

# DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education offers the Bachelor of Science degree in Early Childhood Education, Middle Grades Education and Secondary Education. (Please see the Graduate Catalog for information about the graduate degrees offered.) Each degree program is approved and leads to Level-4 Teacher Certification by the Georgia Professional Standards Commission. Therefore, in addition to degree requirements, each candidate must pass all parts of the required GACE Program Admissions (or exempt with SAT or ACT scores) and GACE Content Exam for the pursued program of study, as well as fully meet all additional State of Georgia certification requirements before graduation.

## Accreditation

Teacher Education programs are accredited by the Georgia Professional Standards Commission and the Council for the Accreditation of Educator Preparation. Albany State University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's and Education Specialist degrees.

## Certification

All Teacher Education programs are approved by the Georgia Professional Standards Commission. Upon completing an approved program and with the recommendation of the Department of Teacher Education, graduates receive State of Georgia Level-4 certification as teachers, the basic credential for teaching in the public school in Georgia. Please note that the approved programs are designed to meet Georgia certification, and that certification requirements of the State of Georgia do change, producing changes in the requirements of the approved programs. Candidates must comply with all changes for degree requirements if the changes impact certification. All Teacher Education candidates who plan to teach should file applications for Teacher Certification during Student Teaching.

## Teacher Education Governance And Curricula

The Department of Teacher Education is the University's Teacher Education Unit. All Teacher Education Programs of all departments of Albany State University are governed by the policies listed in this section. The Chair of the Department of Teacher Education is the Official Certification Officer for Teacher Education with the aid of the College of Professional Studies Leadership Team.

## Admission to the Educator Preparation Program/Teacher Education

Formal admission to the study of Teacher Education is a mandatory requirement. All candidates pursuing initial Teacher Certification must be admitted to the Professional Education Unit/Teacher Education. This includes candidates who are pursuing bachelor degrees via an approved Teacher Education Program, and post-baccalaureate students who are seeking initial or additional Level-4 certification as teachers. Candidates are not eligible to take 3000 and 4000 level Education courses or Student Teach until admitted to the Professional Education Unit/Teacher Education. Candidates enrolling in 3000 and 4000 level Education courses without having met the admissions requirements to the Educator

Preparation Program/Teacher Education will be administratively withdrawn from class(es).

## Application for Admissions to the Educator Preparation Program/Teacher Education

An Application for Admission to the Professional Education Unit will be obtained from the Depar of Education and completed with the Academic Advisor for processing and submission. Candidates are encouraged to register for the GACE Program Admissions Examination while enrolled in EDUC 2120: Explore Soc/Cul Perspectives. Transfer candidates who have completed the requirements for admission at a previous institution should apply for Admission to the Educator Preparation Program/Teacher Education their first semester of enrollment.

## Requirements for Admission to the Professional Education Unit/Teacher Education

The College of Professional Studies is a professional college. Therefore, formal action must be taken by the College for candidates desiring entry into the study of Teacher Education. The following criteria must be met to gain Admission to the Professional Education Unit/Teacher Education:

1. Completion of a minimum of 36 semester hours from areas A, B, C, D and E of the Core with a cumulative grade point average of 2.5 or above.
2. Completion of EDUC 2110, ENGL 1101 and ENGL 1102 and MATH 1111 (or equivalent) with grades of "C" or above.
3. Proficiency in written communication as demonstrated in EDUC 2110.
4. Commitment to abide by the Professional Standards Commission's Code of Ethics by receiving a successful review of the Criminal Background Check.
5. An acceptable history of professional dispositions and criminal background.
6. Completion of EDUC 2199 Orientation to Teacher Education.
7. Submit an Admissions Application to the Department of Teacher Education.
8. Pass the GACE—Program Admissions Examination (reading, writing, and mathematics)
9. Submit application for the Georgia PSC Pre-Service Certificate.
10. Provide documentation of coverage by a Professional Liability Insurance Program. (Inexpensive insurance coverage is usually acquired through Professional Association Membership and proof of medical insurance.)
11. Satisfactory completion of unique requirements of the specific program applied to and approval by the corresponding program coordinator. This may include specific achievement tests or physical performance requirements.

## Guidelines for GACE – Program Admissions Examination Testing Program

The College of Professional Studies has established the following guidelines regarding the GACE Basic Skills examination:

1. Candidates must successfully pass or exempt the GACE Basic Skills Examination before formal admission to the Professional Education Unit.
2. Candidates should register for and take the GACE Program Admissions Examination while enrolled in EDUC 2120.
3. Candidates who have not successfully passed or exempted the GACE Basic Skills assessment should register for the Mastery Learning elective(s) and/or attend Supplemental Instruction sessions to receive intensive GACE Basic Skills preparation in targeted areas of weakness.
4. Candidates should submit their official GACE scores to their Academic Advisor.

## Advisement Activities

The faculty and staff in the Department of Teacher Education provide the following advisement support services and activities to Teacher Education candidates:

- **Program of Study** - Assist candidates with course selection required for Core Requirements and Teacher Education according to Catalog and Program of Study Check Sheets; guide candidates through the process of meeting program requirements; and, facilitate candidate development as professional educators in their respective fields.
- **Orientation** - Advise COE candidates that they are required to attend a mandatory orientation each year with the Department Chairperson and Advisors to share important program information and address candidates' concerns regarding program changes and requirements. These meetings keep candidates current on program and certification information.
- **Early Experience** - Advise candidates who are interested in education to participate in early experiences where they have opportunities to work with children in a supervised setting.
- **Transfer Students** - Advise transfer candidates as to the appropriate actions needed for transfer articulation of courses between colleges/universities, as well as how to gain unconditional admission to the Teacher Education Program.
- **Professional Development Workshops** - Advise candidates to attend professional development workshops when provided.
- **Campus Services** – Advise candidates to seek services from appropriate campus support units when needed (QEP Writing Center, University Counseling/Testing, etc.).

## Field and Clinical Experiences

All professional education courses in the department of Teacher Education require authentic field experiences. Candidates are expected to engage in experiences with diverse candidates across a variety of grade levels as specified by their intended program of study.

## Beginning of School Experience

All candidates are required to spend approximately two weeks in a public school to observe/participate at the beginning of the school year. Candidates must apply for the Beginning School Experience during the spring semester prior to the academic year they are scheduled to student teach, whether Student Teaching in the fall or the spring. They must complete this field experience in a school setting with the level of student they will be expected to student teach. Approval and arrangements for the Beginning School Experience are made with the school by the education candidate and the Director of Clinical Experiences. Service for

one year as a paraprofessional may substitute for the Beginning School Experience.

## Student Teaching

Student Teaching is the capstone experience for the entry level baccalaureate programs and is conducted in accredited schools. Candidates are advised against taking additional classes while completing Student Teaching. Candidates must apply for admission to Student Teaching by attending the Pre-Student Teaching Seminar in the preceding semester (EDUC 3403–Practicum III).

## Admission Requirements for Student Teaching

For all Teacher Education programs, Admission to Student Teaching requires that the candidate:

- Be fully admitted to the Professional Education Unit/Teacher Education and is in good standing (G.P.A. of 2.5 or better).
- Has completed the required specialty area (teaching content) and professional courses.
- Has applied for Admission to Student Teaching by successfully completing the Practicum III the preceding semester (EDUC 3403).
- Is covered by Professional Liability Insurance. (Inexpensive insurance coverage is usually acquired through Professional Association Membership and proof of medical insurance.)
- Has completed the GACE requirements.
  - Pass Program Admissions (all majors)
  - Pass GACE Ethics—Entry (all majors)
  - Pass GACE Content Exam. (Middle Grades majors must pass primary content area and attempt secondary content major.)
- Commitment to abide by the Professional Standards Commission's Code of Ethics by receiving a successful review of the Criminal Background Check.
- Has completed EDUC 2199 Orientation to Teacher Education.
- Has performed successfully on the Dispositions Assessment in EDUC 3403 (Practicum III).
- Has completed Beginning School Experience prior to Student Teaching.
- Has received a GaPSC Pre-service Certificate.

## Internship and Practicum Courses

All internship and practicum courses taken in lieu of Student Teaching are governed by Student Teaching policies and all Student Teaching requirements are applicable to these courses.

\*Candidates who have not been formally admitted to the Educator Preparation Program/Teacher Education will not be permitted to enroll in the Clinical Experience.

## Minor in the Department Of Teacher Education

A minor in Education is available to candidates who are pursuing a major outside of Education, but are interested in the field. The minor does not lead to initial certification, but provides the candidate with the foundation courses required of the Georgia Professional Standards Commission should the candidate desire to seek certification at a later time. Candidates seeking the minor must be admitted to the Educator Preparation Program/Teacher Education.

## Graduation Requirements

In addition to successfully completing all course work, the Department of Teacher Education requires that candidates attain eligibility for certification upon graduation. There are some certification requirements that must be met prior to completing the program. During student teaching/internship, candidates must successfully pass the GaPSC Educational Teacher Performance Assessment (edTPA) and the GACE Ethics-Exit.

## Programs in the Department of Teacher Education

- Degree information for the Associate of Science in Core Curriculum with an Education Transfer Pathway (<http://catalog.asurams.edu/undergraduate/degree-programs>)

- #
- A
- B
- C
- D
- E (p. 3)
- F
- G
- H
- I
- J
- K
- L
- M (p. 3)
- N
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- P
- Q
- R
- S (p. 3)
- T
- U
- V
- W
- X
- Y
- Z

## E

- Early Childhood Education, Bachelor of Science (<http://catalog.asurams.edu/undergraduate/professional-studies/teacher-education/early-childhood-education-grades-k-5-bachelor-science>)
- Education, Minor (<http://catalog.asurams.edu/undergraduate/professional-studies/teacher-education/education-minor>)

## M

- Middle Grades Education (MGED 4-8), Bachelor of Science (<http://catalog.asurams.edu/undergraduate/professional-studies/teacher-education/middle-grades-education-mged-4-8-bachelor-science>)

## S

- Secondary Education, Bachelor of Science (<http://catalog.asurams.edu/undergraduate/professional-studies/teacher-education/secondary-education-bachelor-science>)

### ECEC 3200. Curriculum in Early Childhood Education. (3 Credits)

This course examines the philosophical, psychological and sociological basis for selecting curricula for children newborn through nine. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

### ECEC 3319. Quantitative Skills for Young Children. (3 Credits)

Considers methods of teaching math concepts to early childhood students of all ability levels. Problem-solving strategies are examined. Observation-laboratory experiences included.

### ECEC 3322. Reading through Childrens Literature/Language Arts. (3 Credits)

This course examines the study of the literature published for children, with emphasis upon traditional literature, current trends and reading guidance, and the use of books and materials in educational development. Language arts and using literature across the curriculum are also studied. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

### ECEC 3352. Health and Physical Education for Young Children. (3 Credits)

Contemporary theory and basic scientific findings on gross and fine motor activities of children of varied characteristics up to nine years of age. Planning and teaching for psychomotor development.

### ECEC 3354. Science for Young Children. (3 Credits)

This course considers different methods and materials for teaching science to preschool and primary age students. Observation-laboratory experiences are included.

### ECEC 3355. Developmental Reading for Young Children. (3 Credits)

Teaching techniques and materials for developmental reading. Emphasis on emergent literacy, whole language, as well as traditional approaches to reading instruction. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

### ECEC 4354. Science for the Young Child. (4 Credits)

This course considers different methods and materials for teaching science to preschool and primary age students. A laboratory component is included. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

### ECEC 4400. Social Studies/Diversity/Language Arts. (3 Credits)

A study of the social studies curriculum for toddlers, preschool and grades K – 4. An exploration of multicultural concepts of the family, neighborhood, community and society. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

### ECEC 4420. Preschool Education. (3 Credits)

Focuses on various preschools and their philosophies as related to young children. Laboratory and field experiences required.

**ECEC 4423. Corrective Reading in Early Childhood. (3 Credits)**

Provides prospective classroom teachers with an understanding of reading difficulties plus practical experiences in the diagnosis, assessment, and prescriptive of corrective treatment of reading problems. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

**ECEC 4460. Student Teaching in Kindergarten and Primary Grades. (12 Credits)**

Student teaching in the early childhood grades. Observation and teaching for one semester under the direction of an approved supervising teacher in selected kindergarten and early elementary schools.

**ECEC 4490. Internship in Early Childhood Education I. (6 Credits)**

Supervised internship in an approved Early Childhood instructional setting. Designed for selected teachers with a provisional certificate in the field of intended certification.

**ECEC 4491. Internship in Early Childhood Education II. (6 Credits)**

Supervised internship in an approved Early Childhood instructional setting. Designed for selected teachers with a provisional certificate in the field of intended certification.

**ECEC 4500. Remedial Reading: A Practicum. (3 Credits)**

Examines issue associated with struggling readers with emphasis on evidence-based instructional strategies. Provides authentic field experience to assist with application of scientifically-based practices in reading education. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

**MGED 3314. Mathematics in the Middle Grades. (3 Credits)**

Basic concepts in algebra are stressed with emphasis placed upon a structural development of the real number system. This course offers a review of the real number system as well as a review of the Mathematics Curriculum normally found in Grades 4 – 8. The candidate must earn a minimum grade of 'B' to receive credit on the program of study for this course.

**MGED 3315. Curriculum Needs and Characteristics of the Middle School Child. (3 Credits)**

This course is designed to provide pre-service teachers with an overview of the curriculum needs and characteristics of middle grade children, along with program rationale goals, principles of curriculum development, organizational designs and teaching strategies. The candidate must earn a minimum grade of 'C' to receive credit on the program of study for this course.

**MGED 3326. Preadolescent Literature. (3 Credits)**

This course is a survey of the types of literature appropriate for students in grades 4-8. Emphasis is placed upon extensive reading and evaluation of children's books as well as techniques for effective use in the classroom. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

**MGED 4422. Social Studies in the Middle Grades. (3 Credits)**

This course teaches principles and practices of teaching concepts and skills in Social Studies.

**MGED 4423. Language Arts in the Middle Grades. (3 Credits)**

This course is designed to give prospective teachers of middle grade students the knowledge and skills necessary to assist youth in becoming efficient in their use of the six linguistic skills of listening, speaking, reading writing, viewing (visually representing), and illustrating for the overall purpose of effective communication in our culturally diverse society. This in turn will ensure wise decision-making and responsible citizenship in our democratic society. As such, the course is an integrated overview of the principles, practices, and materials used in teaching language arts for verbal, non-verbal and written communication. Additionally, it offers prospective teachers the opportunity to assist certified teachers in the public schools.

**MGED 4434. Science in Middle Grades. (3 Credits)**

This course examines teaching strategies appropriate for middle grade students to understand physical and biological concepts. Problem-solving, lecture, and inquiry techniques are examined. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.

**MGED 4439. Reading in the Middle Grades. (3 Credits)**

Course designed to focus attention on reading instruction as it relates to the particular needs of the early adolescent in the middle grades. The goal is to prepare prospective teachers to teach reading across the curriculum and as a separate subject.

**MGED 4461. Student Teaching in Middle Grades. (12 Credits)**

Observation and teaching for one semester under the direction of an approved supervising teacher in selected middle school centers. A seminar component is included.

**MGED 4481. Internship in Middle Grades Education. (6 Credits)**

Teaching middle school children in appropriate classroom settings under supervision. Designed for in-service classroom teachers only.

**MGED 4482. Intern II in Middle Grades. (6 Credits)**

Teaching middle school children in appropriate classroom settings under supervision. Designed for in-service classroom teachers only.

**SPED 2230. Exceptional Children. (3 Credits)**

A study of the characteristics, identification and educational needs of exceptional children and youth. Field experience required.

**SPED 3230. Contemporary Perspectives. (3 Credits)**

This course is designed to provide a study of the development, characteristics, identification and educational needs of exceptional children and youth. Field experience required.

**SPED 3231. Contemp Persp Students w/Excep. (3 Credits)**

A study of the characteristics, identification and educational needs of children and youth with exceptionalities.

**SPED 3300. Development and Characteristics of Children with Mild Disabilities. (3 Credits)**

Examines the development and characteristics of children with mild specific learning disabilities, behavior disorders, and mild intellectual disabilities.

**SPED 3306. Nature and Characteristics of the Intellectually. (3 Credits)**

A study of the characteristics and needs of children with intellectual disabilities, including history, current laws, and identification for services.

**SPED 3307. Nat/Char of Stud w/Intel Disab. (2 Credits)**

A study of the characteristics and needs of children with intellectual disabilities, including history, current laws, and identification for services. Prerequisites SPED 3230.

**SPED 3310. Instructional Methods/Materials for Children with Mild Disabilities. (3 Credits)**

This course provides an overview of theory and research identifying effective methods for teaching adolescents with mild disabilities. Additionally, appropriate materials are identified for use in teaching youth with mild disabilities.

**SPED 3312. Curr/Meth/Mat Tchng Adap Curr. (2 Credits)**

This course focuses on curriculum development and instructional design for students with moderate, severe and profound intellectual disabilities. Prerequisites SPED 3230.

**SPED 3331. Occ Guid Stud w/Intel Dis. (2 Credits)**

Examines employment opportunities, job analysis, and placement procedures for students with intellectual disabilities. Emphasis will be placed on educational, social, vocational and transition guidance. Prerequisites SPED 3231, SPED 3307, SPED 3312.

**SPED 3340. Curriculum, Transitions and Instructional Planning for Teaching the Mildly Disabled. (3 Credits)**

Observation and teaching during the entire school day under the guidance of selected classroom teachers.

**SPED 3341. Curr/Trans Instr Tch Stu Dis. (2 Credits)**

This course is designed to explore the theories and research that form the basis for curriculum development and planning. Students will become knowledgeable of effective instructional practices as they relate to teaching students with various disabilities and exceptionalities.

**SPED 4400. Learning Environment and Behavioral Management for Children with Mild Disabilities. (3 Credits)**

Theory and application of behavior modification techniques.

**SPED 4401. Lrng Env Behav Mgmt Chd W/Disa. (2 Credits)**

A study of the characteristics, identification and educational needs of exceptional children and youth and classroom management techniques used to work with them in the school setting.

**SPED 4450. Student Teaching in Special Education. (12 Credits)**

Teaching students with disabilities in approved educational setting under the guidance of teachers certified in Special Education.

**SPED 4460. Student Teaching Mild Disable. (6 Credits)**

Observation and teaching during the entire school day under the guidance of selected classroom teachers.

**SPED 4470. Student Teaching in Inclusive Environments. (6 Credits)**

Observation and teaching during the entire school day under the guidance of selected classroom teachers.

**SPED 4471. Internship in Special Education I. (6 Credits)**

Teaching special education children in appropriate classroom settings under supervision. Designed for in-service classroom teachers only. Prerequisite: Admission to Teacher Education.

**SPED 4472. Internship in Special Education II. (6 Credits)**

Teaching special education children in appropriate classroom settings under supervision. Designed for in-service classroom teachers only. Prerequisite: Admission to Teacher Education.