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Teacher Education Handbook: Initial Certification Programs (B.S.E.D., M.A.T.)

College of Education
Brenau University

Student Edition



BRENAU UNIVERSITY

TEACHER EDUCATION HANDBOOK - STUDENT
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I. Introduction

The Teacher Education Handbook: Initial Certification is designed to serve as a guide for students, faculty, student teachers, college supervisors, cooperating teachers, and others involved in **initial** teacher education preparation programs at Brenau University College of Education. This handbook contains valuable information, including the education unit's conceptual framework and the integration of the framework throughout the unit. Particular emphasis is given to program outcomes for each academic program and state program requirements governing the degree program. This handbook is the textbook for both ED 200 and ED 500: *Introduction to Teacher Education*.

Introduction to Teacher Education Courses (ED 200/ED500)

These courses have been designed to provide all students in programs leading to initial licensure the necessary information to complete their course of study efficiently and successfully. By nature, teacher education programs are relatively complex due to the regulatory bodies that oversee and approve all aspects of the programs. Brenau's teacher education programs must conform to the standards set forth by the Georgia Professional Standards Commission, the National Council for the Accreditation of Teacher Education, and Brenau's Office of Institutional Assessment. All program changes and modifications must be approved by one or more of the agencies listed above. Hence, instructing students on how these policies are implemented and how they impact the student's eligibility to secure their teaching certificate is critical, which is the goal of the courses.

Overview of the Conceptual Framework of the College of Education

The conceptual framework of the College of Education of Brenau University is based on the vision that "education professionals from Brenau University will take active roles in planning, implementing and evaluating effective teaching practices through reflective decisions relating to *content, pedagogy, and the learner*". It is the belief of the faculty that candidates must have a strong grounding in the content knowledge necessary to guide learners and must also possess the skills needed to respond to the needs of learners; this grounding is supported by the liberal arts mission of the institution. This premise, based in part on Shulman's (1987) work regarding the importance of the knowledge base, framed the initial conceptual model of the College of Education and remains an important component of the conceptual framework.

The theme of reflection, based on Schon's writing (1987) is a natural fit with the unit's focus on a constructivist approach to learning. A guiding principle of the unit is that only through the successful use of reflection can the candidate provide appropriate learning experiences that are responsive to the needs of the learners (Ornstein, 1995). The unit's use of the reflective practice mirrors that described by Van Manen (1977) in that it is viewed as a developmental process for the candidate, with the assumption that beginning teachers are likely to focus on the effective delivery of instruction in the classroom. The preservice teacher is more likely to practice reflection-on-action or reflection-in-action (Schon, 1987) while the practicing teacher should be developmentally ready to engage in reflection-for-action. The teacher education faculty believes that the use of a program portfolio facilitates the development of the reflection process for candidates in the teaching programs and provides needed feedback for the novice candidate (Borko, Michalec, Timmons, & Siddle, 1997).

An understanding of and perspective for the learner is an important element of the conceptual framework and reinforces the institutional mission regarding community responsibility and global

understanding. Decisions about the learning process must take place in the context of knowledge of the learner. Reflection provides the vehicle needed for the candidate to better understand what he or she knows (Loughran, 2002). Part of this reflective process involves facilitating the candidate's capacity to accept, change or to balance one's own ideas and goals with that of the learner's and with the broader concepts of education (Jewett, 1998). It is important that this process not become one of rationalization about the events or problems that are the object of reflection (Loughran, 2002) if the shift to reflection-for-action is to be successful for the novice teacher.

The unit outcomes include a requirement for the teacher to become an intelligent consumer of research. The faculty are committed to the need for examination of events in the context of the prior knowledge and experience of the learner, which incorporates the use of constructivism and reflection, while encouraging the preservice candidate to expand the analysis to include current research and practice.

INTASC Standards

Initial teacher preparation programs at Brenau University are aligned with the Interstate New Teacher Assessment and Support Consortium. The INTASC Standards for each of the degree programs for initial certification are given in this handbook.

Program Outcomes: Bachelor of Science in Education (BSED)

Early Childhood Education

Upon successful completion of the degree in the *Undergraduate and Post Baccalaureate Early Childhood Education* program, students should be able to:

Expected Learning Outcomes	Academic Year Assessed
1. Evaluate professional decisions made in collaboration with students, families and other professionals based on an evolving professional philosophy of education. (INTASC, 1-10; L, R; NAEYC 1, 2, 5; ACEI 5)	Yearly
2. Demonstrate knowledge of content discipline, concepts, procedures and processes across all content areas. (INTASC 1; C; PSC 1, NAEYC 4b, 4c; ACEI 2)	Yearly
3. Use a wide array of materials, methods, and procedures to develop and implement appropriate objectives, procedures, teaching strategies and assessments for diverse learners. (INTASC 1, 4, 8; C, P, L, R, NAEYC 3. ACEI 3, 4)	Yearly
4. Utilize knowledge of the unique characteristics of the learner to create a positive learning environment using a variety of approaches to accommodate the needs of diverse learners. (INTASC 2, 3, 5, 7; C, P, L, R; NAEYC 1; ACEI 1)	Yearly
5. Demonstrate the skills necessary to be intelligent users of educational research. (INTASC 1 & 4; C, P, R)	Yearly
6. Develop informal performance assessments and use the results of formal and informal assessments that effectively measure student mastery of the curriculum. (INTASC 8, 9, 10)	Yearly

Middle Grades Education

Upon successful completion of the degree in the *Middle Grades Undergraduate and Post Baccalaureate Program*, students should be able to:

Expected Learning Outcome	Academic Year Assessed
1. Demonstrate knowledge of the major concepts and theories of the physical, social, emotional, intellectual and moral development of the adolescent. (INTASC 2, 3, & 7; NMSA 1)	Yearly
2. Plan a variety of teaching strategies that reflect the developmental characteristics of the adolescent learner in the context of the classroom, the family, peer groups, and community. (INTASC 2, 3, 4, 6 & 7; NMSA 4 & 5)	Yearly
3. Demonstrate knowledge of the interdisciplinary nature of the curriculum that reflects the content standards in two disciplines. INTASC 1; NMSA 3 & 4	Yearly
4. Identify successful middle level school organizational models. (INTASC 5; NMSA 2)	Yearly
5. Develop informal performance assessments and use the results of formal and informal assessments that effectively measure student mastery of the curriculum. (INTASC 8, 9, 10; NMSA 3)	Yearly
6. Demonstrate research skills necessary to be intelligent users of educational research. (INTASC 1 & 4; NMSA 1-7)	Yearly

Special Education

Upon successful completion of the degree in the *Special Education – Mild Disabilities* program, students should be able to:

Expected Learning Outcome	Academic Year Assessed
1. Candidates will develop an understanding of the field of special education services and supports based on philosophies, human diversity, evidence-based principles, theories and relevant laws and policies. (INTASC 1-10 & CEC: 1-10)	Yearly
2. Identify exceptional conditions and individual learning differences that interact with the domains of human development and respond to these varying and diverse abilities as the candidates develop and implement individualized instruction providing meaningful and challenging learning opportunities. (INTASC 1-10 & CEC: 1-10)	Yearly
3. Possess a repertoire of evidence-based instructional strategies and develop long-range plans anchored in the general curricular, and individualizing the instructional plan in a collaborative context. (INTASC 1, 4-5, 7-8, 10 & CEC: 1, 4-5, 7-8, 10)	Yearly
4. Identify supportive learning environments that foster cultural understanding, emotional well-being, positive social interactions including active engagement and inclusion of individuals with disabilities while collaborating with professionals and families. (INTASC 3-8, 10 & CEC: 3-8, 10)	Yearly
5. Use multiple types of assessment information across all developmental domains for a variety of educational decisions. (INTASC 2-9 & CEC: 2-9)	Yearly
6. Demonstrate research skills necessary to be intelligent users of educational research. (INTASC 1 & 4)	Yearly

Program Outcomes: Master of Arts in Teaching (M.A.T.)***Early Childhood Education***

Upon successful completion of the degree in the *Master of Arts in Teaching Early Childhood Education* program, students should be able to:

Expected Learning Outcome	Academic Year Assessed
1. Evaluate professional decisions made in collaboration with students, families and other professionals based on an evolving professional philosophy of education. (INTASC, 1-10; L, R; NAEYC 1, 2, 5; ACEI 5)	Yearly
2. Apply knowledge of content discipline, concepts, procedures and processes across all content areas. (INTASC 1; C; PSC 1, NAEYC 4b, 4c)	Yearly
3. Develop and implement objectives, procedures, teaching strategies and assessments appropriate for instructional levels, interests, and needs of diverse learners. (INTASC 1, 4, 8; C, P, L, R, NAEYC 3. ACEI 3, 4)	Yearly
4. Utilize knowledge of the unique characteristics of the learner to create a positive learning environment using a variety of approaches to accommodate the needs of diverse learners. (INTASC 2, 3, 5, 7; C, P, L, R; NAEYC 1; ACEI 1)	Yearly

5. Apply research skills necessary to be intelligent users of educational research. (INTASC 1 & 4; C, P, R)	Yearly
6. Develop informal performance assessments and use the results of formal and informal assessments that effectively measure student mastery of the curriculum (INTASC 8, 9, & 10)	Yearly

Middle Grades Education

Upon successful completion of the degree in the *Master of Arts in Teaching Middle Grades* program, students should be able to:

Expected Learning Outcome	Academic Year Assessed
1. Use knowledge of the interrelationships among the theories regarding the physical, social, emotional, intellectual and moral development of the adolescent for teaching and learning. (INTASC 2, 3 & 7; NMSA 1)	Yearly
2. Plan a variety of teaching strategies that are developmentally responsive to the adolescent including the teaching of concepts, inquiry, problem solving and collaboration. (INTASC 2, 3, 4, 6 & 7; NMSA 4 & 5)	Yearly
3. Demonstrate depth of interdisciplinary knowledge of content and related standards for application and delivery at the middle school level. (INTASC 1; 3 & 4)	Yearly
4. Compare and contrast a variety of successful middle level organizational models. (INTASC 5; NMSA 2)	Yearly
5. Develop informal performance assessments and use the results of formal and informal assessments that effectively measure student mastery of the curriculum (INTASC 8, 9, & 10; NMSA 3)	Yearly
6. Apply research skills necessary to be intelligent users of educational research to enhance curriculum and programs for all adolescents. (INTASC 9; NMSA 1-7)	Yearly

Special Education

Upon successful completion of the *Masters of Arts degree in the Special Education – Mild Disabilities* program, students should be able to:

Expected Learning Outcome	Academic Year Assessed
1. Develop an advanced understanding of the field of special education services and supports based on philosophies, human diversity, evidence-based principles, theories and relevant laws and policies. (INTASC 1-10 & CEC: 1-10)	Yearly
2. Identify exceptional conditions and individual learning differences that interact with the domains of human development and respond to these varying and diverse abilities as the candidates develop and implement individualized instruction providing meaningful and challenging learning opportunities. (INTASC 1-10 & CEC: 1-10)	Yearly
3. Possess a repertoire of evidence-based instructional strategies and develop long-range plans anchored in the general curricular, and facilitate an individualized instructional plan in a collaborative context. (INTASC 1, 4-5, 7-8, 10 & CEC: 1, 4-5, 7-8, 10)	Yearly
4. Create supportive learning environments that foster cultural understanding,	Yearly

emotional well-being, positive social interactions including active engagement and inclusion of individuals with disabilities while collaborating with professionals and families. (INTASC 3-8 & 10 & CEC: 3-8 & 10)	
5. Use multiple types of assessment information across all developmental domains for a variety of educational decisions. (INSTASC 2-9 & CEC 2-9) Develop proficiency in determining and developing appropriate assessments of and for learning. (INTASC 2-9 & CEC: 2-9)	Yearly
6. Apply research skills necessary to be intelligent users of educational research to enhance services for students with disabilities. INTASC 9	Yearly

II. Programs of Study and Majors

Program Plans are not a part of this handbook but are readily available for students and faculty on the Brenau Registrar's web site. Along with the plans for the current academic year, the Registrar's office makes available archived plans for the past four years. The documents are available at: <http://www.brenau.edu/academics/collegeofeducation>

Approved Programs of Study: Undergraduate

Bachelor of Science (B.S.)

Early Childhood (ECE) [Atlanta, Augusta, Fairburn, Gainesville]
 Middle Grades (MG) [Atlanta, Augusta, Gainesville]
 Special Education (SE) [Atlanta, Gainesville]
 Music, Dance, Art [Gainesville]

Second Baccalaureate

Early Childhood [Atlanta, Gainesville]
 Middle Grades [Atlanta, Gainesville]
 Special Education [Atlanta, Gainesville]

NOTE: *There is no special program plan for the Second Baccalaureate. Students will use the regular program plan for the B.S. degree.*

Special Status - Certification Only

Early Childhood [Atlanta, Gainesville, Augusta]
 Middle Grades [Atlanta, Gainesville, Augusta]
 Special Education [Atlanta, Gainesville]

NOTE: *Certification-Only is available exclusively to Brenau students who have been pursuing an undergraduate degree in EC, MG or SE. This option is **not** available to any student from other institutions or with degrees from Brenau in anything other than EC, MG or SE. The 2nd Baccalaureate or M.A.T. would be their only option for certification.*

Approved Program of Study: Graduate

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

Early Childhood [Atlanta, Gainesville]
 Middle Grades [Atlanta, Gainesville]
 Secondary [Atlanta, Gainesville]
 Biology, Chemistry, English, History (or related social science), Mathematics,
 Physics, Theater
 Must pass GACE II in content area
 Special Education [Atlanta, Gainesville]

III. Course Information

Transfer Credit

Though credit transferred from another institution is not completely under the Teacher Education umbrella, students who transfer to Brenau and plan to enter the College of Education should be aware of the guidelines for transfer credit at the University:

- A grade of “C” or better is required for transfer. Transfer credit is awarded for courses taken at regionally accredited institutions and can not be awarded based on placement tests or non-class credit awarded at other institutions.
- The university will accept ALL liberal education courses regardless of the date of satisfactory completion unless the liberal education course is also a major course.
- The university will accept major courses taken within 15 years unless listed below.
- The university will accept major courses taken within 5 years for the specific courses listed below.
- Exceptions to any policy above will go to the dean of the appropriate school for a final decision.
- Courses with technical content (e.g. computer programming/applications, etc.) taken over five years prior to admission may not be eligible for transfer.
- Changing majors after an admissions decision has been made may alter the eligibility of courses that have been already designated on a previous program plan.
- Developmental Studies and English as a Second Language courses do not transfer.
- In no case will a student be permitted to transfer more than 65 semester hours of credit (97 quarter hours) from two year institutions to a Brenau program. This 65-hour limit represents the total of all credit taken at all 2 year colleges the student might have attended before applying for admission to Brenau. This 65-hour maximum does not affect Brenau’s minimal residency requirement.
- Departments reserve the right to require a student to take a prerequisite course for a Brenau course at a four year institution.

Course Descriptions

- Current course descriptions can be found in the printed or online version of the Brenau University Catalog.
- Lead Instructors are charged with the responsibility of ensuring that the course descriptions are correct and up-to-date and any pre-requisites are noted.
- Course descriptions in the university catalog must match with the course description in the course syllabus used by full-time and adjunct faculty.

Course Prerequisites

See Appendix I.B. for a table showing all prerequisites currently approved. **A student must pass a prerequisite course with a grade no lower than a "C" to be eligible to take the subsequent course.**

NOTE: All undergraduate content and methods courses requiring lesson plans have ED311/321 Planning and Curriculum as a pre-requisite.

Education Courses: Acceptance of Education coursework from other institutions will be determined by the College of Education based upon the content knowledge required by the state teacher's examination(s). Acceptance of Education courses completed at other institutions is determined on a case-by-case basis. Some courses may not be considered if they were completed more than seven years prior to the requested transfer.

IV. Electronic Resources

Brenau University's Information Technology (I.T.) department manages academic and administrative technology for all users. The I.T. department offers students hands-on and virtual support through a Help Desk located in the Redwine Technology Center on Brenau's main campus in Gainesville.

Students enrolled in the College of Education are provided with the following electronic resources and are expected to be knowledgeable about and proficient in their use.

- **TigerMail** is the student web-based email provided to students via Google mail. It is your permanent Brenau email address. Email is the official internal means of communication for faculty, staff and students. This means that all students will communicate to faculty and staff using their Brenau-issued email address, and faculty and staff will communicate with students using their Brenau-issued email address. The only exception to this policy is the Admissions Office when communicating with prospective students who have not yet received a Brenau-issued email address.
- **CampusWeb** is a student resource used for registration, requesting transcripts, issuing grades, and updating personal biographical information.
- **Blackboard** is a web-based classroom environment used to teach online and on-ground classes. Students can participate in discussions, virtual class chat rooms, complete assessments, and upload course information.
- In addition to the above electronic resources, Education majors must also purchase and use **LiveText** within all Education classes and to prepare an electronic teacher portfolio.

V. Admission to Teacher Education

Admission to Teacher Education is required for all degrees leading to initial licensure. These include all undergraduate teacher education programs, second baccalaureate programs in education, and the Master of Arts in Teaching. The most current applications to teacher education are available on the Brenau Intranet: *Academics/Education/Application*

Undergraduate Teacher Education Requirements

Admission to teacher education is identified as Checkpoint 1. Application to teacher education can be made when the following requirements have been met:

- 2.75 grade point average (GPA) cumulative
- 2.75 grade point average in major course with no grade below C
- Completion of a minimum of 11 hours of major coursework
 - ED 200
 - ED 206
 - ED 208

- ED 243
- ED 210/ED 216 (or approved Experiential Credit)
- Demonstrated proficiency in oral and written communication
 - Passing score on the *Brenau Speaking Rubric*, completed in ED 243
 - Passing score on the *Brenau Writing Rubric*, completed in ED 243
- Demonstrated ability to create a Philosophy of Education
 - Passing score on the *Brenau Philosophy of Education Rubric*, completed in Ed 208

NOTE: *If credit has been received for a course substitution for ED 208, a Philosophy of Education can be submitted to the Adviser for evaluation using the Brenau Philosophy of Education Rubric.*

- Passing scores on GACE Basic Skills tests
 - Test 1: Reading
 - Test 2: Mathematics
 - Test 3: Writing

OR exempting scores on SAT (1000+) or ACT (43)

NOTE: *ED311/321 Effective Planning & Curriculum and ED301 Instructional Technology may be taken prior to admission to teacher education*

NOTE: *See APPENDIX I.C.1b for a flow chart for program completion from enrollment to certification.*

Progression

Teacher Education students must maintain a 2.75 cumulative grade point average and achieve a grade of C or better in all education courses (ED and SE), and major courses (middle grades/secondary majors). Students who do not achieve a grade of C or better in any of these courses will have to retake the course(s) and/or may be dismissed from the program. Students whose cumulative GPA falls below 2.75 at any time, will be placed on probation for the following semester. Students who fail to raise the cumulative GPA to a 2.75 or better by the end of the probationary semester are subject to dismissal from the education program. No student will be allowed to student teach if their cumulative GPA is not 2.75 or better.

The education faculty reserves the right to request the withdrawal or removal of students from the education program if their performance or conduct makes it inadvisable for them to remain in the program.

Readmission After Dismissal

After dismissal from the Teacher Education program, a student may be readmitted one time. Written requests for readmission must be submitted to the Admission and Progression Committee of the Teacher Education Committee one semester prior to the desired readmission date. Documents submitted must include a letter requesting readmission, transcripts, and other documents deemed necessary by the department. Students attempting to raise their cumulative GPA to 2.75 for readmission must have the courses approved by the Admission and Progression Committee. Readmission after academic dismissal is probationary for one semester. Readmission after other types of dismissals may be probationary at the discretion of the Admission and Progression Committee.

Graduate (M.A.T.) Teacher Education Requirements

Admission to teacher education is identified as Checkpoint 1. Application to teacher education can be made when the following requirements have been met:

- 3.0 GPA
- Completion of a minimum of 8 hours coursework. See program plan for required courses.
- Completion of first in-school field experience [Experiential credit may apply]
- Demonstrated proficiency in oral and written communication
 - Passing score on the *Brenau Speaking Rubric*
 - Passing score on the *Brenau Writing Rubric*
- Demonstrated ability to create a Philosophy of Education
 - Passing score on the *Brenau Philosophy of Education Rubric*, completed in ED 612
- Passing scores on GACE Basic Skills tests or exempting scores on GRE, SAT (1000+) or ACT (43)

Program Completion Checklists for all programs

Checklists for students to use to assist them in working through their program of study are found in the Appendices. These checklists may be used to guide both the student and the adviser by showing the recommended order to take courses and complete the various steps in their program.

VI. Clinical Experiences

General Description

- Clinical experiences include Field Experience, Student Teaching, Internship or the Practicum. All clinical experiences require:
 - an application directly to the Office of Clinical Experiences
 - registration for the appropriate course with the Registrar's office
- The Office of Clinical Experiences is the contact for all questions, issues, policies and procedures for all in-school experiences.
- All students must obtain professional liability insurance. This can be obtained through membership in a professional teaching organization. Suggested organizations include:
 - Professional Association of Georgia Educators
 - Georgia Association of Educators

Supervision of Clinical Experiences

The Office of Clinical Experiences is responsible for securing the in-school supervision for all clinical experiences with the exception of the mentor teacher for the intern. The intern's school level mentor is selected by the school principal. *Every effort will be made to assign students with college supervisors who are full-time faculty.* All clinical experience supervisors must complete an orientation/training session conducted by the Director of Clinical Experiences prior to supervising a Brenau student.

Criminal Background Check

Prospective teachers in Teacher Education programs at Brenau University must demonstrate the highest of professional standards. Such standards, which define the professional behavior of educators, have been written and adopted by the Georgia Professional Standards Commission as *The Code of Ethics for Educators*. The intent of the Code is to "protect the health, safety and general welfare of students and educators, and ensure the citizens of Georgia a degree of accountability within the education profession..." The first of these ethical standards states that "An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes the commission or conviction of a felony or misdemeanor offense, including DUI/BUI, but excluding minor traffic violations such as speeding, following too closely, improper lane change, etc." In keeping with these guidelines the College of Education at Brenau University requires a criminal background check to be completed by ALL students during their ED 200/ED 500 courses and prior to any field experience.

NOTE: *A criminal background check is completed by the intern's respective school district prior to employment and therefore not duplicated by the College of Education for participation in internships.*

Field Experience

The COE has established procedures to ensure the best possible experiences for students in their initial clinical assignments. These policies (Appendix II.A. - Field Experience Policies and Appendix II.B. Field Experience Rationale) can also be found on the Brenau Intranet.

- All field experiences must be done at an accredited school and must be approved by the field experience placement office.
Field Experience Placement Applications are due to the Field Experience Placement Office in accordance with the following deadlines: Fall Semester Placements – February 23 of the preceding semester; Spring Semester – September 20 of the preceding semester. Every field experience requires an advanced effort on the part of the student; therefore, the student should obtain the syllabi for each of the field experiences which are found on the Brenau Intranet.
- The rationale and policies cover all questions pertaining to field experiences including, but not limited to:
 - Contact hours
 - Number of field experiences allowed per semester
 - Locations where field experiences may be requested
 - Requirements for the field experience
 - Course numbers and credit
 - Registering and placement
 - Field Experience Placement orientation meetings
 - Diversity of schools
 - Summer placement policy

Experiential Credit for Field Experience

- In some instances, students may have extensive experience in a school setting that may qualify for meeting the requirements of one or a maximum of two field experiences. Experiential credit may be considered for students who are a teacher's assistant for a

specific grade level or a long-term substitute teacher for a minimum of 45 consecutive days.

- Students eligible for Experiential Credit should complete the appropriate application prior to the start of their first field experience.
- Qualifications and procedures for requesting experiential credit for field experience can be found in Appendix II.C.

Student Teaching

The student teaching experience represents the culmination of the candidate's work in the teacher preparation program. It is an opportunity for the university faculty to evaluate their teacher candidates, for the public school personnel to participate in this evaluation and is the final preparatory experience for a new teacher into the profession.

- Student teaching occurs during the last semester of the candidate's initial certification program (B.S. or M.A.T.) and is for approximately 10 to 12 weeks in length.
- Students must apply well in advance of the student teaching semester (January for fall semester and September for spring semester).
- Student teaching applications, the Student Teacher Guide and the *BEAST* are available on the Brenau Intranet. [*Intranet: Academics*→*Education*→*Clinical Experiences*]
- The student teacher application must have the signature of the student and her/his academic adviser. The student teaching application must be accompanied by a Student Teaching Eligibility Verification Form, to be completed by the student and advisor and signed by both.
- For students to be eligible for student teaching, they must present their teacher education portfolio to their adviser for Checkpoint 2.
- All education courses and major requirements must be completed prior to student teaching. **Education majors must earn a grade of "C" or better in all ED courses and courses in his/her major areas of concentration (middle grades) prior to placement with a school system to student teach.**
- Students may apply to student teach before passing the GACE content area test, but **ALL STUDENTS MUST HAVE PASSED THE GACE CONTENT AREA TEST PRIOR TO BEING ALLOWED IN THE CLASSROOM TO STUDENT TEACH.**
- Students may not be placed in a school where they or a relative is employed, or where their child is in attendance.
- Once approved for student teaching, students must register for the three sections of student teaching
 - ED 429 or ED 449 A: Planning & Materials (3 credits)
 - ED 429 or ED 449 B: Classroom Procedures (3 credits)
 - ED 429 or ED 449 C: Professional Behavior (3 credits)**and**
 - ED 415: Applied Instruction (3 credits)
 - ED 480: Senior Portfolio
- Students who are student teaching may register for no more than the 12 hours identified above.
- Students will be evaluated during student teaching using the
 - Comprehensive BEAST (Brenau Evaluation and Assessment of Student Teaching)
 - BAD(Brenau Assessment of Dispositions)

- Students who are unable to complete their student teaching experience within the normal 10 to 12 week period may be required to register for a Practicum in Teaching for remedial or additional experiences. This may be recommended by the college supervisor with the approval of the Director of Clinical Experiences and appropriate department chair.

Internship

The Internship is a year-long teaching experience that the Georgia Professional Standards Commission (PSC) recognizes in lieu of student teaching (9 semester hours).

- Students must have a full-time job in an accredited school, and a provisional or clear-renewal teaching certificate from the Georgia PSC.
- Applications are available on the Brenau Intranet and must be submitted to the academic adviser who will then, after approval, submit it to the Director of Clinical Experiences for processing and the assignment of a college supervisor.
- Syllabi and the Internship Handbook are available on the Brenau Intranet.
- Policies, procedures, guidelines and eligibility for the internship can be found in Appendix II.A.

Practicum

A Practicum is a 10 week (120 contact hours) experience usually required of certified individuals who have had student teaching but are changing certification fields and who are required to have an in-school experience in this new field.

- Students should contact the Director of Clinical Experiences for information about the Practicum.
- The Practicum application is the same one used for the internship and can be found on the Brenau Intranet.

VII. Certification

Application for Certification

Students should follow the directions established for the application for certification found in the appendix of the *Student Teacher Guide*, the *Internship Handbook* or on the Brenau Intranet. [Intranet: Academics→Education→Applications, Testing and Certification]

A copy of the procedures for certification application is located in Appendix III.A.

Certification Official for the College of Education

The Certification Official is responsible for completing the Georgia Professional Standards Commission Approved Recommendation Form for students who have graduated from an approved Georgia teacher education program. This form must be completed only after the student follows the procedures in Application for Certification.

Georgia Assessment for the Certification of Educators (GACE)

The Georgia Professional Standards Commission (PSC) has contracted with National Evaluation Systems (NES) to assist in the development and administration of the Georgia Assessments for the Certification of Educators (GACE). The purpose of the GACE is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the PSC meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an

educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards). <http://www.gace.nesinc>

The GACE are criterion-referenced, objective-based assessments designed to measure a candidate’s knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The tests were developed in consultation with committees of Georgia educators, educator preparation faculty, and other content and assessment specialists. Test questions were reviewed and approved by committees of Georgia educators. The passing score for each test is established by the PSC and is based on the professional judgments and recommendations of Georgia educators.

GACE Exams

Basic Skills Assessment

The Basic Skills assessment is designed to assess knowledge and skills in the areas of reading, mathematics, and writing. The assessment is composed of three tests—the reading and mathematics tests each consist of selected-response questions; the writing test consists of selected-response questions and a constructed-response assignment.

Content Assessment

The content assessments test a variety of content knowledge areas. The middle grades assessments are each a single test that consists of selected-response questions and constructed-response assignments. All other content assessments (early childhood and special education) are composed of two tests—each test consists of selected-response questions and one or more constructed-response assignments.

VIII. Academic Advisement

- **Gainesville and Atlanta campuses**
Students are assigned to the College of Education Advising Coordinator who will serve as their academic adviser until they have been admitted into Teacher Education. Students will then be assigned a full-time faculty member who will serve as their academic adviser throughout the remainder of their program of study.
- **Augusta Campus (B.S.E.D. only)**
Students are initially assigned to one of the faculty members located at the Augusta campus. The student will remain with this faculty adviser throughout their program of study.

Responsibilities of Adviser and Advisee

As undergraduate and graduate students have different advisement needs, students are requested to review the Adviser / Advisee Responsibilities form found in Appendix I.D.1 and I.D.2.

IX. Forms

Signatures required

FORMS	Student	Adviser	Dept Chair	Dean	VPAA	Other
<i>Registration</i>	X	X				
<i>Drop/Add</i>	X		X			
<i>Course Overload</i>	X	X	X	X	X	<i>VPAA if graduate</i>
<i>Graduation</i>	X					
<i>Summer Graduation</i>	X	X				
<i>Incomplete Grade</i>		X	X			
<i>Change of Grade</i>		X	X			
<i>Change of Major</i>	X		X			
<i>Change of Adviser</i>	X	X	X			<i>new & old adviser</i>
<i>Course Substitution</i>		X	X			
<i>Transient Request</i>	X	X				
<i>Transfer Credit</i>		X	X			
<i>Field Experience Placement</i>	X					
<i>Experiential Credit for Field Experience</i>	X	X				
<i>Student Teaching Application</i>	X	X				
<i>Internship Application</i>	X	X				

All forms are available in the Education Office in Atlanta, Augusta, Gainesville, and online at the Brenau Intranet or the Registrar's web site. Sample forms are given in Appendix I.E.

X. Student Awards and Scholarships

Students should consult with the Department Chairperson in their field of study about current awards and scholarships.

XI. University Policies

University Policies can be found in the current catalogue available online and in the Student Handbook available on the Brenau Intranet under Student Services. The Brenau University Grievance Policy can be found there as well.

Classroom Issues: Students will be asked to discuss matters related to their concern directly with the instructor and/or adviser; If students' concerns are not satisfied at that point, and ample documentation has been presented by the student to substantiate/certify lack of satisfaction, the student should appeal to the department chair, after informing the instructor or adviser that concerns linger and thus the need for the appeal to the department chair; If students' concerns are not adequately satisfied after appealing to the department chair, the student may appeal to the

College of Education Dean after presenting evidence that efforts and consultation with the instructor/adviser and department chair have failed.

Other COE Issues: When a student wishes to appeal the decision of their adviser or a policy or procedure in the COE, that student must attempt to work out the issue with their adviser. The adviser shall consult the official who oversees the policy or procedure (e.g., department chair, Director of Clinical Experiences, coordinator for reading endorsement, etc.) for clarification and direction if needed. If a resolution has not been achieved, the student may then appeal in writing to the Teacher Education Committee. The Chair of the Teacher Education Committee shall contact the student in writing as to the decision of the committee. This decision is final.

Grade Appeals: Students must follow the appeal process outlined in the copy of their university catalog under the year which they entered the program.

XII. Resources

Brenau Intranet

All College of Education resources located on the Brenau Intranet are at one of *four* locations:

Academics→*Education*→ *Clinical Experiences*

Documents and Assessments (Student Teachers & Interns)

- Assessment of Dispositions (BAD)
- BEAST Assessment
- BEAST Handbook
- Internship syllabus
- Student Teacher Guide
- Forms (Student Teachers & Interns)
- College Supervisor Evaluation
- Daily Schedule – Intern
- Daily Schedule – Student Teaching
- Pre-Student Teaching Visit
- Professional Liability Insurance form
- Summative Analysis of Learner Performance
- Supervising Teacher Evaluation
- Teaching Responsibility Chart

Field Experience – Documents & Forms (All Students)

- Field Experience Application
- Field Experience Journal Evaluation
- Field Experience Memo to Students
- Field Experience Participation Form
- Field Experience Policies
- Field Experience Rationale
- Field Experience Verification Form
- Field Experience Experiential Credit Application
- Field Observation Form
- Field Experience Syllabi

Student Teachers – Frequently Asked Questions

Interns – Frequently Asked Questions

Academics→Education→Applications, Testing and Certification

Forms for Teacher Education

Admission to Teacher Education Application

Competency Exam Application

Internship/Practicum Application

Student Teaching Application

Certification and Testing Information

Applying for Teacher Certification

List of GACE Tests for Brenau Majors

Academics→Education→LiveText and Portfolios

Ordering LiveText

LiveText Order Form

Click By Click Directions

Attaching Assignments

Copying Assessments from LiveText

Creating a Portfolio (Initial Programs)

Lesson Plans

Portfolio Guidelines, Unit Outcomes, and Portfolio Assessment Rubric

Portfolio Assessment Rubric

Portfolio Guidelines Initial (Baccalaureate and M.A.T.)

Unit Outcomes Initial

Unit Outcomes M.A.T.

Academics→Education→Faculty Materials

Livertext Click By Click Directions for Faculty

Exporting and Importing Blackboard Sites

Reviewing Student Work

Brenau College of Education Web Site

Writing Center (Gainesville)

Curriculum & Textbook Laboratory (Trustee Library, Gainesville)

Trustee Library (Gainesville)

Help Desk (Instructional Technology)

APPENDICES

I.A.	Certification-Only Policy and Application
I.B.	Course Prerequisite List
I.C.1a	Program Completion Path– B.S.E.D.
I.C.1b	Program Completion Flow Chart
I.C.2	Program Completion Checklist – M.A.T.
I.D.1	Adviser / Advisee Responsibilities – undergraduate
I.D.2	Adviser / Advisee Responsibilities – graduate
I.E.	Sample Forms (<i>see page I.5</i>)
II.A.	Field Experience Policies
II.B.	Field Experience Rationale
II.C.	Experiential Credit for Field Experience
III.A.	Certification Application Directions

APPENDIX I.A.

Description of the Certification-Only Option

Brenau University's PSC-approved initial teacher preparation programs at the undergraduate level include the following: Early Childhood Education, Middle Grades Education, and Special Education. A few currently enrolled students in these programs who are also currently employed (some as paraprofessionals), who also have severe financial difficulties, and who are the sole providers of medical insurance for their families are unable to discontinue their employment to complete the required semester of student teaching. This certification-only option was designed to accommodate their needs so that they may remain employed while completing their program of study.

Certification-Only Requirements:

1. The Certification-Only option is available only to current Brenau University undergraduates who choose to graduate with an Education degree without the completion of student teaching. These students are not eligible for certification upon graduation. To become eligible for certification, students must meet the specific requirements delineated below. When these are met satisfactorily, the Brenau Certification Officer will then sign the Georgia PSC Approved Program Recommendation Form.
2. Students will continue to follow the PSC-approved program plans in Early Childhood Education, Middle Grades Education, and Special Education until the student teaching semester.
3. During the student teaching semester when 12 semester hours of the following coursework is normally taken – that is, ED 415 Applied Instruction (3 semester hours) and Student Teaching (9 semester hours) – students completing the Certification-Only option will take 12 semester hours of education coursework electives or content coursework electives (i.e., with their academic adviser's approval, students would select from coursework already approved as electives by the PSC) in place of the 3 semester hours of ED 415 and the 9 semester hours of student teaching. This coursework will be taken in the evening or on the weekend so that their work schedules are not interrupted.
4. Upon completion of this coursework, students will have fulfilled all necessary Brenau credit hour requirements. They will then graduate with a degree in education, but will not be eligible for certification at this time.
5. Within one year of graduation, students must reapply to Brenau as a special status certification-only student in the same major as their undergraduate degree. **Please note: Special status students are not eligible for financial aid.** This application will be reviewed by the College of Education Teacher Education Committee and consist of the following: (1) a certification-only program plan signed by the student's academic adviser, and (2) a copy of this document of requirements signed by the student stating that they have read, understand, and will adhere to the requirements.
6. Once approved, students will apply for a year-long internship (the internship is designed exactly as the PSC-approved internship requirement in the MAT degree programs and is 9 semester hours) that will be completed while the individual is serving as an educator in a Georgia school with a Non-Renewable Certificate. The student must also complete the 3-semester hours of ED 415 Applied Instruction. Upon satisfactory completion of the internship and ED 415, the student will be eligible for a Clear Renewable Certificate, and the Brenau University Certification Officer will then sign the Georgia PSC Approved Program Recommendation Form.

I, _____, (print name) have read and understand this document regarding the **Certification-Only Option**. I willingly agree to adhere to the policies/procedures set forth in this document, and I understand that no exceptions will be made to these policies/procedures for any reason.

My signature affixed on this _____ day of _____ (month and year) indicates that I have read, understand, accept and will adhere to the contents of this agreement.

Student's Signature _____

Date _____

Advisor's Signature _____

Date _____

APPENDIX I.A



**Brenau University
Certification-Only Option**

Please write the term and grade for the course that satisfies each requirement.

Please note: All courses on this form are PSC-approved.

The following documents must be attached to this program plan:

- Previous program plan from undergraduate degree
- Certification-Only requirements (signed by Student)

List Courses used as Substitutes for Applied Instruction and Student Teaching in Student's Undergraduate Program at Brenau

Term	Grade	Crs #	Title
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Check One:

Early Childhood (EC)

- _____ ED 415 Applied Instruction
- _____ ED 450 Internship in Teaching – EC (3 hours)
- _____ ED 450 Internship in Teaching – EC (3 hours)
- _____ ED 450 Internship in Teaching – EC (3 hours)

Middle Grades (MG)

- _____ ED 415 Applied Instruction
- _____ ED 460 Internship in Teaching – MG (3 hours)
- _____ ED 460 Internship in Teaching – MG (3 hours)
- _____ ED 460 Internship in Teaching – MG (3 hours)

Special Education (ID)

- _____ ED 415 Applied Instruction
- _____ ED 495 Internship in Intellectual Disabilities (3 hours)
- _____ ED 495 Internship in Intellectual Disabilities (3 hours)
- _____ ED 495 Internship in Intellectual Disabilities (3 hours)

Special Education (BD)

- _____ ED 415 Applied Instruction
- _____ ED 495 Internship in Behavior Disorders (3 hours)
- _____ ED 495 Internship in Behavior Disorders (3 hours)
- _____ ED 495 Internship in Behavior Disorders (3 hours)

Official Copy July 2008

Student Name

Student Id-No

S. Phone (w) _____ (h)

Employment Information

School System: _____

School: _____

Grade/Subject: _____

Mentor Teacher: _____

College Supervisor: _____

APPENDIX I.B.

**Course Prerequisites
Undergraduate**

	Course	Prerequisite
	All Undergraduate methods courses	ED311/321
	ED 206 Developmental Psychology	ED 200 (Co-requisite)
	ED 208 School and Society	ED 200 (Co-requisite)
	ED383/393 Teaching Math – EC/MG	Liberal education math requirement
	ED 413 Literacy Methodologies	ED 345
	ED418 Reading & Writing for Adolescents	ED345
	ED419 Literacy Assessment & Diagnosis	ED 345, ED413 or ED418
	ED 421 Content Reading	ED 345, ED413 or ED418
	ED429/449 Student Teaching EC/MG	ED415 Applied Instruction and all professional core and methods courses

Graduate

	Course	Prerequisite
	ED 608 Literacy Methods and Materials	ED 607
	ED 614 Content Applications	ED 612
	ED 619 Assessments for Literacy Instruction	ED 608 or ED 609
	ED 645 Content Methods ECE	ED 612

APPENDIX I.C.1a

**PROGRAM COMPLETION PATH TO INITIAL CERTIFICATION
(B. S. E.D.)**

Academic Portals (approximately 38 – 50 semester hours)

Liberal Education Courses

Artistic & Creative Imagination Communication & Language Fluency Science & Analytical Curiosity
World Understanding

Academic Majors:

EARLY CHILDHOOD

*Teach all subjects in
grades pre-K through 5*

MIDDLE GRADES

*Teach specific subjects
in grades 4 through 8*

SPECIAL EDUCATION

Pre-K through grade 12

Introductory Courses:

Introduction to Education
Developmental Psychology

Effective Planning & Curriculum
Instructional Technology

Classroom Speaking & Writing
Field Exp. or Experiential Credit

GACE I/PRAXIS I success **or** SAT, ACT, GRE exemption

Admission to Teacher Education – Portfolio Checkpoint #1 [adviser]

Professional Development Courses:

Classroom Management Exceptional Children Educational Assessment
Field Experience [*need professional liability insurance*]
(144 total clock hours in 3 different grades)

Content Courses:

Science & Math Concept
Children’s Literature
Oral & Written Communication
Reading Concepts, History of US I
Problem Solving (math)

Content and Methods Courses:

Language Arts
Social Studies
Mathematics
Science
MG concentration (select 2 subject areas)
(4 courses in each area)

Special Ed Courses

(refer to university catalog)

Methods Courses:

Integrating Fine Arts, Health & P.E.
Teaching Math, Science
Language Arts, Social Studies
Reading Methods and Assessment

Non-Concentration Requirements:

Oral & Written Communication
Reading Concepts
Oral & Written Communication
Reading Methods and Assessment

Student Teacher Application – Portfolio Checkpoint #2 [adviser]

GACE II success

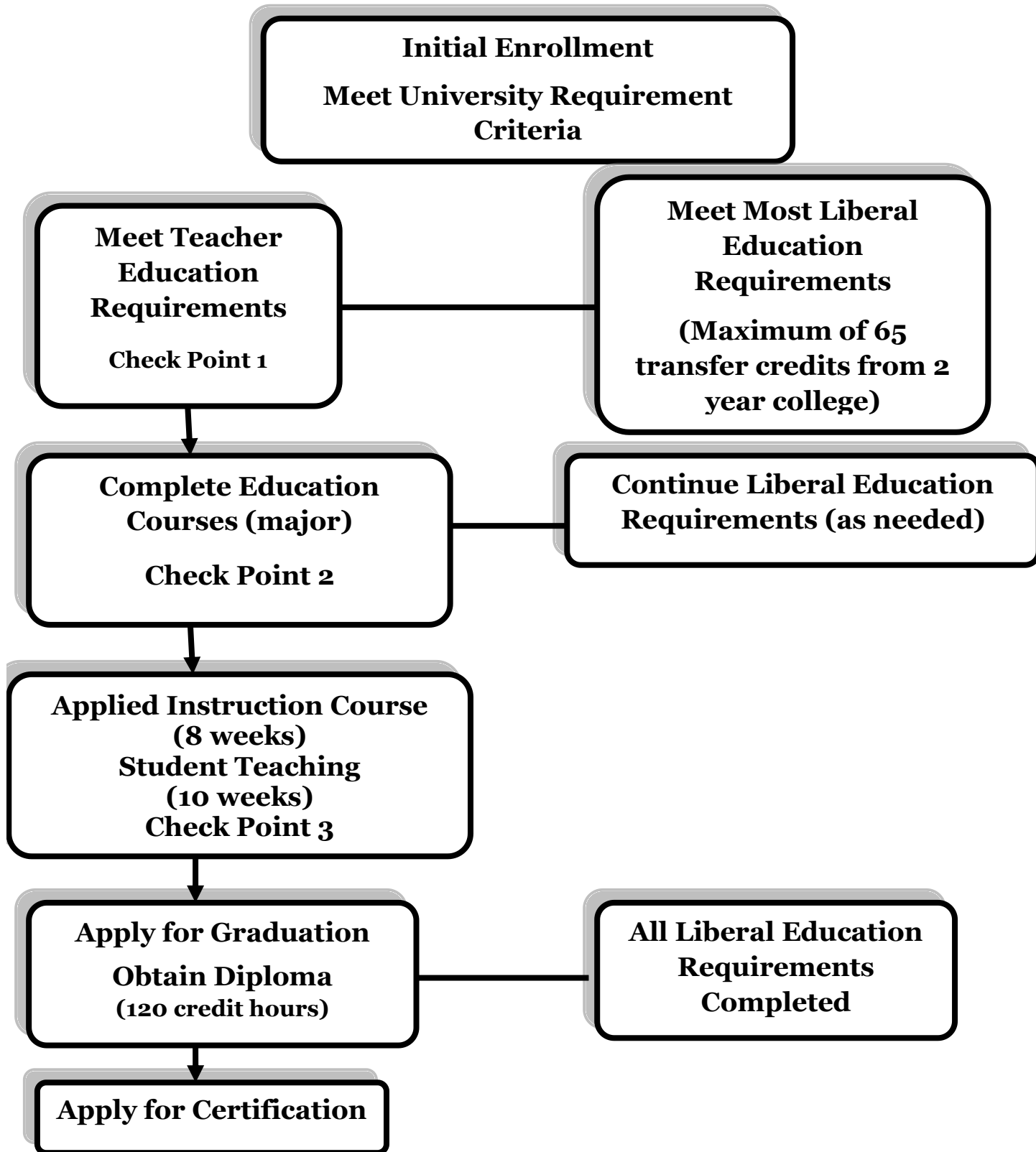
Final Courses

Applied Instruction (8 week course)

Student Teaching (10 weeks)

Complete Applied Instruction – Portfolio Checkpoint #3 [adviser]. Always see **adviser** for affirmation and clarity of information and program plan procedures.

PROGRAM COMPLETION PATH TO INITIAL CERTIFICATION (B. S. E. D.)



APPENDIX I.C.2

PROGRAM COMPLETION PATH TO INITIAL CERTIFICATION (M.A.T.)

___ **Interview** with /graduate faculty

___ **Acceptance** to Brenau University (Graduate Admissions)

___ Meeting with adviser for registration

___ Secure **Professional Liability Insurance** required for all Field Experiences

*[Most students choose to join one of the 2 major professional teacher organizations which provide approximately \$100,000 of liability coverage through student membership. The most popular teacher organizations are the **Georgia Association of Educators** (GAE, approximately \$10 for student membership per year) and the **Professional Association of Georgia Educators** (PAGE, approximately \$7 for student membership per year). There are links to both organizations on my website at the "Links" tab. You can join either online.]*

___ Take your First Courses:

ED 500

ED 605*

ED 612*

ED 655*(EC), 667*(MG) or 691*(SEC) field experience

*(the * on your program plan designates these courses as required prior to applying for admission to teacher education)*

Pre-requisite courses as designated

Non-ED courses for content (math, science, language arts and/or social studies)

___ Submission of **Teacher Education Application** for Checkpoint 1.

This should be done after completing ED 500, ED605, ED612, and the first field experience but no more than 8 "ED" courses into your program. Submit the application to your adviser for Checkpoint #1.

You will also need:

Completion of a minimum of eight (8) semester hours

GACE Basic Skills Assessment

Philosophy of Education & Scoring Rubric (from ED 605)

Speaking & Writing Assessment Rubric (from ED 612)

Field Experience Verification Form and Brenau Assessment of Dispositions from field experience

Verification of Eligibility (and Criminal Background Check)

APPENDIX I.D.1.

ADVISER / ADVISEE RESPONSIBILITIES
(undergraduate)

Adviser Responsibilities

You can expect your adviser to:

- Understand and effectively communicate the curriculum, graduation requirements, and college policies and procedures
- Encourage and guide you as you define and develop realistic goals
- Encourage and support you as you gain the skills to develop clear and attainable educational plans
- Provide you with information about and strategies for utilizing the available resources and services on campus
- Assist you in understanding the purposes and goals of higher education and its effects on your life and personal goals
- Monitor and accurately document your progress toward meeting your goals
- Be assessable for meeting with you via office hours, telephone, and e-mail
- Assist you in gaining decision making skills and skills in assuming responsibility for your educational plans and achievements
- Maintain confidentiality

Advisee Responsibilities

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Schedule regular appointments or make regular contacts with your adviser during each semester
- Come prepared to each appointment with questions or material for discussion
- Be an active learner by participating fully in the advising experience
- Ask questions if you do not understand an issue or have a specific concern
- Keep a personal record of your progress toward meeting your goals
- Organize official documents in a way that enables you to access them when needed
- Complete all assignments or recommendations from your adviser
- Gather all relevant decision-making information
- Clarify personal values and goals and provide your adviser with accurate information regarding your interests and skills
- Become knowledgeable about college programs, policies, and procedures
- Accept responsibility for decisions
- Check your email regularly

Colleges and universities respect their students' maturity, and as a student, you are responsible for your academic and personal decisions. At minimum, Brenau University requires students to review their plans with their adviser before each registration period. But there is much to gain from more frequent and extensive conversations with the adviser and with others who can help and support students in academic and personal planning. Comfort in seeking and accepting information and advice is a mark of the maturity universities hope to foster in their students and a trait which graduate and professional schools and employers seek in recent graduates.

APPENDIX I.D.2

ADVISER / ADVISEE RESPONSIBILITIES
(graduate)

Adviser Responsibilities

You can expect your adviser to:

- Understand and effectively communicate the curriculum and graduation requirements
- Encourage and guide you as you define and develop realistic goals
- Encourage and support you as you gain the skills to develop clear and attainable educational plans
- Provide you with information about and strategies for utilizing the available resources and services on campus
- Monitor and accurately document your progress toward meeting your goals
- Be assessable for meeting with you via office hours, telephone, and e-mail
- Assist you in gaining decision making skills and skills in assuming responsibility for your educational plans and achievements
- Maintain confidentiality

Advisee Responsibilities

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Make regular contact with your adviser during each semester regarding courses for which you have registered
- Register for courses within the timeframe established by the Registrar's office and notify your adviser of the courses on your schedule via email
- Register only for courses listed on your program plan and do not deviate from this plan without express permission from your adviser in advance
- Follow the prescribed directions for preparing and submitting your teacher education portfolio
- Be an active learner by participating fully in the advising experience
- Ask questions if you do not understand an issue or have a specific concern
- Keep a personal record of your progress toward meeting your goals – keep your program plan up-to-date
- Organize official documents in a way that enables you to access them when needed
- Complete all assignments or recommendations from your adviser
- Become knowledgeable about college programs, policies, and procedures
- Accept responsibility for decisions
- Check your email regularly

Colleges and universities respect their students' maturity, and as a student, you are responsible for your academic and personal decisions. At minimum, Brenau University requires you to review your plans with your adviser before each registration period. But there is much to gain from more frequent and extensive conversations with your own adviser and with others who can help and support you in your academic and personal planning. Comfort in seeking and accepting information and advice is a mark of the maturity universities hope to foster in their students and a trait which graduate and professional schools and employers seek in recent graduates.

All students can expect that their advisers will be familiar with the program plans and, for major advising, departmental requirements, as well as University resources. In addition, advisers will be reasonably available for appointments and will respond promptly to email or phone messages. They can expect advisers to be forthcoming in addressing any academic issues or problems which arise and in pointing out the potential consequences of particular decisions. Students sometimes find such forthrightness uncomfortable, but candid conversations are a hallmark of advising relationships grounded in mutual respect. They are entirely consistent with the expectation that in all discussions, advisers will do their best to make students aware of the options before them and then will respect each student's rights and responsibility to make his or her own academic and personal choices and to accept the consequences of those choices.

Students often ask advisers to recommend particular courses or to volunteer opinions about which class or course section is "better than" another. Conscientious and ethical advisers will always decline to make such recommendations. Each University course is a different experience for every student who enrolls in it, and course structures and assignments change markedly from year to year. Successful students learn to respect themselves enough to test out their own interests and preferences by meeting with course instructors, looking at course web sites and assigned readings, and by reading carefully the syllabus for any course they are considering. Advisers can help by pointing out how students can assemble information to make informed choices, but in the end, the student – not the adviser – decides on an academic program within the broad guidelines set by the University's academic rules.

APPENDIX II.A.

FIELD EXPERIENCE POLICIES AND PROCEDURES

1. STUDENTS REGISTER FOR THREE FIELD EXPERIENCE COURSES DURING THEIR TEACHER PREPARATION PROGRAM:

EDUCATION MAJORS**UNDERGRADUATE - 48 HOURS OF CLASSROOM ATTENDANCE PER FIELD EXPERIENCE****EARLY CHILDHOOD EDUCATION**

ED 210 (O1/GO1/PO1/A1)

ED 310 (O1/GO1/PO1/A1)

ED 405 (O1/GO1/PO1/A1)

MIDDLE GRADES EDUCATION

ED 216 (O1/GO1/PO1/A1)

ED 316 (O1/GO1/PO1/A1)

ED 406 (O1/GO1/PO1/A1)

MASTER OF ARTS IN TEACHING – 48 HOURS OF CLASSROOM ATTENDANCE PER FIELD EXPERIENCE**EARLY CHILDHOOD EDUCATION**

ED 655 (O1/GO1/PO1)

ED 656 (O1/GO1/PO1)

ED 657 (O1/GO1/PO1)

MIDDLE GRADES EDUCATION

ED 667 (O1/GO1/PO1)

ED 668 (O1/GO1/PO1)

ED 669 (O1/GO1/PO1)

SECONDARY EDUCATION

ED 691 (O1/GO1/PO1)

ED 692 (O1/GO1/PO1)

ED 693 (O1/GO1/PO1)

SPECIAL EDUCATION MAJORS**UNDERGRADUATE – 48 HOURS OF CLASSROOM ATTENDANCE PER FIELD EXPERIENCE**

*****THE ELEMENTARY FIELD EXPERIENCE PLACEMENT REQUIRES A PLACEMENT IN GRADES 1-3 FOR 24 HOURS AND GRADES 4-5 FOR 24 HOURS TO REACH THE 48 HOUR TOTAL.**

SE 202 (O1/GO1/PO1)

SE 302 (O1/GO1/PO1)

SE 402 (O1/GO1/PO1)

MASTER OF TEACHING SPECIAL EDUCATION – 48 HOURS OF CLASSROOM ATTENDANCE PER FIELD EXPERIENCE

***THE ELEMENTARY FIELD EXPERIENCE PLACEMENT REQUIRES A PLACEMENT IN GRADES 1-3 FOR 24 HOURS AND GRADES 4- FOR 24 HOURS TO REACH THE 48 HOUR TOTAL.

SE 601 (O1/GO1/PO1)

SE 602 (O1/GO1/PO1)

SE 603 (O1/GO1/PO1)

2. FIELD EXPERIENCE PLACEMENTS MUST ADHERE TO THE FOLLOWING RULES:

- A. PLACEMENTS WILL REPRESENT DIVERSE LEARNER POPULATIONS: (CULTURAL DIVERSITY, RURAL, URBAN) – YOU MAY NOT COMPLETE ALL THREE FIELD EXPERIENCES IN THE SAME SCHOOL SETTING.
- B. STUDENTS MAY ENROLL IN TWO FIELD EXPERIENCES PER SEMESTER, ONLY AFTER ACCEPTANCE TO TEACHER EDUCATION, PROVIDED THOSE PLACEMENTS MEET ALL OTHER POLICY REQUIREMENTS.
- C. PLACEMENT IS COMPLETED BY THE BRENAU FIELD EXPERIENCE PLACEMENT OFFICE. STUDENTS ARE NOT TO CONTACT ANY SCHOOL OR SYSTEM DIRECTLY.
- D. STUDENTS MAY NOT BE PLACED IN A SCHOOL WHERE A RELATIVE IS EMPLOYED OR WHERE THEIR CHILD IS IN ATTENDANCE.
- E. FIELD EXPERIENCE PLACEMENT APPLICATION FORMS WILL BE AVAILABLE ONLINE FOR STUDENTS TO DOWNLOAD, COMPLETE AND SUBMIT TO THE FIELD EXPERIENCE OFFICE NO LATER THAN THE DEADLINE (SEPTEMBER 20 FOR SPRING SEMESTER; FEBRUARY 23 FOR FALL SEMESTER; **MARCH 1** FOR SUMMER SEMESTER;). THESE ARE TO BE COMPLETED IN FULL, AND WILL NOT BE ACCEPTED WITHOUT REQUIRED LIABILITY INSURANCE.
- F. STUDENTS ARE EXPECTED TO COMPLETE ALL COURSE REQUIREMENTS WITHIN THE TIMEFRAME OUTLINED IN THE COURSE SYLLABUS. YOU WILL NEED TO MAKE SURE YOU CAN MEET THESE REQUIREMENTS PRIOR TO COMMITTING TO AND REGISTERING FOR THE FIELD EXPERIENCE CLASS.
- G. PLACEMENTS ARE BINDING AND MUST BE HONORED BY THE STUDENT.
- H. FIELD EXPERIENCE HOURS ARE TO BE COMPLETED ON NON-CONSECUTIVE DAYS WITH A MINIMUM TIMEFRAME OF FOUR WEEKS FOR COMPLETION.
- I. LIVETEXT IS TO BE USED WHEN PLANNING THE LESSON REQUIREMENT OF THE FIELD EXPERIENCE. THE LESSON IS TO BE PRINTED AND SUBMITTED WITH THE FIELD EXPERIENCE JOURNAL.

- J. **SUMMER FIELD EXPERIENCES WILL ONLY BE CONSIDERED FOR APPROVAL IN EXTREME CIRCUMSTANCES AND ON A CASE BY CASE BASIS. PLACEMENTS WILL ONLY BE ALLOWED IN BRENAU APPROVED SCHOOL SETTINGS. **STUDENTS MUST COMPLETE A SUMMER FIELD EXPERIENCE PLACEMENT APPLICATION AND SIGN THE POLICY STATEMENT, THEN SUBMIT THIS TO THE FIELD EXPERIENCE PLACEMENT OFFICE NO LATER THAN MARCH 1 IN ORDER TO BE CONSIDERED FOR APPROVAL. A LETTER STATING THE REASONS SUPPORTING THE SUMMER PLACEMENT REQUEST MUST ACCOMPANY THESE DOCUMENTS.
- K. ****STUDENTS MUST HAVE MET REQUIREMENTS FOR A CRIMINAL BACKGROUND CHECK PRIOR TO RECEIVING ANY FIELD EXPERIENCE PLACEMENT OR ATTENDING ANY FIELD EXPERIENCE. CRIMINAL BACKGROUND CHECKS ARE COMPLETED THROUGH ED200/ED500 OR BY USING AN APPROVED ONLINE SOURCE.****
- L. STUDENTS MUST BE ACTIVELY REGISTERED FOR A FIELD EXPERIENCE PRIOR TO RECEIVING A CONFIRMATION OF PLACEMENT IN A SCHOOL SETTING BY THE BRENAU FIELD EXPERIENCE PLACEMENT OFFICE.
3. YOU WILL DOWNLOAD YOUR COURSE SYLLABUS AND ALL ATTACHMENTS FROM THE BRENAU INTRANET.
4. THROUGHOUT THE SEMESTER, IT IS THE STUDENT'S RESPONSIBILITY TO CHECK THEIR BRENAU EMAIL FREQUENTLY AND REGULARLY. INFORMATION REGARDING VISITATIONS, SCHEDULES, DEADLINES, ETC. WILL BE TRANSMITTED BY EMAIL. THE STUDENT IS RESPONSIBLE FOR ANY COURSE INFORMATION, REQUIREMENTS, OR DUE DATES TRANSMITTED BY EMAIL, IN ACCORDANCE WITH THE BRENAU EMAIL POLICY.

APPENDIX II.B.**FIELD EXPERIENCE RATIONALE**

Students enrolled in the Brenau University College of Education participate in three field experience opportunities during their teacher preparation program. The rationale for these experiences is to provide students with real-life classroom experience, in diverse cultural, rural, and urban settings. These experiences are structured in a developmental sequence spanning the chronological age range corresponding to each student's degree program. Our students have the opportunity to observe master teachers in classroom settings, as well as to develop skills in planning, implementing, and evaluating. They apply skills mastered in the Brenau University classroom and refine these skills in preparation for student teaching or internship, and a high level of success in the teaching profession.

The faculty and staff of Brenau University have identified and partnered with outstanding school systems in our geographic area to provide our students with high quality placement opportunities for the field experience portion of their preparation. These school settings offer our students experience with a wide age range of learners from diverse cultural and socio-economic levels, and pairs them with master teachers who are models of outstanding pedagogy and classroom management.

During the field experience placement each student observes and assists the supervising teacher, as well as interviewing the teacher to learn as much as possible about the school dynamic and teaching responsibilities. Our students also plan and implement a lesson and receive feedback on their performance from Brenau supervisors and the supervising teacher. Based on their experience, they review and reflect on current educational literature that is pertinent to the classroom setting in which they have been placed.

Reflection and reflective teaching are the cornerstones of our teacher preparation program at Brenau University. Therefore, our field experiences are designed to encourage this reflection. Students do not attend field experiences on consecutive days, and must attend over a minimum of a four week period in order to have time to gain insight into the classroom and reflect over each day's activities and the entire experience.

Our three field experiences are structured so that students have the opportunity to work with students spanning the chronological ages of their degree program, thus providing them with multiple opportunities to observe and reflect on student characteristics, teaching styles, curriculum requirements, and classroom management prior to student teaching. The faculty and staff of Brenau University are committed to training the best teachers for the future and this program is a very important part of that training.

APPENDIX II.C.**Experiential Credit for Field Experience**

A student with appropriate work experience in one or more of the grades listed above may apply for experiential credit for field experience. Experiential credit will only be considered for students who are a teacher's assistant for a specific grade level or a long-term substitute for a minimum of 45 consecutive days. The application for experiential credit is available in the teacher education office or the Brenau Intranet. It requires the student to document how the requirements for the field experience have been met with their in-school work experience. A letter from their school administrator confirming this experience is required, as well as a Brenau Assessment of Dispositions completed by the school administrator. Students may apply for experiential credit to satisfy up to two field experience requirements provided they meet appropriate grade levels and varied demographic settings. A separate experiential credit application must be submitted for each one hour credit sought. When the experiential credit application is sent to the student's adviser it is then presented for approval by the Brenau Teacher Education Committee. When approved, the field experience for that grade level will be posted on the student's transcript and the student will be charged at the current rate for experiential credit as set by the University.

FIELD EXPERIENCE SUMMER POLICIES

Brenau University College of Education offers placement for Field Experiences during the regular academic school year to coincide with local school system schedules (available for Fall Semester and Spring Semester). On a limited basis, Summer Field Experience placements may be requested, dependent on local school system schedules for summer programs that meet the College of Education and NCATE requirements. Consideration for approval is determined by the Director of Clinical Experiences and is based on specific student circumstances outlined in a student letter to accompany the application.

Any student submitting an Application for Field Experience during Summer Semester must adhere to the following additional policies:

1. Summer Field Experience placement is only allowed in schools that conduct full 4 week (minimum) programs. These programs are developed by the individual school system based on student population needs, and are subject to change on an annual basis. Therefore, identification of these locations is not available until each approved program has been developed by the local school system (typically late spring).
2. Students who submit applications for Summer Field Experiences fully understand and accept the following conditions:
 - a. Submission of an application does not guarantee a placement.
 - b. Applications are only accepted between the dates of February 1 through March 1. No applications will be accepted after this date.
 - c. Students who have received two experiential credits may not request a Summer Field Experience placement unless they are a school system employee.
 - d. Students who submit applications must also register for the course when Summer Registration opens. Should the student receive confirmation from Brenau that the placement cannot be finalized, it is the student's responsibility to drop the course through the Registrar's Office within the appropriate time limits for withdrawal.
 - e. Students applying for Summer Field Experience do so with the understanding that they are personally responsible for the timeline for their College of Education teacher preparation program plan. Placements may not be available, and these students must be willing to accept the consequences if placement cannot be finalized, which may include a delay in program completion, including student teaching.

I fully understand and accept the policies and conditions outlined above. Please sign and attach this form to your Application for Field Experience for a Summer Placement. (Summer Field Experience Applications and forms are available on the Brenau Intranet.)

Student Name

Date

Advisor Name: _____

APPENDIX III.A

CERTIFICATION PROCESS: B.S.E.D.**Initial Certification**

1. Student requests transcripts be sent directly to the PSC (after their degree posts). They can do this ASAP. The registrar will hold the transcripts, and mail them to the PSC after the posting.
2. Student completes and mails the Application for Certification (<http://www.gapsc.com/Download/Application.pdf>) directly to the PSC.
3. Student mails/faxes the Approved Program Recommendation Form (<http://www.gapsc.com/Download/ApprovedProgramRecommendationForm.pdf>) with the top portion completed by the student, to the certification officer. The student will receive an email from the certification officer stating that it has been submitted to the PSC.

Transcripts

In all cases you will need an official transcript from Brenau University, which has your degree and date of graduation posted. You must request the transcript in writing. The Registrar's Office issues transcripts after the degree and date have been posted on the transcript. You get two copies for \$5 (or one copy for \$5), so it makes sense to get two. **DOWNLOAD TRANSCRIPT REQUEST FROM REGISTRAR'S WEBSITE:** <http://www.brenau.edu/reg/forms/default.htm>

School System Requirements

Systems vary in the way that they handle certification applications. You may need to check with your system's certification official, or human resources office, to determine their procedures when you submit the Georgia PSC Employer Assurance Form.

Brenau University

If needed, complete the top section of the Georgia PSC Approved Program Recommendation Form. Do not write after the words **Certification Official Section**. Submit this form to:

Certification Officer
College of Education
Brenau University
500 Washington Street, SE
Gainesville, GA 30501

The certification officer will complete the form and return it to you for submission. You must provide a self-addressed stamped envelope for this purpose.

CERTIFICATION PROCESS: M.A.T.

Initial Certification

1. Student requests transcripts be sent directly to the PSC (after their degree posts). They can do this ASAP. The registrar will hold the transcripts, and mail them to the PSC after the posting.
2. Student completes and mails the Application for Certification (<http://www.gapsc.com/Download/Application.pdf>) directly to the PSC.
3. Student mails/faxes the Approved Program Recommendation Form (<http://www.gapsc.com/Download/ApprovedProgramRecommendationForm.pdf>) with the top portion completed by the student, to me. The student will no longer receive anything back from me, but rather an email stating that it has been submitted.

Transcripts

In all cases you will need an official transcript from Brenau University, which has your degree and date of graduation posted. You must request the transcript in writing. The Registrar's Office issues transcripts after the degree and date have been posted on the transcript. You get two copies for \$5 (or one copy for \$5), so it makes sense to get two. **DOWNLOAD TRANSCRIPT REQUEST FROM REGISTRAR'S WEBSITE:** <http://www.brenau.edu/reg/forms/default.htm>

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