief in the importance of research-based strategies in education and as a result demonstrates expert knowledge of strategies and consistently uses these strategies in planning, teaching, and assessment.
Engages in reflection and self assessment and demonstrates a commitment to life long learning (Professionalism, Teaching, and Scholarship)	Does not reflect upon or revise teaching practices. Teacher does not seek out or participate in continuing education or staff development activities.	Reflects upon and revises teaching practices. Teacher seeks out and participates in some continuing education and staff development activities.	Reflects upon and revises teaching practices and expertly applies revised practices in the classroom. Teacher consistently seeks out and participates in various continuing education and staff development activities that directly develop the teacher's expertise in teaching.

4/27/05

### Graduate Disposition Evaluation Form

DISPOSITION	Below Expectations	Meets Expectations	Exemplary	N/A
Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)				
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)				
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)				
Reflects sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Professionalism, Teaching)				
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)				
Demonstrates the belief that all students can learn (Professionalism, Teaching)				
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Scholarship)				
Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)				
Demonstrates a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, Scholarship)				
Engages in reflections and self assessment and demonstrates a commitment to life long learning (Professionalism, Teaching, Scholarship)				



## APPENDIX G: MAP Final Evaluation Form



**COLUMBUS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HEALTH PROFESSIONS**  
**MODEL OF APPROPRIATE PRACTICE (MAP)**  
**Final Evaluation of Teacher Candidate during Practicum**

**Teacher Candidate:**

**School:**

**Grade Level:**

**Evaluator:**

**Instructions:** For each competency, circle the number that describes the teacher candidate’s level of performance. Please refer to the **Model of Appropriate Practice (MAP)** for specific elements for each level of performance. To access the MAP rubric, go to <http://te.columbusstate.edu/resources.php> , and select “Model of Appropriate Practice”. The following descriptors apply:

**1 - Below Expectations    3 - Meets Expectations    5 - Exceeds Expectations**

DOMAIN	RATING					
<b>I: Planning and Preparation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NI</b>
1a: Demonstrates knowledge of content and pedagogy	1	2	3	4	5	NI
1b: Demonstrates knowledge of students	1	2	3	4	5	NI
1c: Selects instructional goals	1	2	3	4	5	NI
1d: Demonstrates knowledge of resources	1	2	3	4	5	NI
1e: Designs coherent instruction	1	2	3	4	5	NI
1f: Assesses student learning	1	2	3	4	5	NI
<b>II: The Classroom Environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NI</b>
2a: Creates an environment of respect and rapport	1	2	3	4	5	NI
2b: Establishes a culture for learning	1	2	3	4	5	NI
2c: Manages classroom procedures	1	2	3	4	5	NI
2d: Manages student behavior	1	2	3	4	5	NI
2e: Organizes physical space	1	2	3	4	5	NI
<b>III: Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NI</b>
3a: Communicates clearly and accurately	1	2	3	4	5	NI
3b: Uses questions and discussion techniques to enhance student learning	1	2	3	4	5	NI
3c: Engages students in learning	1	2	3	4	5	NI
3d: Provides feedback to students	1	2	3	4	5	NI
3e: Demonstrates flexibility and responsiveness	1	2	3	4	5	NI
<b>IV: Professional Responsibilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NI</b>
4a: Reflects on teaching	1	2	3	4	5	NI
4b: Maintains accurate records	1	2	3	4	5	NI
4c: Communicates with families	1	2	3	4	5	NI
4d: Contributes to school and district	1	2	3	4	5	NI
4e: Grows and develops professionally	1	2	3	4	5	NI
4f: Shows professionalism	1	2	3	4	5	NI

**Is the teacher candidate making satisfactory progress?**     Yes     No

**BASED ON YOUR OBSERVATIONS, IDENTIFY WHAT YOU BELIEVE TO BE THE TEACHER CANDIDATE'S STRENGTHS/AND OR AREAS IN WHICH HE OR SHE NEEDS TO IMPROVE.**

**DOMAIN 1: PLANNING AND PREPARATION**

See attached document.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

See attached document.

**DOMAIN 3: INSTRUCTION**

See attached document.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

See attached document.

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

## APPENDIX H: GMAP Evaluation Form

**Columbus State University/College of Education and Health Professions  
Graduate Model of Accomplished Practice (GMAP)  
Observation Report of Graduate Student**

**Student:** \_\_\_\_\_ **Major:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Lesson Content:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

Directions: To access the GMAP rubric, go to <http://te.columbusstate.edu/resources.php>, and select “Graduate Model of Accomplished Practice”. For each competency, circle the number that describes the level of the teacher’s performance. The following descriptors apply:

**1 – Below Expectations**

**3 – Meets Expectations**

**5 – Exceeds Expectations**

**NI – Not Indicated/Applicable**

<b>Proposition 1: Commitment to students and learning</b>	<b>1 2 3 4 5 NI</b>	<b>Comments</b>
a. Recognizes individual differences in students and adjusts teaching	1 2 3 4 5 NI	
b. Treats all students equitably	1 2 3 4 5 NI	
c. Designs lesson to match student abilities and foster interest	1 2 3 4 5 NI	
d. Provides evidence of teaching to develop multiple domains	1 2 3 4 5 NI	
e. Understands how students develop and learn	1 2 3 4 5 NI	
<b>Proposition 2: Knowledge of subjects and how to teach them</b>	<b>1 2 3 4 5 NI</b>	
a. Demonstrates depth of knowledge of subject matter	1 2 3 4 5 NI	
b. Presents lesson & content so that students learn in a variety of ways	1 2 3 4 5 NI	
c. Links content, when appropriate, to other disciplines	1 2 3 4 5 NI	
<b>Proposition 3: Managing and monitoring student learning</b>	<b>1 2 3 4 5 NI</b>	
a. Clearly articulates goals for students	1 2 3 4 5 NI	
b. Uses multiple methods/strategies to meet goals	1 2 3 4 5 NI	
c. Motivates students to be engaged in learning	1 2 3 4 5 NI	
d. Creates an effective learning environment	1 2 3 4 5 NI	
e. Regularly assesses student progress	1 2 3 4 5 NI	
<b>Proposition 4: Thinking systematically about practice</b>	<b>1 2 3 4 5 NI</b>	
a. Reflects on practice and makes difficult choices	1 2 3 4 5 NI	
b. Seeks the advice of others to improve practice	1 2 3 4 5 NI	
c. Uses research and scholarship to improve practice	1 2 3 4 5 NI	
<b>Proposition 5: Membership in learning communities</b>	<b>1 2 3 4 5 NI</b>	
a. Collaborates with other professionals	1 2 3 4 5 NI	
b. Collaborates with parents	1 2 3 4 5 NI	
c. Uses community resources	1 2 3 4 5 NI	

**Additional Comments:**

# APPENDIX I: Curriculum Vitae Guidelines and Sample Vitae

## Curriculum Vitae Format

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### Date of Preparation

#### 1. PERSONAL INFORMATION:

Name in full  
Academic rank  
Home address and telephone number  
Other relevant data

#### 2. EDUCATION:

Only post-secondary, including honors (please give most recent first). List thesis title(s).

#### 3. ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE:

Please give most recent first, listing institution, rank, dates, and include Columbus State University. Please specify full-time and part-time. For relevant non-academic experience, please also give full description of position and duties.

#### 4. FIELD(S) or AREA(S) OF SPECIAL INTEREST WITHIN DISCIPLINE OR PROFESSION:

#### 5. MEMBERSHIP:

Scientific, honorary, and professional societies (list each category separately and include offices held and dates).

#### 6. SERVICE TO COMMUNITY

List group or organization, offices, projects, dates, etc.

#### 7. SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS:

Include dates.

#### 8. MAJOR COMMITTEES:

University, State, Regional, National, and International and including offices held (with dates).

#### 9. PROFESSIONAL GROWTH AND DEVELOPMENT:

Significant scholarly, professional, research, or administrative experience.

#### 10. PROFESSIONAL ACTIVITIES:

List in the following order, beginning with most recent, using a standard format:

Publication  
Papers and  
Exhibitions and performances  
Consulting work, etc.

A brief narrative statement may be attached to the Curriculum Vitae to expand or amplify evidence of teaching ability and any experience not adequately covered in the Curriculum Vitae

**Brewbaker, James M.**  
**Professor of English Education**  
**Graduate Faculty, appointed 1971**

# SAMPLE VITAE

## Academic Degrees

Ed.D., Curriculum and Instruction, University of Virginia (1972) M.Ed., English Education, University of Virginia (1970) A.B., English, University of Virginia (1963)

## Professional Experience

1971-present Assistant, Associate (1975), and Professor of English Education (1980)  
Columbus State University  
1983-1995 Chair, Department of Curriculum & Instruction (CSU)  
1965-1969 English teacher, Miami Military Academy and Ransom School, Miami, Florida  
(grades 7-11)

## Faculty/Administrative Loads

Fall, 2003  
EDUF 2215: American Educational Experience 4 credits  
EDCI 6158: Trends/issues in Middle/Secondary Ed 2 credits  
EDSE/EDMG 6117: Improved Teaching Lang Arts (5-12) 3 credits  
EDCI 4455: Practicum 2 for Middle-Grades Secondary Ed 2 credits  
Program Coordinator, Secondary English Language Arts Education

Spring 2004  
EDUF 2215: American Educational Experience 4 credits  
ENGL 2145: Introduction to Poetry 3 credits  
EDMG/EDSE 3115: Teaching Composition, Gr 4-12) 2 credits  
Program Coordinator, Secondary English Language Arts Education

Summer 2004 (Maymester)  
EDSE 4117: Literature for Adolescents 3 credits  
EDCI 6158: Trends/issues in Middle/Secondary Ed 2 credits

## Other University Assignments (2001-2002)

Co-Chair: Intellectual Vitality & Faculty Development Committee; Advising: 25 graduate and 20 undergraduate students.

## Professional Memberships

Phi Delta Kappa, Phi Kappa Phi, NCTE, ASCD, GASCD, Assembly on Literature for Adolescents, Conference on English Education, Georgia Council of Teachers of English

## Professional Assignments and Activities

Poetry Editor, *English Journal*; reviewer for *English Journal* (articles) and NCTE (books); senior projects judge and mentor, Columbus HS (2000-present); consultant and workshop presenter, Columbus Regional Mathematics Collaborative, 2003-2004; facilitator and participant CSU Bridge Builders Study Circles, 2003-2004; formerly Chair of NCTE Committee on Teacher Preparation/Certification, (1996-1999); formerly NCATE Examiner (1990-1999);

## Honors and Awards

Names co-sponsored speaker by NCTE, 2002-present; First Prize in Poetry, Sandhills Writers Conference, 2003



### **Selected Publications**

Poetry columns, *English Journal*, May 2003-present (5 issues)

"Pulling Brambles," "Ramps," and "A Willing Georgian" (poems). Shout Them from the Mountain Top: Georgia Poems. Georgia Pen Women, 2003

*Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School.* Urbana, Illinois: National Council of Teachers of English, 2002 (with Dawnelle Hyland). (in press)

"Too Few Stories." *ALAN Review*. Spring 2002.

"Words on World: Defining English as an Interdisciplinary Subject." *ALAN Review*. Spring 2001.

"Whatever Happened to Mark? Teacher Education as Messy, Unpredictable, Joyous." *English Journal*, July, 2001.

"Proving That Oil and Water Mix: Science and Young Adult Literature." *ALAN Review*. Spring, 2000 (with Kerri Deal).

"Margaret Mitchell." *Writers for Young Adults Supplement*. Ted Hipple, ed. Scribners 2000.

"Doing the Decades." *ALAN Review* Spring, 1999. Excerpted/reprinted in *NCTE Notes Plus*, November 1999.

### **Selected Papers and Presentations**

"Poem, Perception, and Promise: Adults, Teens, and Teachers Exploring Their Worlds Through Poetry." Presented to National Council of Teachers of English, 2003 (with William Kinne and Tucker Hearn).

"Matters of Fact, Matters of Fiction: Integrating Social Studies and Science Through Literature." Presented to National Middle School Association, 2001 (with Kerri Ward and Kerri Deal) (A related session was presented with Kerri Deal to NCTE Annual Convention, Milwaukee, WI, 2000.

"In Quest of the Perfect Teaching Poem/The Perfect Poetry Lesson and other Windmills." Presented to Third International Conference for Global Conversations on Language and Literacy. Bordeaux, France, 1998

### **Research Emphases and Grants**

Collaboration with classroom teachers to develop superior teaching materials for language arts; development of materials to support teachers using *Poems by Adolescents and Adults* in their classrooms; occasional grants to support this activity.

APPENDIX J: Sample Degree  
Progress Sheets

## MEd Middle Grades Education

STUDENT:

ID#: \*\*\*

Area 1 (7 hrs.)	Course Taken	Term	Grade
EDUF 6115 Educational Psychology			
EDUF 6116 Research Methods			
EDUF 6795 Collaborative Student Support			
Area 2 (10 hrs.)			
EDCI 6158 Trends & Issues in MG and Secondary			
EDCI 6255 Teacher Inquiry & Investigation			
EDRG 6116 Integrating Literacy Strategies in the MG			
EDMG 6155 Psychology of the Early Adolescent Learner			
Area 3 (15 hrs.) Select nine semester hours in one area and six semester hours in a second area of graduate elective courses as approved by advisor			
Language Arts EDMG 6115 Oral Language in the Mid Grades EDMG 6117 Improved Teaching of English Language Arts in Grades 4-8 EDCI 6118 Teaching Composition in Grds 4-12 ENGL (5000 level or above)			
Social Studies EDCI 6159 Integrating Multicultural/Global Studies Throughout the Curriculum HIST/POLS/ECON (5000 level or above)			
Mathematics EDMG 6125 Teaching Math in the Mid Grades EDMG 6126 Content Underpinnings for Middle School Mathematics MATH, EDMG Math, EDSE Math, or EDCI Math, (5000 level or above)			
Science EDMG 6135 Teaching Concepts of Physical Science in the Middle Grades EDMG 6136 Teaching Concepts of Life Science in the Middle Grades EDCI 6235 Space Science Methods, Grds 4-12 EDSE 6136 Earth Systems Science For Teachers Grades 6-12 BIOL/CHEM/ GEOL/PHYS (5000 level or above)			
Reading EDRG 6148 Psychology of Reading EDRG 6245 Assessment and Classroom Instruction EDRG 6756 Classroom Literacy Seminar EDRG 5000G or above			
Area 4 Electives (4 hrs.)			
<i>Elective</i>			

## Ed.S. Middle Grades Education

STUDENT:

CSU ID:

Area 1 Professional Studies (11 hours)	Course Taken	Term	Grade
EDUF 7115 Psychology of Teaching (3) – <i>Spring, Summer</i>			
EDUF 7117 Quantitative Research (3) - <i>Fall</i>			
EDUF 7118 Qualitative Research (3) - <i>Spring</i>			
EDCI 7359 Specialist Project (2) – <i>Fall, Spring</i>			
<b>Area 2 Content Studies (15 hours) – Select concentration studies from the following as approved by advisor. At least 3 hours must be at the 7000 level.</b>			
<i>Select from the following with program coordinator approval:</i>			
<u>English</u>			
EDCI 7115 K-12 Curr Studies: English – <i>offered every other fall (even years, e.g., 2010, 2012)</i>			
ENGL/EDSE/EDRG (6000 level or above)			
<u>Mathematics</u>			
EDMG 7125 Issues in Math Ed, MG – <i>offered every other spring (odd years, e.g., 2011, 2013)</i>			
EDEC 7126 Issues in Math Ed, Early Childhood – <i>Fall, Spring</i>			
MATH, EDCI math, EDMG math, or EDSE math (5000 level or above)			
<u>Science</u>			
EDSE 7135 Curr Studies, Sec Science - <i>Spring</i>			
BIOL/CHEM/GEOL/PHYS (5000 level or above)			
<u>Social Studies</u>			
EDSE 7145 Curr Studies, Social Science, <i>Fall</i>			
EDCI 6159 Multicultural Global Studies, <i>Summer</i>			
HIST/POLS/ECON (5000 level or above)			
<u>Reading</u>			
EDRG 6148 Psychology of Reading (3) – <i>Summer, Fall</i>			
EDRG 6245 Assessment and Classroom Instruction (3) – <i>Spring, Summer</i>			
EDRG 6756 Classroom Literacy Seminar (1) – <i>Fall, Spring, Summer</i>			
EDRG 6116 Literacy Strategies in MG (3) – <i>Summer</i>			
<b>Area 4 Electives (4 hours)</b>			

APPENDIX K: Graduate Admission  
Requirements

## General Admission Requirements - Graduate

### Master of Arts in Teaching (M.A.T.)

- Degree in related field or a minimum of 25 semester hours of approved coursework
- Transcript evaluation to determine content courses needed for certification
- Minimum grade point average (GPA) of 2.75 (regular admission) or 2.50 (provisional admission) on all undergraduate work at an accredited United States institution in fulfillment of the requirements for a baccalaureate degree
- Satisfactory scores on the general portion (quantitative and verbal) of the Revised Graduate Record Exam (GRE) with "writing assessment" component; minimum score of 3.5 required on GRE writing component **OR** passing scores on the GACE content examinations required in the intended teacher certification field
- Passing score on the GACE Basic Skills Tests [Reading (200), Mathematics (201), Writing (202)] or exemption based on one of the following:
  - SAT (1000 combined Verbal and Math scores),
  - ACT (43 combined English and Math scores),
  - GRE (1030 combined Verbal and Quantitative scores on tests taken before August 1, 2011 or 297 combined Verbal and Quantitative scores on tests taken after August 1, 2011), or
  - Having a masters degree or above from a PSC-accepted accredited institution
- Criminal background check
- The successful applicant must not have a criminal record or discharge from the armed services that would prevent recommendation for related teacher certifications

### *Master of Education (M.Ed.)*

- Minimum grade point average (GPA) of 2.75 (regular admission) or 2.50 (provisional admission) on all undergraduate work at an accredited United States institution in fulfillment of the requirements for a baccalaureate degree
- A clear renewable teaching license or documentation of eligibility for certification (approved program completion and applicable licensure exam scores)
- The successful applicant must not have a criminal record or discharge from the armed services that would prevent recommendation for related teacher certifications

### *Specialist in Education (Ed.S.)*

- GPA of at least 3.0 on all graduate course work at an accredited United States institution in fulfillment of the requirements for a graduate degree
- A clear renewable teaching license or documentation of eligibility for certification (approved program completion and applicable licensure exam scores)
- The successful applicant must not have a criminal record or discharge from the armed services that would prevent recommendation for related teacher certifications
- Minimum of three years of teaching experience