



Education Division
Teacher Education Handbook
2008 - 2009

Mount Vernon
Norman Park
Liberty County

***Welcome from
Dr. David W. Moffett,
Education Division Chair,
Brewton-Parker College***

Welcome to Brewton-Parker College's Education Division! We are glad you are here and we are excited about the programs we offer to you.

Education Division handbooks are published annually. Your handbook year is the same as the academic year that appears on your program guide sheet. Read your handbook carefully and become acquainted with the pathway in your teacher education journey. During your time in the Education Division revisit your handbook often and strive to be proactive in your awareness of what you must do, in order to have the best educational experience possible. Also, request a copy of the program checklist from your Education Advisor to be continuously apprised of where you are in your journey in your particular program.

The Education Division at Brewton-Parker College, Mount Vernon, offers the Bachelor of Science degree in Early Childhood Education, Middle Grades Education and Secondary Education, with majors in the content areas of English, History, Science and Mathematics. In addition, we offer a Bachelor of Science Degree in Sport and Fitness, which is a non-teaching degree in sport and health, and the Bachelor of Music degree in Music Education. Certification only programs are available for students who already possess a Bachelor's degree.

The degrees in Early Childhood and Middle Grades are offered at two external sites as well: Norman Park and Liberty County, Georgia. The Middle Grades concentrations offered at these sites are Language Arts and Social Studies.

In conjunction with our Mission as an education entity, we want to encourage, support and guide you to be successful as you travel *Reflective Pathways from Theory to Practice* in a Christian environment. Our faculty promises you will have an exciting journey!

Sincerely,

Dr. David W. Moffett

Dr. David W. Moffett
Professor and Chair, Education Division

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Education Division

Teacher Education Handbook

2008 - 2009

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The Conceptual Framework establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The Conceptual Framework is knowledge-based, articulated, shared, coherent, consistent with the College's Mission, and continuously evaluated. (NCATE, 2002)

BPC Conceptual Framework

Our conceptual framework embraces three areas – Knowledge of, dispositions toward, and performances related to the learner, pedagogy, and the curriculum. It is our belief that the continually developing levels of proficiency or competency achieved by our Reflective Teacher Candidates with a Christian Worldview in the three areas are effectively demonstrated, and continually measured and evaluated, by the ten (10) Reflective Teacher Candidate Proficiency Outcomes. Our ten proficiency outcomes are based on the college's mission and vision statements as well as the mission and vision statement of the unit.

Brewton-Parker Reflective Teacher Candidate Proficiency Outcomes

The teacher candidate:

1. understands and demonstrates knowledge of learner characteristics
2. develops lesson plans which use technology and a variety of instructional methods
3. demonstrates mastery of content
4. promotes creative and critical thinking
5. demonstrates proficiency in writing and expression
6. utilizes formal and informal methods and assessments
7. demonstrates an understanding of student diversity
8. promotes motivation and positive social interaction
9. reflects upon practice and continues to grow professionally
10. possesses a Christian disposition toward school, local, state, national, and of world values while reinforcing the dignity and worth of the individual.

Division of Education Mission Statement

The purpose of the Education Division is to provide the learning atmosphere, guidance and experiences that will enable the shared mission, vision and philosophy to become realities for our Reflective Teacher Candidates with a Christian Worldview. Brewton-Parker trained teacher candidates are exemplary and unique because they are guided to develop, to reflect, and to demonstrate their knowledge of, dispositions toward, and performances related to the learner, pedagogy, and the curriculum within the framework of a Christian worldview. The Brewton-Parker teacher candidate and graduate demonstrate to a high degree the following:

Division of Education (Unit) Vision Statement

The shared vision of the Education Division of Brewton-Parker College desires for its graduates to teach all students effectively, while upholding a Christian worldview. The *Reflective Pathways from Theory to Practice*, which our teacher candidates travel for this vision to become a reality, relate to the historical principles of the College as a church-related institution. Thus, our teacher candidates will be reflective educators who possess strong academic knowledge and appropriate dispositions. The teacher candidate will also demonstrate the principle of “soul competency, the worth of the individual, and the freedom of individual conscience. The principle of religious liberty affirms education, but not indoctrination, and the principles of the priesthood of the believer affirms the equality of all students in the learning process” (*Brewton-Parker College 2008-2009 Catalog, p.13*).

Philosophy of the Unit

The philosophical stance of the education division is found in our belief that the most effective means of preparing a Reflective Educator with a Christian Worldview is to provide *Reflective Pathways from Theory to Practice* which uphold rigorous academic standards while employing a Christian worldview. This stance is accomplished by providing our teacher candidates with opportunities for intellectual inquiry in an environment of sound research-based discourse.

The unit believes all students can learn. A logical consequence of this belief is that effective and reflective teachers possess the appropriate combinations of experiences, academic preparation from a Christian environment and dispositions of Christian moral and ethical responsibilities to achieve this belief. Therefore, the faculty of Brewton-Parker College and its stakeholders believe that all programs must articulate appropriate knowledge, skills and dispositions related to how our teacher candidates and graduates will impact and promote all components of teaching and learning.

The Purpose (Goals) of the Education Division

Knowledge of the Learner, Pedagogy, and the Curriculum:

Our teacher candidates are guided through reflective pathways that include a program of liberal arts core courses, Christianity courses and education courses taught in an atmosphere of free inquiry. Rigorous academic standards train the candidate to develop creative and critical thinking skills, which are shaped through faith and learning, eliciting reflective practices based on knowledge and experience resulting in contextual teaching and learning. It is our intent that teacher candidates learn their subject matter and, together with the knowledge developed from their college classroom and clinical experiences, are able to demonstrate knowledge of the learner. Our candidates acquire skills to help them become technology literate and to incorporate technology in their pedagogy.

Dispositions Toward the Learner, Pedagogy, and the Curriculum:

It is our desire that teacher candidates exhibit Christian dispositions toward local, state, and national education perspectives, to be committed to their faith, dedicated to their vocation as an educator, and to possess a civic responsibility to the community and country. Our teacher candidates are guided to recognizing and reinforcing the dignity and worth of individuals and acknowledging individual convictions, cultural differences through civility, tolerance, fairness, and compassion. Our candidates are encouraged to provide motivation and positive social interaction and to realize the value of reflections and continued growth in their profession. They are also encouraged to become reflective practitioners and seek to instill in their students a love of lifelong learning experiences. Our teacher candidates are trained to evaluate existing pedagogy and to adopt additional strategies

in meeting the needs of the ever-changing diversity of learners and the challenges of a continually changing school curriculum.

Performance Related to the Learner, Pedagogy, and the Curriculum:

Through their Christian world view, teacher candidates are urged to continually reflect upon their life experiences, as well as their learning and teaching experiences in order to become more effective at their task as teachers in the learning community. They are encouraged to continually evaluate their own performance as well as that of their students. We strive for our teacher candidates to demonstrate a mastery of content and a proficiency in communicating with others. Our candidates are provided the training necessary to apply their learning and experiences in the classroom and to develop lesson plans using a variety of instructional methods while incorporating technology as a learning tool. They are provided a variety of both formal and informal assessments and are taught to realize the importance of understanding student diversity. We desire that our candidates possess the personal habits, knowledge base, and management skills needed to face the challenges of today's classrooms.

2008-2009 Education Guide Sheets and Transition Tables

Prerequisites to Teacher Education Program	Transition I – Major / Concentration	Transition II – Portfolio / TE File check	Transition III- Student Teaching / Graduation
<p><u>Core Requirements:</u> COM 101 ENG 101 ENG 102 Math Core Courses Science Core Courses EDU 201 EDU 211 EDU 221</p> <p>GPA – 2.5 or greater</p> <p>Passing score on all parts of GACE Basic Skills Exam (exemption with a combined math/verbal SAT score of 1000 or 43 on the ACT)</p>	<p>Complete all major requirements (300 – 400 level EDU courses – except 474 and 475)</p> <p>Overall and Content GPA - 2.5 or greater</p>	<p>Complete community service hours</p> <p>Passing score on GACE Content examination</p> <p>Assessment 7 Complete</p> <p>Portfolio Check Initiated</p> <p>Clear Degree Audit</p>	<p>Student Teaching (EDU 474 and 475)</p> <p>Overall and Content GPA – 2.5 or greater</p> <p>Complete TE program requirements.</p> <p>Complete paper work for state certification.</p>
<p>Once these requirements are met, the student can apply for admission into the Teacher Education Program and advance to Transition I.</p> <p>If these requirements are not met, then education courses are prohibited until completion.</p>	<p>Once these requirements have been met, the student can advance to Transition II.</p> <p>If these requirements are not met, then continuation of TE program prohibited.*Successful completion of remediation occurs or withdrawn from TEP.</p>	<p>Once these requirements have been met, the student can apply for student teaching and advance to Transition III</p> <p>If these requirements are not met, then EDU 474 and 475 are prohibited. *Successful completion of remediation occurs or withdrawn from TEP.</p>	<p>Once these requirements have been met, the student may apply for Graduation and state certification / licensure.</p> <p>*Successful completion of remediation occurs or withdrawn from TEP.</p>

Transition Tables – 2008 – 2009

Prior to acceptance into the Brewton-Parker Teacher Education Program, Candidates are required to meet all program assignments and assessments in the Prerequisites Table prior to moving to Transition I. In the Prerequisites Table, college students seeking admittance to the Teacher Education Program must maintain a GPA of 2.5 or higher, complete the program designated core courses with a minimum of a C or higher, and receive passing scores on the Georgia State-approved Basic Skills Exams. Enrolling in education courses beyond those at the 200 level is prohibited until successful completion of all prerequisites and acceptance into the Division. Extensive remedial activities are provided to assist the Candidate and individual development plans will be designed.

Prerequisites

Prerequisites		
BPC Proficiency Outcomes	Prerequisites	Remediation Recommendations
3 5, 4, 9	<p>Declaration of Candidacy (Admission to TEP)</p> <p>GPA (Overall) – 2.5 or greater</p> <p>Core Requirements – C or higher -Transcript grades COM 101 ENG 101 ENG 102 Math Core Courses Science Core Courses EDU 201 EDU 211 EDU 221</p> <p>Passing Score on all parts of GACE Basic Skills Exam.(Exemption with a combined math/critical reading SAT score of 1000+ or 43+ on the ACT) Application to Teacher Education Program</p> <hr/> <p>Once these requirements are met the student can complete criteria for admission into the Teacher Education Program, be admitted, and advance to Transition I.</p> <p>If these requirements are not met, then education courses are prohibited until completion.</p>	<p>Participate in BPC Counseling Sessions</p> <p>Participate in BPC Tutorial Sessions</p> <p>Retake courses</p> <p>Participate in GACE/State Approved Test Workshop</p> <p>Retake Basic Skills tests</p> <p>*MAT 98 is mandatory upon failure of PRAXIS 1-Mathematics (or state approved test-mathematics)</p> <hr/>

Transition I – 2008-2009

Candidates are required to complete all program assignments and assessments at Transition I prior to moving to Transition II. Extensive remedial activities are provided to assist the teacher candidate in moving through the transition levels.

Transition I		
BPC Proficiency Outcomes	Transition I	Remediation Recommendations
3 4, 5, 10 1,3, 4, 5, 6, 7, 10 2 2, 3, 4, 5, 7	<p style="text-align: center;">Major/Concentration</p> <p>Complete all major requirements (300-400 level EDU courses – except 474 and 475)</p> <p>C or higher in all EDU courses</p> <p>C or higher in the following:</p> <p>ECE Subject Area Courses +</p> <ul style="list-style-type: none"> • ENG 101, 102 • HIS 151, 152 • MTH 101, 203 • BIO 101, PHY/SCI 101 <p>Middle Grades Concentration Areas (2)</p> <p>Secondary Concentration Area</p> <p>2.5+ GPA. overall</p> <hr/> <p>Portfolio Check Initiated</p> <hr/> <p>Once these requirements have been met, the student can advance to Transition II.</p> <p>If these requirements are not met, then continuation in the Teacher Education program is prohibited.</p> <p>Successful completion of remediation occurs or withdrawn from the TEP.</p>	<p>Participate in BPC Counseling Sessions</p> <p>Participate in BPC Writing Center Tutorials</p> <p>Retake courses</p> <hr/>

*A minimum of 2.5 overall for all teacher candidates. In addition all education courses must have a grade of C or higher. GPA in program major courses must be a grade of C or better. Program major overall GPA must be 2.5 or greater.

- Early Childhood Education Program Major courses are all education courses taken from EDU 300 to EDU 405, excluding EDU 337.
- Middle Grades program major consist of the courses required in the two (2) concentration areas.
- Secondary program majors are courses in the content area major.

Transition II – 2008 - 20089

Candidates are required to complete all program assignments and assessments at Transition II prior to moving to Transition III.

BPC Proficiency Outcomes	Transition II	Remediation Recommendations
<p>3 4, 5, 9</p> <hr/>	<p>Complete Community Service hours.</p> <p>Passing scores on GACE Content examination</p> <p>Assessment # 7 Complete</p> <p>Portfolio Check</p> <p>Clear Degree Audit</p> <p>Overall GPA of 2.5 or greater</p> <p>Major GPA of 2.5 or greater</p> <p>Electronic Portfolio/TE File Check</p> <hr/> <p>Once these requirements have been met, the student can apply for student teaching and advance to Transition III.</p> <p>If these requirements are not met, then EDU 474 and 475 are prohibited.</p> <p>Successful completion of remediation occurs or withdrawn from TEP.</p>	<p>Participate in BPC Counseling Sessions</p> <p>Participate in BPC Tutorial Sessions</p> <p>Retake courses</p> <p>Retake GACE Content exams</p> <p>Participate in GACE / State Approved Test Workshops</p> <hr/>

Transition III– 2008 - 2009

Candidates are required to complete all program assignments and assessments at Transition II prior to moving to Transition III.

BPC Proficiency Outcomes	Artifacts/Scoring Guides	Remediation Recommendations
<p>3 4, 5, 9</p>	<p style="text-align: center;">Clinical Practice: Student Teaching</p> <ul style="list-style-type: none"> - EDU 474 - EDU 475 A - EDU 475 B - EDU 475 C <p style="text-align: center;">or</p> <p style="text-align: center;">Internship</p> <ul style="list-style-type: none"> - Certification Only - EDU 476 - EDU 477 <p>Overall and Content GPA 2.5 or greater</p> <p>Student Teaching (C or higher)</p> <p>TEP Program Requirements</p> <p>Electronic Portfolio Completion</p> <hr/> <p>Once these requirements have been met, the student may apply for Graduation and state certification/licensure.</p> <p>Successful completion of remediation occurs or withdrawn from TEP</p>	<p>Participate in BPC Counseling Sessions</p> <p>Participate in BPC Tutorial Sessions</p> <p>Participate in Clinical Practice Remediation</p> <ul style="list-style-type: none"> -Termination Policy (current Teacher Education Handbook) - Professional Development Plan (current Teacher Education Handbook) - Alternate Site Placement <hr/>

Faculty Mount Vernon Campus

DAVID W. MOFFETT, Ed.D.
Professor and Chair

KEITH BARR, Ed. S.
Associate Professor of Physical Education
Coordinator, Sport and Fitness Studies

JO-NE BOURASSA Ed. D.c
Assistant Professor of Middle/Secondary Education &
Coordinator Off-Campus Education Programs

SKYE JORDAN, M.Ed.
Assistant Professor of Education
Director of Field Experiences
& Early Childhood Coordinator

PATRICIA P. MERCER, Ed.S.
Assistant Professor of Educational Technology

BARBARA REID, Ed.S
Assistant Professor of Education
Director of Student Teaching and Internship
Coordinator Certification Only

SHEILA SIMMONS, M. Ed
Assistant Professor of Education
& Athletic Director
Girls Basketball Coach

YUNFANG (MOLLY) ZHOU, Ed.D.
Assistant Professor of Education

Additional Faculty Mount Vernon Campus

EZEKIEL ADDISON, M.F.A.
Associate Professor of Art

SONJA SEPULVEDA, Ph.D.
Assistant Professor of Music
Music Education

JON SHUMAN, Ph.D.
Assistant Professor of Biology, Chair of Math/Science
Secondary Science Education

RUTH ELLEN PORTER, Ph.D.
Professor of English, Chair of Arts and Letters
Secondary English Education

CINDY SKARUPPA Ed.D.
Professor of Education

DAVID R. SMITH, Ed.D.
President of Brewton-Parker College
Professor of Education

IAN CROWE, Ph.D.
Associate Professor of History
History Education

FORREST RICH, M.Ed.
Associate Professor of Mathematics
Secondary Math Education

Faculty Liberty County Campus

KAY LAGASSE, Ed.D
Assistant Professor of Education
& Liberty County Campus Co-Coordinator

Norman Park Campus
JO-NE BOURASSA, Ed.D.c
Off Campus Coordinator & Norman Park Campus Coordinator

Support Personnel

MARY JONES
Education Division Secretary

Governing Agencies and Support Services

Southern Association of Colleges and Schools

The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS); therefore, the Education Division complies with rules, regulations, and policies of SACS.

National Council for Accreditation of Teacher Education

The Education Division at Brewton-Parker College is accredited with provisions by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and/or advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Georgia Professional Standards Commission

The Georgia Professional Standards Commission (PSC) is the agency which approves and governs teacher education units and programs in Georgia colleges and universities. The Education Division of Brewton-Parker College complies with the Professional Standards Commission procedures and standards in order to receive approval for the education unit and all of the programs for which degrees and certification/licensure are earned. The PSC issues teaching certificates to applicants who have completed an approved teacher education program, passed state mandated tests, and recommended by the Brewton-Parker certification officer.

Teacher Education Advisory Assessment and Oversight Council

The Teacher Education Advisory Assessment and Oversight Council (TEAAOC) exists to (1) oversee the journey of education majors and advise teacher candidates of their status in meeting education program requirements according to the appropriate transition(s) table(s), (2) regularly reviews the unit's assessment system, (3) discusses data results and revisions based on the data, and (4) disseminates data concerning the unit, each program, education majors and teacher candidates to all stakeholders. Membership of the committee consists of the EDU division chair, the EDU faculty, EDU advisors from all other divisions, representatives from area schools, division alumni and at least two education majors or teacher candidates. The Council meets, November, April, and July of each academic year on the Mount Vernon Campus.

Community Partnership Committee

The College also participates in a Community Partnership Committee with the Montgomery County Board of Education. This committee is chaired by the President of the College and meets twice each semester. The Chair of the Education Division serves on this committee. Many collaborative events are planned and implemented by this group.

Brewton-Parker Grievance Policy

1. All complaints are to be written and filed with the Office of the Affirmative Action Officer of the College.
2. Upon receipt of said complaint the officer will set up a meeting of the Grievance Committee within 30 days to hear the complainant.
3. Complainant will be notified in writing of the date, time, and place of meeting.
4. Complainant will be invited to state the nature of the alleged discrimination before the Grievance Committee.
5. Complainant and/or college officials desiring legal counsel may obtain such representation provided notification is given in advance by both parties.
6. Complainant will be given written notice of the Grievance Committee's decision within seven days following the meeting.
7. Complainant may appeal the Grievance Committee's decision to an *Ad Hoc* Committee composed of the Executive Committee of the college's Board of Trustees and two peers of the complainant appointed by the President of the College.
8. The decision of the *Ad Hoc* Committee will be final and not subject to review by the college officials.
9. Publication of the above procedures will be made to all students and employees of Brewton-Parker College. (College Handbook, page 57)

Support Services

Technology Laboratories

Candidates have access to six computer labs on the Mount Vernon campus: the Holliman-Fountain Education Center lab temporarily located in the Robinson Building, the Music Division lab in Miller Music Building, three labs in the Jordan Business Building, and the computer lab in the Morgan-Moses Math/Science Building. There are also computer labs located at the Liberty campus and the Norman Park campus.

Media Materials

Candidates enrolled in off-campus centers may request materials from the main campus Curriculum Lab in the Holliman-Fountain Education Center (temporarily located in the Robinson Building), by submitting the “Materials Request Form” that can be found on the Brewton-Parker College library website. A Curriculum Lab is located at all sites. The Curriculum Lab on the Mount Vernon campus has additional media services such as scanning, laminating, and instructional videotapes.

Career Services Center

The Brewton-Parker Counseling Center provides a wide variety of free services to students. Services include individual counseling, career counseling, disability support services, and crisis intervention. Educational seminars are provided in the residence halls each semester on topics pertinent to college students at the students’ request.

The Counseling Center strives to meet the needs of all students. It is open five days a week, 8 a.m. - 5 p.m. The staff is on call after hours and on weekends. Our goal is to assist students in making their college experience a success.

The Counseling Center is located in the Cook Building on the Mount Vernon Campus. Students can access out services by calling 912-583-3219 or 1-800-342-1087, ext. 219. (Brewton-Parker College, 2008-2009 Catalog, p. 48)

Tutorial Services

The Brewton-Parker Tutoring Program offers free tutoring services to enrolled students in the sciences, foreign languages, history, math and other subjects upon request. Individual tutoring sessions and group sessions are available. Students are also welcomed on a first-come-first-serve basis depending upon tutor availability. Tutors are selected for their academic achievements; faculty recommendations, and abilities to relate to their peers. For more information, contact Regina Wood at 912-583-3114 or email rwood@bpc.edu. (Brewton-Parker College, 2008-2009 Catalog, p.54).

Writing Center

The Writing Center, located in the Jones Building on the Mount Vernon campus, provides support services for students and faculty in all disciplines, designed to help all become better writers. Dedicated to the principles of classic rhetoric and the needs of contemporary academic and civic discourse, the Writing Center works to facilitate critical thinking and careful planning, effective communication of ideas, grammatical and stylistic correctness, and appropriate documentation and citation of source materials. For more information contact Dr. Vicki Hill at 912-583-3158 or email vhill@bpc.edu

Candidate Professional Organizations

Professional Organizations

The State of Georgia has two professional organizations which offer student membership to education majors:

- Professional Association of Georgia Educators (PAGE)
- Georgia Association of Educators (GAE)

Education majors at Brewton-Parker College are **required** to join the professional organization of their choice for the purpose of:

- promoting a feeling of professionalism in the student through attendance at conferences, meetings, retreats, workshops, and conventions sponsored by the professional organization.
- receiving \$1,000,000.00 in liability insurance coverage for professional lab experience in the public schools.
- keeping the education major aware of current issues in public education through publications provided by the professional organization.

Membership must be renewed annually. Without proof of current membership, the student will not be allowed to take any education course that requires a field experience or clinical practice.

Education majors at all three education centers may obtain a student membership application blank for either organization by contacting the secretary of the Education Division at 1-800-342-1087, Ext. 165 or by going to www.pageinc.org or www.gae.org.

Teacher Education Club

Teacher Education Club's exist at all three sites and meet monthly during the academic year. Professor Jordan is the Mount Vernon Sponsor, Professor Bourassa: Norman Park, and Dr. Lagasse: Liberty County

PROFESSIONAL ETHICS and CERTIFICATION

Ethics and Certification

Brewton-Parker College assures that candidates receive knowledge of professional ethical standards from Education 201 - Introduction to Education through Education 474 - Senior Seminar. All candidates receive a copy of the Georgia Code of Ethics for Educators at www.gapsc.com and electronically through Blackboard. The Code of Ethics is introduced during Education 201 and ultimately reviewed during Education 474. Syllabi from these courses reflect such inclusion.

Candidates receive knowledge of regulatory requirements through the transition levels published in this handbook. The handbook is reviewed and all transition requirements are discussed in Education 201. Regulatory requirements include a clear criminal background check, specific division requirements and a school setting audit indicating completion of program requirements. All requirements must be in place before student teaching. The application for teacher certification at the end of successful student teaching when the Candidate satisfactorily completes all program requirements..

Candidates receive knowledge of employment in Education 474 - Senior Seminar and during Education 475 – Student Teaching. Candidates complete the Blackboard electronic portfolio started in Introduction to Education. The portfolio contains student work samples which can be used during employment interviews. Candidates also receive knowledge of employment through a Brewton-Parker College sponsored Job Fair including administrators and personnel directors from the surrounding areas. Candidates are also made aware of employment offerings listed on the Department of Education website (www.doe.k12.ga.us).

Brewton-Parker will recommend certification for all candidates completing degree requirements and who provide passing score reports on the state mandated tests upon graduation. Candidates requesting certification after graduation must have clearance from the Certification Officer and meet all new program and PSC requirements. The Certification Officer is Barbara Reid and she may be contacted via email at breid@bpc.edu

Programs of Study

Teacher Education Majors

Brewton-Parker College offers degrees at the Bachelor's level (initial) in the following areas: Early Childhood Education, Middle Grades Education, Secondary English Education, Secondary Math Education, Secondary History Education, Secondary Science Education, and Music Education. All programs are offered on the Mount Vernon campus. In addition to the Mount Vernon campus, Brewton-Parker College offers Early Childhood Education and Middle Grades Education (Social Studies and Language Arts) Baccalaureate degrees at external sites in Liberty County, Georgia, and Norman Park, Georgia.

Bachelor of Science

- Early Childhood Education (PreK-5)
- Middle Grades Education (4-8)
- Secondary Education (6-12)
 - Science
 - History
 - Math
 - English

Bachelor of Music Education

- Music Education (P-12)

Early Childhood Education (PreK-5)

Early Childhood candidates plan their course of study with their academic advisors. Advisors not only suggest the best course schedule for the candidate each semester, but they also provide clarity regarding candidate progress such as admission status to the Teacher Education Program, and progress toward completion of the Bachelor of Science Degree in Education.

Middle Grades Education (4-8)

For a major in Middle Grades Education, the candidate must select two areas of concentration from social studies, mathematics, science, or language arts. At the Liberty-Hinesville and Norman Park Centers, Middle Grades majors must take concentrations in language arts and social studies. The areas of concentration will affect the choice of some courses in the college core curriculum. Advisors explain the various academic requirements and help candidates understand their particular handbook and catalogs and plan their course of study. Some courses required for this major are offered only once a year. Some of these are offered and

scheduled by other college divisions. Advisors will strive to keep candidates abreast of these special planning considerations so these students can complete graduation requirements in the shortest time possible.

Secondary Education (6-12)

Secondary Education majors are advised by Arts and Sciences faculty in their content area. The advisor plans the course of study for the candidates and keeps them abreast of special situations such as reminding the student about taking prerequisite courses and courses that are taught only once a year.

Music Education (P-12)

The music education program is accredited by the National Association of Schools of Music (NASM). The program addresses current philosophies, research, methodologies, and content requirements set forth by the NASM. All Music Education majors are advised by professors in the Division of Music. The musician-teacher should understand the total contemporary educational program - including relationships among the arts - in order to apply music competencies in teaching situations, and to integrate music instruction into the total process of education.

Certification Only

Brewton-Parker College offers a Certification Only Program for persons with college degrees who wish to become certified to teach. Evaluation of transcripts determines the number of hours required. A person with a degree in any discipline for which teacher certification may be obtained and for which Brewton-Parker College is approved may complete the Alternative Certification Program as outlined in the *Brewton-Parker 2008-2009 College Catalog*. A copy of the catalog may be found at www.bpc.edu.

Notes

- 1) Courses listed under Program Major Requirements on education guide sheets require a grade of "C" or higher.
- 2) All methods and field experience courses in traditional certification programs must be completed prior to enrolling in EDU 474 Senior Seminar.

Candidate and Programs Review Committee and Procedures

In order to facilitate a systematic candidate and program data review and analysis, the following procedures have been established.

TEAAOC

Committee members consist of unit faculty, arts and sciences faculty, and area school representatives. Faculties from the Liberty and Norman Park campuses, as well as school faculty, are encouraged to attend. Committee members on campus will receive meeting notification (date, time, and place) through campus email. Members off campus will receive email, written, and or phone notification.

Review Procedures

1. The established meeting date (November, April and July) includes review of candidates and program data. Data on candidate performance and progress will be reviewed online and/or in real time. Programs will be reviewed annually.
2. Council will review program, unit, and individual candidate progress in the form of Excel and ACCESS reports, , transcript information such as course grades and GPA, basic skills and content knowledge tests, faculty input/comments, and additional data collected from candidate assessments and related surveys.
3. Council will review progress of the education programs through data from unit assessments, program assessments, candidate assessments, and any information shared on faculty assessments.
4. Council will identify candidate and program strengths and weaknesses and discuss possible improvements.
5. Changes and revisions will move through the following committees of the Council.

A. Professional Programs Committee:

Function: The Committee is charged with responsibility for admitting students into the Teacher Education Program. It continually monitors student progress and keeps pre-service teachers informed of their admission status. Membership: At least seven faculty members, division chair, one student, one local practitioner, and an alumnae.

B. Curriculum and Assessment Committee:

Function: To have general oversight of all matters related to the Education Division and assessment, seeking to keep them contemporary with research and practice. Moreover, the committee will review assessment instruments and evaluate the EDU curriculum periodically. Recommendations must go to the TEAAOC Committee for motion and vote.

Membership: At least seven faculty members, division chair, one student, one local practitioner, and one alumanae.

C. Division Grievance Committee:

Function: To have a general oversight of all potential student disputes. Students may submit grievances to the division chair and within five (5) business days, respond to grievance. If the committee's response is unsatisfactory to the students, they may appeal to the college wide appeals committee. A record of all student complaints is kept regardless of whether a student files a grievance with the committee.

B: General Applications And Forms

- 1. Application for Admission to Teacher Education**
- 2. Evaluation for Teacher Candidacy**
- 3. Verification of Professional Liability**
- 4. Verification of Background Check**
- 5. Community Involvement Verification**



Teacher Candidate Name: _____ Semester/Year _____

Campus: ___ Liberty County ___ Mount Vernon ___ Norman Park

APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Date submitted: _____

Social Security# (Last 4 Digits) _____ **Student ID #** _____

Street Address _____

City: _____ **State:** _____ **Zip:** _____

Telephone: Home - _____
 Work - _____
 Cell - _____

BPC e-mail Address: _____

Academic Advisor's Name: _____

Please check major area of specialization

____ **Early Childhood (PreK-5)**

____ **Middle Grades (4th - 8th) Concentrations** (circle two): Math Science Social Studies Language Arts

____ **Music Education (P-12)**

____ **Secondary (6-12): Discipline** (circle one): English Broad Field Science History Math

Handbook Statement

_____ I have received, read, and understand the information in the *Teacher Education Handbook*. I realize that Teacher Candidates are to follow the guide sheet and transition requirements in place the year the teacher candidate was admitted to Brewton-Parker College and entered on a guide sheet by the registrar's office. Additionally, I will be responsible for all requirements in place as outlined in the Teacher Education Handbook which aligns with the guide sheet for the same year.

Transcript Release

_____ I give permission for the Education Division to periodically obtain a copy of my transcript for the purpose of evaluating my progress in the Teacher Education Program.

Accreditation Release

_____ I give permission for the Education Division to use submitted course work and electronic portfolios for accreditation and scholarship purposes.

Candidate's Signature

Date

Date admitted to TE Program: _____

Verified by: _____



Teacher Candidate Name: _____

Semester/Year _____

Campus: ___ Liberty County

___ Mount Vernon

___ Norman Park

TEACHER EDUCATION PROGRAM
Reflective Pathways from Theory to Practice

EVALUATION FOR TEACHER CANDIDACY

WAIVER

I waive my right to inspect this completed Evaluation of Teaching Potential Yes (signature required)
 No

(Candidate's Signature)_____
(Date)**Brewton-Parker College Professor and/or Instructor:**

The above named candidate is seeking admission to the Teacher Education Program. Please rate this candidate to the best of your ability, keeping in mind that this candidate is asking to be a model for the young people of this state and country. Please return this completed form in a sealed envelope to the secretary of the Education Division. If you do not know the candidate well enough to fill out the evaluation, please return the form to the candidate.

	Strongly Recommend 3 Points	Recommend 2 Points	Recommend/ Reservations 1 Point	Do Not Recommend 0 Points	Score
1. The candidate demonstrates adequate verbal and written communication skills.					
2. The candidate consistently engages in self-reflection concerning his/her knowledge, skills, and dispositions.					
3. The candidate demonstrate adequate quantitative skills for professional efficiency including using logic (math & philosophical) in solving problems.					
4. The candidate is flexible and adaptable.					
5. The candidate demonstrates behaviors consistent with a strong ethical background.					
6. The candidate demonstrates an understanding of other thought systems and personal lifestyles and values diverse populations.					
7. The candidate demonstrates appropriate interpersonal skills with peers and is sensitive to others.					
8. The candidate demonstrates appropriate interpersonal skills with authority figures.					
9. The candidate demonstrates appropriate personal hygiene and acceptable personal appearance.					
10. The candidate demonstrates qualities associated with an appropriate personality for teaching.					
11. The candidate demonstrates evidence of emotional stability and self-discipline.					

12. The candidate demonstrates an active interest and a strong motivation to become a teacher.					
13. The candidate is punctual and regular in attendance.					
14. The candidate possesses an optimistic attitude and is generally cheerful and good-natured. He/she can display a sense of humor.					
15. The candidate has a friendly manner and appears to have a genuine interest in others.					
16. The candidate shows evidence of good health and sufficient stamina and energy to complete tasks.					
17. The candidate completes assignments promptly and accurately.					
18. The candidate is dependable and trustworthy.					
19. The candidate demonstrates poise and appropriate confidence.					
20. The candidate is receptive to constructive criticism.					

Total Score _____

Evaluation for Teacher Candidacy Scoring Guide

Rating	Strongly Recommend	Recommend	Recommend/Reservations	Do Not Recommend
Total Points	60-41	40-21	20-1	0

_____ I strongly recommend this candidate for the Teacher Education Program.

_____ I recommend this candidate for admission.

_____ I recommend this candidate with some personal reservations.

_____ I do not recommend this candidate for admission.

ADDITIONAL COMMENTS:

Faculty Name (Please print)

Date

Faculty Signature

Courses Taught



Teacher Candidate Name: _____ Semester/Year _____

Campus: ___ Liberty County ___ Mount Vernon ___ Norman Park

Verification of Professional Liability Insurance

As a part of my professional teacher education preparation, I understand that I must participate in certain field experiences in school systems beyond the Brewton-Parker Campus. I am further aware that the following statement is a part of the Brewton-Parker College Education Division's requirements for participation in Professional Field Experiences:

“Prior to professional field experience placement, students must provide evidence of having adequate tort liability insurance in writing.”

Therefore: I, _____, verify that I have tort liability
(Full Name Printed)

insurance with _____ in the amount of _____
(Name of Organization)

until _____.

(Membership Number & Expiration Date)

Signature

Date

Please attach a copy of your membership card indicating your expiration date.

C: Assessment Overview

2008-2009

Assessments are living documents that are constantly reviewed and revised to meet assessment requirements. Assessments applicable to a course will be available at the beginning of the course.

Assessment #1

Type: State Content Knowledge Assessment - PRAXIS II / GACE

Transition Point: III

Assessment:

Data are gathered from all the candidates' Praxis II scores/ GACE Scores. Each Praxis II exam has its own range of possible scores. Thus, depending on the exam, the range of scores corresponds to "unacceptable," and "acceptable".

Assessment #2

Type: Content Knowledge

Transition Point: II, III

Assessment:

The individual content programs are assessed through artifacts in the candidate's electronic portfolio, candidate lesson plans from field experiences, and from the ten day student teaching unit. Lesson plans and the ten day student teaching unit are aligned with the appropriate GPS Standards (QCC where applicable) and they are used to determine the teacher candidate's content knowledge and proficiencies.

Assessment #3 - Teacher Candidate Planning Assessment

Type: Planning

Transition Point: II, III

Assessment:

The Teacher Candidate Planning Assessment is designed around the BPC Proficiency Outcomes. This assessment allows for candidates to be evaluated at one of four performance levels, Exemplary, Competent, Acceptable or Unacceptable on each of the 10 BPC Proficiency Outcomes across programs transitions in field experiences, methods courses, and clinical practice. Each level carries a point value that when totaled will provide an overall assessment score. Standards based indicators have been included to reflect the required teacher candidate behaviors. Candidate work and/or performance are rated at one of the four levels (listed above) based the following:

1. adherence to prescribed formats and directions
2. quality of written work
3. planning time/effort
4. variety of instructional and cognitive level strategies
5. difficulty and complexity of candidate work.

Assessment #4

Type: Performance

Transition Point: II, III

Assessment:

The Teacher Candidate Performance Assessment is designed around the BPC Proficiency Outcomes which are one of the foundation elements of our conceptual framework. This assessment allows for candidates to be evaluated at one of four performance levels, Exemplary, Competent, Acceptable or Unacceptable on each of the 10 BPC Outcomes. Each level carries a point value that when totaled will provide an overall assessment score. Standards based indicators have been included to reflect the required teacher candidate behaviors.

Candidate work and/or performances are rated at one of he four levels (listed above) based on the following:

1. adherence to prescribed formats and directions
2. the quality of written work
3. planning time/effort

4. variety of instructional and cognitive level strategies
5. difficulty and complexity of candidate work.

Assessment #5 - Effect on Student Learning

Type: Effect on Student Learning: Participatory Action Research

Transition Point: III

Assessment:

Assessment #5 requires teacher candidates to demonstrate their ability to positively impact student learning. Student teachers shall conduct an action research project in order to measure class wide gains or losses in student achievement.

Assessment #6 - Teacher Candidate Dispositions Assessment

Type: Dispositions

Transition Point: I, II, III

Assessment:

The Teacher Candidate Dispositions assessment is designed around the BPC Proficiency Outcomes. This assessment allows candidates the opportunity to reflect on their values and beliefs across their program experiences. Three performance levels are possible: Target, Acceptable or Unacceptable.

Assessment #7 - Professional Responsibilities Assessment

Type: Professional Responsibilities Assessment

Transition Point: I, II, III

Assessment:

Throughout the programs, candidates are required to add artifacts supporting the seven (7) categories of professional responsibilities. The candidate should provide an artifact that effectively demonstrates the appropriate professional responsibility. Assessment # 7 will be systematically checked and assessed during identified courses.

Professional Responsibilities

Listed below are 7 categories of professional responsibilities required of Brewton-Parker College candidates.

1. Leadership Abilities
2. Classroom Management
3. Communicating with Families
4. Contributing to School and Community
5. Personal and Professional Goals
6. Maintaining Accurate records
7. Service Summary

Assessment # 8 - Teacher Candidate Performance - Based Evidence Portfolio / BPC

Proficiency Outcomes and Standards Assessment

Type: Electronic Portfolio

Transition Points: I, II, III

Assessment:

Assessment lists all artifacts generated by candidates across their respective programs. These artifacts are in fact the candidate's continuous electronic portfolio that is established as part of each course. The artifacts listed in Assessment # 8 vary by program.