

SCHOOL OF EDUCATION AND SOCIAL SCIENCE

CHARLES WYNN, PH.D., DEAN

UNDERGRADUATE PROFESSIONAL STUDIES DEGREE PROGRAMS: EDUCATION

SUSAN ANTON, M.ED., DIRECTOR

ADMISSION REQUIREMENTS

The Shorter College School of Social Science and Education accepts students in the accelerated format for the Bachelor of Science in Education and the Master of Education on the basis of their qualifications. Decisions for admission are based on previous academic records,

meaningful work experience and recommendations of individuals qualified to judge the student's potential in a college setting. Shorter College seeks students who are mature and highly motivated. The specific admission requirements for each degree are spelled out in the Admissions section of the Catalog.

BACHELOR OF SCIENCE IN EDUCATION (BSE) – MAJOR: EARLY CHILDHOOD EDUCATION

PROGRAM GOALS

1. BSE candidates will demonstrate subject matter knowledge appropriate to their grade levels and specializations. (*Educational Principles I*)
2. BSE candidates will demonstrate pedagogical knowledge appropriate to their grade levels and specializations. (*Educational Principles I, IV, VIII*)
3. BSE candidates will address the psychological, social, and cultural needs of learners. (*College Mission, Educational Principle II, V*)
4. BSE candidates will demonstrate professionalism. (*College Mission, Educational Principles II, V*)

- The candidate must provide proof of liability insurance through SGAE-SPAGE.
- The candidate must provide documentation of an acceptable criminal background check.
- The candidate must accept, via personal signature, the Code of Ethics for Educators by the Georgia Professional Standards Commission.
- The candidate must provide an acceptable, one page writing sample that describes his or her ideas about teaching. This writing sample will be evaluated for content, organization, grammar, and writing style by two faculty members overseeing the Early Childhood Education program of the Teacher Preparation Program. If the writing sample is not acceptable, revision of it will be required. In some cases, a student may be required to work with a tutor in the writing lab until his/her writing skills reach the appropriate level.
- Students must apply for graduation four months before completion of their degree program by completing and returning to the Registrar an "Intent to Graduate" Form.
- Students are required to have a graduation (degree) audit with the Registrar. An Audit Report will indicate any degree requirement deficiencies.
- Proficiency in Written Communication.
- Payment of all tuition and fees, including library fines, educational resource fees and any other fines or fees collected by Shorter College.
- Approval by the faculty and Board of Trustees of Shorter College.
- The candidate must complete the Application for Admission to the Teacher Preparation Program.

GRADUATION REQUIREMENTS

Criteria for admission into the Teacher Preparation Program:

- A candidate must have achieved a minimum of a 2.50 GPA on a 4.00 scale before applying for admission to the Teacher Preparation Program.
- The candidate must demonstrate proficiency on all core courses taken prior to acceptance into the Teacher Education Program. If deficiency is detected, the candidate may be required to remediate. A minimum grade of C must be earned in all English, math, computer, and communication courses and in courses in the major field.
- The candidate must have earned 50 or more semester hours of credit.
- The candidate must have a passing score on the GACE Basic Skills examination before applying for admission to the Teacher Preparation Program. The candidate may exempt the GACE I with scores on the SAT or ACT, as determined by the Professional Standards Commission.
- The candidate must have three letters of recommendation on file (one faculty member outside of the Department, the candidate's major advisor, and one letter of recommendation such as an employer, minister, or colleague-non-family.)

Criteria for Admission to Student Teaching:

- The candidate must have been admitted to the Teacher Preparation Program.
- The candidate must have a 2.50 GPA as determined by the Registrar of the college.
- The candidate must have a minimum grade of C in

all required English, math, computer, and communications courses; in courses in the major field; in concentration courses; and in the practicum experience.

- The candidate must have completed all required classes prior to student teaching.
- Proficiency in Written Communication
- The candidate must provide evidence of having taken the appropriate Praxis II/G.A.C.E. test as determined by the Georgia Professional Standards Commission.
- The candidate must have a written letter of recommendation, specifying the candidate's strengths and areas that may need improvement, from the advisor or major professor in the academic field.
- The candidate must have an acceptable portfolio as judged by two individuals – the advisor and the major professor – both using a scoring rubric.
- The candidate must provide proof of liability insurance through SGAE-SPAGE.
- The candidate must provide documentation of an acceptable criminal background check.
- The candidate must have abided by the Code of Ethics for Educators.
- The candidate must have completed the Student Teaching Application.

Program:

- The candidate must have completed all requirements of Admission and Student Teaching.
- The candidate must have a 2.50 GPA.
- The candidate must have successfully completed, with a C or above, the appropriate Curriculum and Methods Course (EDUC 4050).
- The candidate must have a minimum of 126 semester hours
- The candidate must have received acceptable student teaching evaluations from the supervising classroom teacher, the college supervisor, and other observers. (The advisor completes a “check out” for graduation).
- The candidate must provide an acceptable portfolio as judged, according to a scoring rubric, by the college supervisor, the supervising classroom teacher, and the major professor.
- The candidate must have abided by the Code of Ethics for Educators.
- The candidate must complete a written exit survey.
- The candidate must complete an oral exit interview with the chair of 1).classroom management artifacts 2).value-added instruction documents and 3).videotaped instruction with impact/refinement statements as per Georgia PSC requirements.

Criteria for Completing the Teacher Preparation

BACHELOR OF SCIENCE IN EDUCATION – MAJOR: EARLY CHILDHOOD EDUCATION CURRICULUM

58 Semester Credit Hours *(All courses in curriculum must be passed with a minimum grade of “C.”)*

<u>Course Number</u>	<u>Course Title</u>	<u>Credits (semester hours)</u>
EDUC 2800	Introduction to Professional Studies Education	1
EDUC 2900	Foundations of Ed	3
EDUC 3200	Ed Psychology	3
EDUC 2950	Teacher Tech	3
EDUC 3100	Exceptional Learners	3
EDUC 3300	Introduction to ECE	3
EDUC 3310	Child Development: Prenatal to Age 8	3

Block Courses (60 hours of Practicum in two of the three blocks)

Block One		
EDUC 3430	Children’s Literature	3
EDUC 3560	Reading and Language Arts I	3
EDUC 3570	Reading and Language Arts II	3
Block Two		
EDUC 3580	Mathematics Education: ECE I	3
EDUC 3590	Mathematics Education: ECE II	3
EDUC 3820	Science Education	3
Block Three		
EDUC 3800	Social Science Education	3
EDUC 3755	Creative Arts and Health	3
Block Four		
EDUC 4050	Curriculum, Methods, and Evaluation	3
EDUC 4110	Student Teaching	12

All courses within this curriculum must be taken. If attendance is uninterrupted, this curriculum can be completed in approximately 21 months. Shorter College reserves the right to change the courses and to revise the course sequence.

UNDERGRADUATE PROFESSIONAL STUDIES DEGREE PROGRAM: HUMAN SERVICES

FELICIA WILSON, MSW, DEPARTMENT CHAIR

ADMISSION REQUIREMENTS

Shorter College School of Social Science and Education accepts students in the accelerated format for the Bachelor of Science with a major in Human Services on the basis of their qualifications. Decisions for admission are based on previous academic records, meaningful work experience and

recommendations of individuals qualified to judge the student's potential in a college setting. Shorter College seeks students who are mature and highly motivated. The specific admission requirements for each degree are spelled out in the Admissions section of the Catalog.

BACHELOR OF SCIENCE (BS) - MAJOR: HUMAN SERVICES

PROGRAM GOALS

1. HS candidates will display basic skills in (a) writing, (b) oral communication, (c) computer literacy, and (d) statistical data and research skills.
2. HS candidates will exhibit high-quality interpersonal skills.
3. HS candidates will demonstrate an ability to be tolerant, open-minded, and to think critically.
4. HS candidates will demonstrate knowledge of the developmental process in human behavior and multiple perspectives on reality.
5. HS candidates will use diagnostic skills to analyze human behavior.
6. HS candidates will demonstrate knowledge of global and domestic problems, cross-cultural differences, and diversity.
7. HS candidates will demonstrate competency in the discipline content and the desire to become life-long learners.
8. HS candidates will understand the ethical and legal responsibilities of their profession.

minimum cumulative (all attempted collegiate work) GPA of 2.0. All courses in the degree component also require a grade of "C" or better.

- At least 33 hours of courses taken in Shorter College Professional Studies.
- Successful completion of the 43 semester credit hours required in the Human Services major.
- All required general education courses.
- An applied research project.
- Proficiency in Written Communication.
- Students must apply for graduation four months before completion of their degree program by completing and returning to the Registrar an "Intent to Graduate" Form.
- Students are required to have a graduation (degree) audit with the Registrar. An Audit Report will indicate any degree requirement deficiencies.
- Completion of a graduate survey.
- Payment of all tuition and fees, including library fines, educational resource fees and any other fines or fees collected by Shorter College.
- Approval by the faculty and Board of Trustees of Shorter College.

GRADUATION REQUIREMENTS

To earn a **Bachelor of Science with a Major in Human Services** degree, students must have satisfactorily completed the following:

- A minimum of 126 semester credits with a

BACHELOR OF SCIENCE - MAJOR: HUMAN SERVICES CURRICULUM

43 Semester Credit Hours

All courses in curriculum must be passed with a minimum grade of "C."

<u>Course Number</u>	<u>Course Title</u>	<u>Credits (semester hours)</u>
STDV 3000	Introduction to Professional Studies <i>(Passing grade required to continue in program)</i>	1
COMM 2100	Interpersonal Communications	3
ENGL 3360	Professional Communication <i>(Grade of "C" or better required to continue in program)</i>	3
PSYC 3000	Introduction to Human Services	3
PSYC 3060	Introduction to Social Psychology	3
MGNT 4620	Understanding Self and Others	3
SOCY 3160	Gender Studies	3
PSYC 4020	Psychology of Adulthood and Aging	3
MGNT 3090	Managing Conflict	3
MGNT 3420	Understanding the Organization and Processes	3

BUSA	1010	Educational Strategies	0
MGNT	4680	Influence and Power	3
PSYC	4110	Abnormal Psychology	3
PSYC	4160	Counseling Skills	3
PSYC	3500	Statistics for Social Sciences	3
PSYC	4050	Applied Human Services Project	3

All courses within this curriculum must be taken. If attendance is uninterrupted, this curriculum can be completed in approximately 20 months. Shorter College reserves the right to change the courses and to revise the course sequence.

GRADUATE PROFESSIONAL STUDIES DEGREE PROGRAMS: EDUCATION
ELAINE ARTMAN, ED.D., DIRECTOR
MASTER OF EDUCATION (M.ED.)

The Master of Education in Curriculum and Instruction degree provides professional preparation in education and other closely related fields, thus serving school personnel as well as individuals in educational roles within non-school settings.

The M.Ed. degree program is designed as an adult studies, accelerated thirty-four semester-hour program. This program does not produce initial certification. However, it may be used to elevate a certificate from a T-4 to a T-5 in the state of Georgia. Students must meet all requirements as specified by the state, which may entail more than the

minimum 34 credit hours.

The purpose of the Master of Education degree is to provide an appropriate setting for students to upgrade credentials while developing as a classroom professional. Classes will emphasize professional development, development of new skills, and the updating of knowledge in the certification area. Major emphases will also include the role of the professional in a changing society and demands for working with a dynamic, ever-changing clientele.

PROGRAM GOALS

GOAL I. Preservice and experienced teachers will demonstrate subject matter knowledge appropriate to their grade levels and specializations. (Educational Principle I)

Preservice and experienced teachers will

1. Demonstrate current knowledge of subject and theories of the discipline. (k)*
2. Know and utilize diverse viewpoints and perspectives of experts in their field (k,s)
3. Integrate knowledge across academic disciplines. (k)
4. Demonstrate skills required to practice the discipline effectively. (s)
5. Use appropriate, available technology for the academic subject. (s)
6. Use the following elements of the learning process to master the discipline content: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k)

GOAL II. Preservice and experienced teachers will acquire and demonstrate pedagogical knowledge appropriate to their grade levels and specializations. (Educational Principles I, IV, VIII)

Preservice and experienced teachers will

1. Demonstrate knowledge of instructional strategies, activities, and educational theories for the disciplines taught. (k)
2. Implement curricula using their understanding of the learning process: motivation, understanding, contextualizing, reflection, critical thinking, social

interaction, performance. (k, s)

3. Develop assessments that consider the developmental stage and needs of the learner. (k, s)
4. Utilize assessment data to determine learning objectives, make instructional decisions, and revise curricula. (k, s)
5. Employ a variety of technologies in their teaching. (s)

GOAL III. Preservice and experienced teachers will address the psychological, social, and cultural needs of learners. (College Mission, Educational Principles II, V)

Preservice and experienced teachers will

1. Diagnose learner needs with appropriate assessments. (k, s)
2. Promote self-confidence in learners. (d)
3. Encourage cooperation among learners. (d)
4. Demonstrate multicultural and global awareness. (k, d)
5. Use community resources. (s)
6. Involve parents or guardians. (s)
7. 7. Maintain a physical environment conducive to learning. (s)
8. 8. Plan and practice effective classroom management skills. (s)

GOAL IV. Preservice and experienced teachers will demonstrate professionalism. (College Mission, Educational Principles II, V)

Preservice and experienced teachers will

1. Establish respectful relationships. (d)

2. Work collaboratively. (d)
3. Display professional demeanor and appearance. (d)
4. Base decisions and performance on high moral and ethical standards. (d)
5. Develop a teaching philosophy that reflects the ethics of the profession. (k, d)
6. Evaluate their own professional growth through reflection and synthesis of data from multiple sources.

- (k, d)
7. Demonstrate professional growth. (s)
8. Value life-long learning. (d)

k = knowledge; s = skills; d = dispositions

MASTER OF EDUCATION TRANSITION POINTS.

TRANSITION POINT ONE

Admission to the Master of Education Program

- An undergraduate grade point average of at least 2.50 (on a 4.00 grading system).
- A bachelor's degree from a regionally accredited college or university.
- GRE or MAT score (within five years of date of application)
- Two recommendations from individuals who can attest to the candidate's qualifications.
- Successful Completion of Writing Sample
- Acceptance of candidate's application to the program by the Education Graduate Committee.
- Teaching certificate in field.
- Accept Code of Ethics for Educators by the Georgia Professional Standards Commission
- Complete Application

When the application is complete, the candidate should turn it in to the Shorter College Professional Studies Admission Office. It is the teacher candidate's responsibility to gather all signatures, documents, etc. Once the application materials are complete, they will be directed to the Education Graduate Committee. When the application has been processed, the candidate will receive an official letter of acceptance.

Applicants whose native language is not English must provide evidence of proficiency in English by scoring a minimum of 79 on the iBT (formerly TOEFL) within the past two years.

TRANSITION POINT TWO

Completion of ten (10) semester hours in the Shorter College M.Ed. Program

- 3.00 GPA
- Abide by Code of Ethics
- Establishment of acceptable electronic portfolio based on program standards

TRANSITION POINT THREE

Completion of Program

- 3.00 or higher GPA
- Successful completion of an approved field/

performance project.

- The passing of the written comprehensive exam
- Submission of Acceptable Electronic Portfolio based on program standards
- Abide by Code of Ethics for educators by Georgia Professional Standards Commission
- filing an Intent to Graduate Form with the registrar following the specific guidelines set forth in the college catalog
- Recommendation of the graduate faculty and approval of Shorter College faculty and Board of Trustees.
- Payment of all fees

Graduation Requirements

The Graduate Program has the same academic policies and standards as the undergraduate program except where specifically stated. All degree requirements must be completed within seven (7) years of initial acceptance into the program. Graduation from the Master of Education degree program requires:

1. a cumulative quality point average of 3.00 or higher
2. successful completion of an approved field/performance project
3. passing of the comprehensive exam
4. a completed electronic portfolio based on program standards
5. Abide by Code of Ethics
6. filing an Intent to Graduate Form with the registrar following the specific guidelines set forth in the college catalog
7. recommendation of the graduate faculty and approval of Shorter College faculty and Board of Trustees
8. payment of all fees

TRANSITION POINT FOUR

Alumni Performance

Alumni performance for all Shorter College Teacher Preparation Programs will be judged using the following two sources of data:

- GAICTE (Georgia Association of Independent Colleges of Teacher Education) Follow-up Survey
- Georgia Professional Standards Commission data bank of institutional program completers.

MASTER OF EDUCATION CURRICULUM

34 Semester Credit Hours

Each course is a required component of the program and must be taken in sequence and completed at Shorter College.

<u>Course Number</u>	<u>Course Title</u>	<u>Credit (semester hours)</u>
EDUC 5000	Introduction to Graduate Studies	1
EDUC 5200	Life Cycle Development	3
EDUC 5300	Issues in Pedagogy	3
EDUC 5310	Learning Styles	3
EDUC 5400	Curricular and Pedagogical Contexts of the Classroom	3
EDUC 5410	Pedagogical Research	3
EDUC 5500	Assessment in Pedagogy	3
EDUC 5510	Seminar in Cognate Instruction	3
EDUC 5590	Special Topics in Cognate Emphasis I	3
EDUC 5591	Special Topics in Cognate Emphasis II	3
EDUC 5600	Field/Performance Project in Cognate Emphasis	3
EDUC 5910	Master's Comprehensive Exam	3

34 semester hours

66 weeks

All courses within this curriculum must be taken, and all courses must be taken in the prescribed sequence. Any exceptions must be approved by the graduate faculty. If attendance is uninterrupted, this curriculum can be completed in approximately 18 months. Shorter College reserves the right to change the courses and to revise the course sequence.

SATISFACTORY ACADEMIC PROGRESS

GRADE POINT AVERAGE

Graduate students are expected to earn a GPA of at least 3.0 (on a 4.0 scale) in the graduate program. While graduate students may occasionally earn a grade lower than a B, this may not occur more than two times during the pursuit of a graduate program at Shorter College. The following probation and suspension procedures will apply to all Shorter College graduate students:

ACADEMIC WARNING

Any time graduate students receive a grade less than B, they will receive a letter of warning from Academic Services. Advisors will receive copies of all warning letters issued and will be required to contact the student to discuss any ramifications of the warning letter as well as the cause of the low grade. The second time a student earns a final course grade lower than a B in a graduate course, the student will be given a letter of warning stating that the next grade below B in any graduate course will result in academic suspension from the graduate program.

PROBATIONARY STATUS

Whenever a student's cumulative graduate GPA drops below 3.0, that student will be placed on academic probation and advised of the consequences of this action. Students will not be allowed to graduate while on probation. Probationary status may be removed by passing approved graduate courses with grades sufficient to raise the student's cumulative GPA to a minimum 3.0. Graduate students may petition to the Faculty Review Board for permission to

repeat a maximum of two graduate courses for credit if necessary to raise their GPA to 3.0 in order to graduate. Only courses in which the student previously earned a grade below B may be retaken for credit. All grades received for graduate work attempted at Shorter College will be used in determining the student's cumulative GPA.

ACADEMIC SUSPENSION

Any graduate student who earns three final course grades below B in graduate coursework will be dismissed from further graduate study at Shorter College and will not be eligible for readmission as a graduate student. The student may appeal this suspension by submitting a letter to the Faculty Review Board describing the circumstances which resulted in the suspension and stating a valid basis for the appeal.

TRANSFER CREDIT

On a case-by-case basis, Shorter College may accept courses for transfer credit within the graduate program. For courses to be acceptable for transfer credit, the course content must be deemed equivalent and compatible with the appropriate graduate curriculum, the student must have earned a B or better in the course, and the course must be from a regionally accredited institution of higher education. The appropriate Chair, Graduate Studies will evaluate the course content for all courses offered for transfer credit. If transfer courses meet these criteria, the Registrar is authorized to accept a maximum of two courses for transfer credit.