



# **TEACHER PREPARATION PROGRAM**

## **ADJUNCT FACULTY HANDBOOK**

**Shorter University  
Department of Education  
315 Shorter Avenue  
Rome, GA 30165-4298  
(706) 233-7302  
Fax (706) 233-7437**

Revised July, 2011

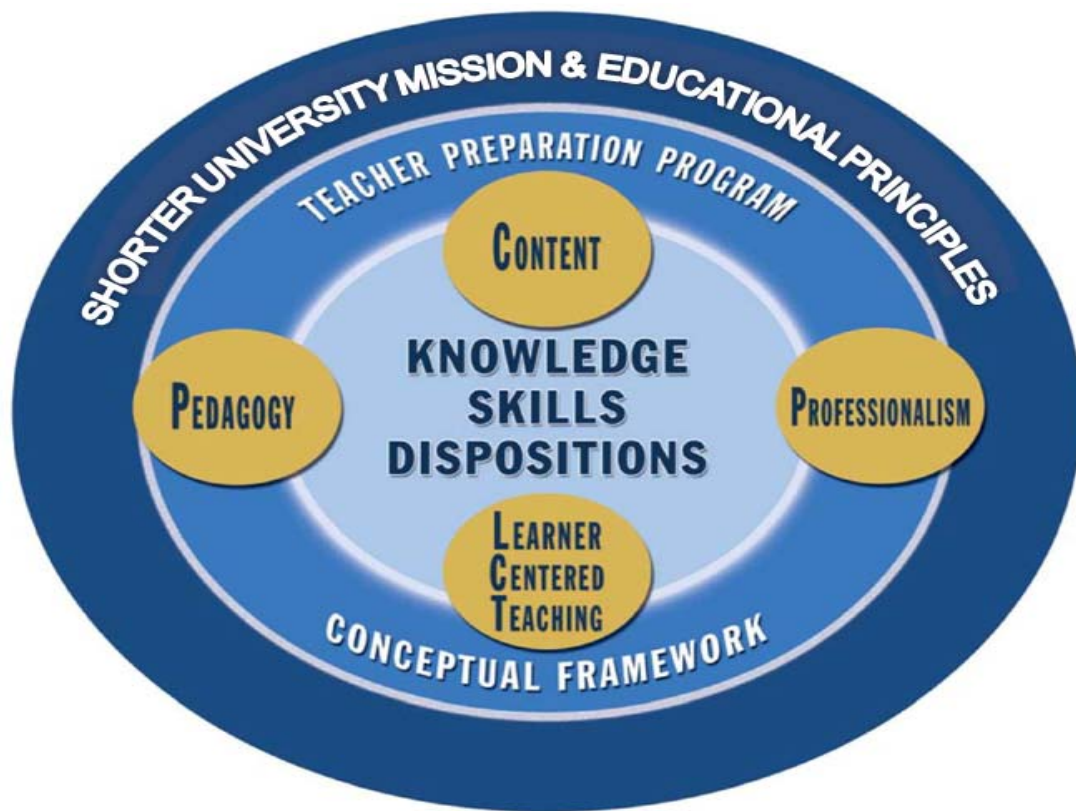
## PREFACE

The Teacher Preparation Program at Shorter University offers majors that are competency-based and practicum-based studies of the art and science of teaching. The foundation of the Teacher Preparation Program is the Conceptual Framework with its specific goals and objectives for teacher candidates to achieve. Guidelines and requirements of the program are based on this Conceptual Framework and the continually updated requirements for teacher certification in the State of Georgia.

**Every student who plans to teach needs to use the current *Teacher Preparation Program Handbook* as a guide. The student is responsible for studying its content, asking questions for clarification, planning his/her university experiences accordingly, and following the instructions provided herein.**

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SHORTER UNIVERSITY  
TEACHER PREPARATION PROGRAM  
CONCEPTUAL FRAMEWORK

At Shorter University, all programs (including Teacher Preparation Program) originate from the University Mission and eight Educational Principles. At the center of the Conceptual Framework for Teacher Preparation Program is the purpose: to build knowledge, skills, and dispositions of students. With that in mind, the Teacher Preparation Program focuses on four basic goals for teacher candidates: (a) to demonstrate subject matter knowledge; (b) to acquire and demonstrate effective pedagogy; (c) to demonstrate professionalism; and (d) to address the psychological, social, and cultural needs of learners. “Learner-centered teaching,” a term used synonymously with “addressing learners’ needs,” characterizes both the approach of the Shorter University faculty and the program expectations for the teacher candidates. Thus the motto of the Conceptual Framework of the Shorter University Teacher Program is **“Learners First.”**

# **SHORTER UNIVERSITY TEACHER PREPARATION PROGRAM CONCEPTUAL FRAMEWORK**

## **The Mission of Shorter University**

The Mission of Shorter University is to provide quality higher education, enabling and encouraging student commitment to active life-long learning, personal spiritual values, responsible citizenship, and community and societal leadership in a global context.

The University seeks to accomplish this Mission through quality undergraduate, liberal arts programs, specialized professional programs, and select graduate programs. Geographically distant locations provide educational opportunities to individuals who are unable to attend classes in a traditional setting. The University affirms a commitment to the Christian faith and strives to integrate Christian values within a nurturing community in its whole process of education.

## **Shorter University Educational Principles**

Shorter University provides a curriculum and an educational environment that:

- I Effectively immerses students in the historical, scientific, and cultural bases for contemporary civilization by combining intellectual discovery with critical thinking.
- II Engages students in a discussion of the values that bind together our society in general and the Christian community in particular.
- III Ensures that students reach the level of skill in written oral communication, mathematics, technology, and information literacy necessary to take full advantage of college course work and that they continue to exercise and enlarge these skills.
- IV Persuades students of the value of integrating knowledge and forming relationships among courses and between acquired knowledge of new ideas.
- V Promotes in students the habit of acting on their responsibilities as members of our society and of the world community.
- VI Promotes in students the habit of enriching their lives through art and religion.
- VII Promotes in students the habit of maintaining physical, spiritual, and emotional health and well-being.
- VIII Prepares students for careers or further education.

## **Teacher Preparation Program Mission**

The Mission of the Teacher Preparation Program at Shorter University is to provide exemplary classroom and field experiences for its students so that they may become successful teachers dedicated to life-long learning, personal growth, collaborative effort, responsible citizenship, and community leadership in a global context. Upon successful completion of the program, Shorter graduates will possess content, pedagogical, and curricular knowledge, but more importantly, they will be caring professionals, concerned for the needs of others and able to effectively assist others in the learning process.

## **Teacher Preparation Program Vision Statement**

To look to the future, one needs an understanding of the past. The Teacher Preparation Program at Shorter University has a rich heritage upon which to build. Shorter University was founded in 1873 in order to prepare young women for fulfilling lives and active careers. Understanding that this generation of young women had fewer opportunities for marriage as a result of the Civil War, the members of Rome Baptist Church attempted to prepare these young ladies for whatever the future might hold for them. The teaching profession was then, as it is now, one of the most popular career choices for women. Thus, from the beginning of its existence, Shorter has been preparing young women for the meaningful life of serving others through assisting them in the learning process. Shorter graduates have walked the halls of most school systems in Georgia for more than a hundred years. Quietly, and sometimes not so quietly, they have served their communities and led each new generation of young people to self awareness, intellectual knowledge, and cultural understanding.

Young men joined the women at Shorter in the 1950s as the University became coeducational. They were just in time to feel the impact of the Civil Rights movement. Along with other private, liberal arts universities, Shorter accepted the changes and worked to make social transitions positive and productive. Leading the way in the Rome Council on Human Relations were the Shorter faculty and administrators as well as public school teachers, many of whom were Shorter graduates. The Christian heritage of Shorter helped foster a depth of compassion for others that these people lived and that continues to be one of the distinguishing qualities of Shorter graduates.

Compassion for others has always made the Teacher Preparation Program at Shorter special. Most recently, it has been evident as faculty members rethought, reworked, and revised their explanation of what they believe the teaching profession and the learning process to be. Always at the heart of that discussion was the learner. The needs of the learner were uppermost in the minds of faculty members whose own backgrounds, racial identities, and cultural heritage model diversity. Their unity has been and will continue to be in their deep commitment to their students.

An integral part of their service to the students in the Teacher Preparation Program is the beneficial collaboration that faculty members foster with other liberal arts faculty of the university, public school faculty and administrators, and with community resource persons. Through this partnership, preservice teachers are guided by experienced professionals. This support system helps the teacher candidate become a life-long learner, child advocate, and devoted professional.

Thus, the vision for the future of the Teacher Preparation Program at Shorter University is to continue what the program has done so successfully over the years.

1. To keep the needs of others uppermost.
2. To adapt to change and help others make the desirable transitions.
3. To uphold high standards of scholarship and professionalism.
4. To model cultural diversity and global awareness.
5. To foster cooperation and collaboration in order to accomplish shared goals.

The goals of the Teacher Preparation Program are linked in spirit and in reality to the Mission of Shorter University and its Educational Principles. In order to illustrate this, parenthetical connections to the university mission and principles have been provided in the following text after each Teacher Preparation Program Goal.

**CONCEPTUAL FRAMEWORK  
GOALS AND OBJECTIVES  
OF THE  
SHORTER UNIVERSITY  
TEACHER PREPARATION PROGRAM**

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

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

*Preservice 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 teachers will address the psychological, social, and cultural needs of learners. (University Mission, Educational Principles II, V)**

*Preservice 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. Maintain a physical environment conducive to learning. (s)
8. Plan and practice effective classroom management skills. (s)

**GOAL IV. Preservice teachers will demonstrate professionalism. (University Mission, Educational Principles II, V)**

*Preservice 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  
(REVISED: January 2004)

**Interstate New Teacher Assessment and Support Consortium (INTASC)**

[http://www.ccsso.org/projects/Interstate\\_New\\_Teacher\\_Assessment\\_and\\_Support\\_Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/)

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

**Mission of INTASC**

The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of

- compatible educational policy on teaching among the states
- new accountability requirements for teacher preparation programs
- new techniques to assess the performance of teachers for licensing and evaluation
- new programs to enhance the professional development of teachers

**“Core” Standards**

INTASC's *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* (1992) outline the knowledge, dispositions, and performances deemed essential for all teachers regardless of the subject or grade level being taught. Drafted by a committee of teachers, teacher educators, and state agency officials, they represent a shared view among the states and within the profession of what constitutes competent beginning teaching. These standards are currently being translated into standards for various subject matter areas and specific student populations.

## INTASC Standards

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

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

**INTASC-3 STANDARD:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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

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

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

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

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

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

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

## **Teacher Preparation Program Descriptive Narrative**

The preservice teacher who completes the Teacher Preparation Program at Shorter University will be prepared to enter the teaching profession with all of the skills, understanding, knowledge, attitudes, and ethics necessary to be a successful teacher. Through various program experiences, the student will be able to build an understanding of what a successful teacher does. The student will also develop a life-long desire to increase competence as an education. The preservice teacher who completes the program will be ready for more formal study at the graduate level or less formal improvement based upon reflection and self-study. Along with continuing personal development as a professional, the teacher should also be a leader in the continuous process of making schools better for all children.

The experiences in the Teacher Preparation Program at Shorter include a thorough study of the principles of development, the principles of learning and motivation, and content in the discipline(s). Also included in the program are field work experiences culminating in student teaching. Field work allows the teacher candidate to discover and acquire the craft knowledge of master teachers. The ability of the Teacher Preparation Program to provide such outstanding opportunities for preservice teachers is the result of successful, long-term collaboration with local school systems by the faculty members. Combining the wisdom of experience of these qualified and diverse faculty with their emphasis on recent research, modern theory and proficiency in the use of technology, Shorter's Teacher Preparation Program prepares the teacher for life-long learning and professional development.

Equally important is the development of professional ethics. Shorter University's commitment to liberal arts education from a Christian perspective for all students provides the basis for the development of a teacher's professional ethics. Central to professional ethics is the belief that all children can learn and that the teacher's primary responsibility is to facilitate and guide this process. All children include, of course, children of all ethnic, racial, religious, economic, and social backgrounds. Diversity within the Shorter faculty and student body and in the public schools provides students with the opportunity to develop respect and tolerance. From this basis and from knowledge of professional standards as taught in the program, preservice teachers can develop the professional commitments and dispositions that will enable them to be advocates for children.

In order to assist students in the learning process, teachers must have a philosophical understanding of that process that is based on current research and best practice. The Teacher Preparation Program at Shorter University and the Teacher Certification Committee offer the following explanation of the learning process, the components of which pervade not only the Teacher Preparation Program experiences but also those in the academic disciplines.

## Philosophical Understanding of the Learning Process

1. Learning is an educational process that involves *motivation*. Inherent in every human is the desire to learn. Extrinsic motivation (via rewards, reinforcement, incentives) is often essential to help the learner begin the process, but for learning to continue, intrinsic motivation is necessary. Some types of intrinsic motivation include curiosity, the need for acceptance, and the desire for cooperation.
2. Learning is an educational process that involves *understanding*. Learning requires more than memorization. Learning requires the intellectual engagement of the learner with the material being studied. The learner organizes the new material and incorporates it into her own mental structures. The learner then constructs a new understanding of her world.
3. Learning is an educational process that involves *contextualizing*. For learning to occur, the learner must see the relevance of the new material to his existing world. The new experiences must be appropriate for his present level of development—cognitively, emotionally, socially, and physically.
4. Learning is an educational process that involves *reflection*. In order for learning to proceed, the learner must take the time to think back over previous experiences and understandings. This is part of the metacognition process that is essential not only for intellectual development but also for meaningful behavior. It is largely an internal evaluative procedure. Reflection is at the heart of the educational process.
5. Learning is an educational process that involves *critical thinking*. The learner must use existing knowledge to develop questions that lead him to new information and to integrating information. The learner must be able to produce multiple hypotheses that can be tested either mentally or in action. Problem solving is a component of the critical thinking process. Problem solving involves coming to a conclusion, even if no solution can be found. Critical thinking thus involves making rational choices based on all pertinent information and conclusions.
6. Learning is an educational process that involves *social interaction*. Learning always takes place in a social environment. Cooperation with others is essential. Cooperation can only take place if respectful relationships are established. To establish such relationships, learners must understand and appreciate cultural differences and the impact of increasing globalization on society. Much of the learning process cannot be completed without successful social interaction.
7. Learning is an educational process that involves *performance*. Learning always involves action. The action may be internal, but often it is external. Learning is more valuable and longer lasting if overt action occurs following the internal realizations. A learner's performance confirms that the other components of the learning process have occurred.

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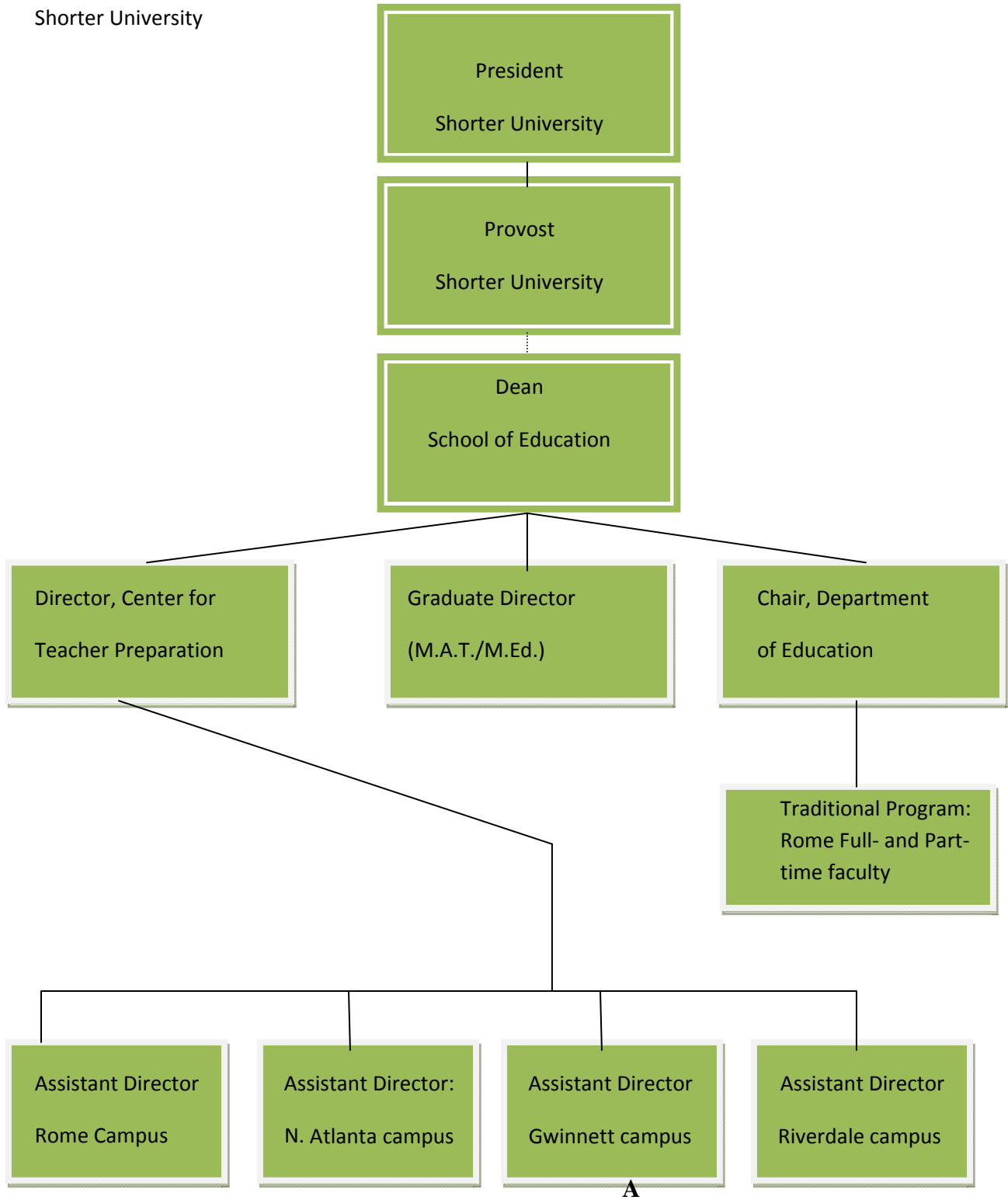
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**\*\*Revisions of this Conceptual Framework are ongoing. If you have suggestions for improvement of this guiding document of the Shorter University Teacher Preparation Program, please contact Dr. Sandra Leslie, Dean of the School of Education and Director of Teacher Education.**

Table 6.1 Organizational Chart

Undergraduate/Graduate

Shorter University



## ACCREDITATION

The Shorter University Teacher Preparation Program is accredited by the Professional Standards Commission (PSC) of the State of Georgia to recommend Georgia teacher certification in Early Childhood (P-5), Middle Grades (4-8), English (6-12), General Science (6-12), History (6-12), Mathematics (6-12), and Music (P-12). In addition, the Shorter University Teacher Preparation Program is approved by the PSC to offer a Master of Education in Early Childhood Education designed to elevate a Georgia T-4 certificate to a T-5, and a Master of Arts in Teaching in Early Childhood Education, leading to an initial certification at the T-5 level. Students wishing to certify in other states are responsible for checking the certification requirements for those states and adding courses accordingly.

Associated cooperating public school systems include: Bartow County, Calhoun City, Cartersville City, Chattooga County, Floyd County, Gordon County, Polk County, Rome City, Fulton, Gwinnett, Carroll, Paulding, Polk, Atlanta Public Schools, Cowetta, and Trion City.

## CERTIFICATION

Dr. Sandra Leslie, Dean of the School of Education, serves as the designated university official for matters of teacher certification with the Professional Standards Commission (PSC) of Georgia. The PSC issues all teaching certificates in the State of Georgia. The Shorter University Teacher Preparation Program is responsible to the PSC for verifying the qualifications of all candidates who apply for teacher certification through Shorter University. Candidates for certification are responsible for completing all required paperwork.

**IMPORTANT:** Because of continuous changes in the field of education, state certification requirements and specific university requirements are always under study for revision and improvement. As a result, changes in course offerings and program requirements may occur during the student's university career. Students should keep themselves alert to any changes which may affect their certification and/or graduation. **A new *Teacher Preparation Program Handbook* containing all pertinent information and changes is issued in August of each year. Students at Shorter University are expected to make changes in their programs as required.**

## **PROGRAMS OF STUDY**

Students can receive a variety of degrees through traditional programs. See the specific major and degree requirements in the current university catalogue or your advisor for additional information.

Post-baccalaureate certification is available to persons who already have completed Bachelor of Arts or Bachelor of Science degrees.

### **Early Childhood Education**

The major in Early Childhood Education provides course work, advisement, practica, and student teaching leading toward the degree of Bachelor of Science in Education with a major in Early Childhood Education and certification in prekindergarten through grade five.

Dr. Sandra Leslie, Dr. Wayne Sanders, and Ms. Kristy Brown serve as advisors for students majoring in Early Childhood Education.

### **Middle Grades Education**

The major in Middle Grades Education provides course, work, advisement, practica, and student teaching leading toward the degree of Bachelor of Science in Education with a major in Middle Grades Education and teacher certification in grades four through eight. Dr. Barbara Cothran is the advisor for students majoring in Middle Grades Education.

### **Music Education**

The Music Department of the School of the Arts and the Department of Education provide course work, advisement, practica, and student teaching for students in the Bachelor of Music Education degree and teacher certification in music education grades kindergarten through twelve. Ms. Stephanie Cash is the program director for Music Education.

### **Secondary Education**

The program of Secondary Education provides course work, advisement, practica, and student teaching for students in both Bachelor of Arts and Bachelor of Science degrees seeking certification as teachers in grades seven through twelve in English, history, mathematics, and science. The student's advisor is from the respective academic discipline in which the student will pursue a major. Students seeking secondary level certification are encouraged to remain in contact with Dr. Gary Ross, Chair of the Department of Education, in order to remain current with requirements for the certification program.

### **Post-Baccalaureate (Certification Only)**

The program of "certification only" is available to persons who have completed at least a bachelor's degree with adequate content work and a grade point average of 2.50 or above. This program involves course work, practica, and student teaching leading to a recommendation for teacher certification in the state of Georgia. Candidates must apply and be admitted to the Teacher Preparation Program at Shorter University the same as students who are program completers or degree seeking ECE candidates.

## **LIABILITY INSURANCE**

All students in the Teacher Preparation Program must obtain membership in the Student Georgia Association of Educators (SGAE) or in the Student Professional Association of Georgia Educators (SPAGE). Membership dues provide liability insurance. **Liability insurance is required for all students in the teacher education programs before they are placed in public education facilities for any observation, practica, or student teaching experience.** Shorter University has a chapter of SGAE/SPAGE which meets three times per semester at 11:00 a.m. in Alumni Hall, Room 16. All education majors are expected to attend.

The SGAE and SPAGE enrollment forms and the payment to join should be given to the Director of Field and Clinical Experiences, Dr. Barbara Cothran. These enrollment forms are available in Mrs. Samples' office. To join SGAE and SPAGE, make your check payable to: Shorter University SGAE. The total cost is the organization's membership charge plus \$5 local dues. These dues cover membership for one year.

## **Adjunct Faculty Procedures**

The Department of Education is particularly grateful to the large cadre of professional adjunct faculty that has served its students for a number of years. Following is a description of the policies and procedures used as a guideline for our adjunct faculty.

### **Academic Freedom**

The adjunct instructor is a citizen and a member of a learned profession. When speaking or writing as a citizen, the adjunct instructor should be free from institutional censorship or discipline; however, his/her special position in the community imposes special obligations. As a person of learning, the adjunct instructor should remember that the public may judge the profession and the institution by their utterances. Hence, the adjunct instructor should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that he/she is not an institutional spokesperson.

### **A Code of Ethics for the Education Profession**

We, the professors at Shorter University, affirm and accept our responsibility to practice our profession according to the highest ethical standards as suggested by the following principles.

Principle I - Commitment to the Student. In fulfilling our commitment to the student, we agree to:

- deal justly and considerately with each student.
- encourage the student to study varying points of view and respect his/her right to form his/her own judgment.

- make discreet use of available information about the student.
- conduct conferences with or concerning students in an appropriate place and manner.
- refrain from commenting unprofessionally about a student.
- protect the educational program against undesirable infringement.

Principle II – Commitment to the Community. In fulfilling our obligations to the community, we agree to:

- share the responsibility for improving education on all levels.
- recognize that the official policy of the university is determined by the Board of Trustees and interpreted by the administration.
- assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities.

Principle III – Commitment to the Profession. In fulfilling our obligations to the profession, we agree to:

- cooperate in the selective recruitment of prospective adjunct instructors and in the orientation of colleagues to their positions.
- accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities and support them when unjustly accused and mistreated.
- keep the trust under which confidential information is exchanged.
- make appropriate use of time granted for professional purposes.
- respond accurately to legitimate requests for evaluations of colleagues and students; however, in the event any faculty member or other employee of Shorter University receives a request for a recommendation or an evaluation of a colleague, former colleague, student or former student, in connection with any proposed employment, or otherwise, any response to such a request, if any, shall be made by the person from whom the recommendation and/or evaluation is requested in such a way as to clearly state that the recommendation and/or evaluation is the personal opinion and belief of that person responding to the request and is not to be taken as having been made by or on behalf of Shorter University.
- provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matters.
- adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
- conduct professional business through the recognized educational and professional channels.
- engage in no outside employment that will impair the effectiveness of our professional service and permit no commercial exploitation of our professional position.

## **Faculty Handbook 211-2012**

### **2.1.2.1 Adjunct Faculty Policies for Semester Programs (traditional)**

#### **Definition**

Adjunct faculty members are part-time employees teaching on a per course agreement. Generally adjuncts teach one or two courses per semester. Under no circumstances are adjunct faculty members allowed to teach as many as fifteen or sixteen hours per semester. Adjunct faculty members do not vote in faculty meetings.

#### **Compensation**

The current per-hour compensation for teaching adjunct courses is on file in the Provost's office. In special cases where qualified adjuncts are scarce, higher rates are negotiated by the Department Chair/School Dean and the Provost. Other special rates are set, for example, for HPE Activity Courses, Private Music Lessons, and so on. See the current University Compensation Fee Schedule on file in the Provost's Office.

#### **Qualifications**

Adjunct faculty must meet the same minimum academic standards as full-time faculty. An adjunct faculty member must hold a master's degree and have earned eighteen (18) semester hours of graduate credits in the teaching field. Exceptions are made in rare cases when adjunct faculty members are hired to teach certain skills. Proper preparation must be documented.

#### **Credentials**

Graduate transcripts and all required documentation must be submitted to the Provost's Office before any adjunct faculty member can be hired.

#### **Evaluations**

Adjunct faculty members are evaluated each year by students' opinion of instruction surveys and by College or School Deans' or Department Chairs' evaluation. These documents are on file in the Provost's Office. An evaluation report should be given to the adjunct faculty member by the Chair/Dean.

#### **Orientation**

Orientation of adjunct faculty members is the responsibility of the College or School Dean or Department Chair. Each adjunct faculty member will receive a copy of the Adjunct Faculty Handbook from the Office of the Provost when they sign a letter of agreement to teach. In addition, the Dean or Chair should explain responsibilities and policies that affect the adjunct's performance. An effort should be made to include the adjunct faculty member in department and/or school meetings and general faculty meetings. The Dean or Chair should also ensure that adjuncts have the necessary supplies and that they meet deadlines for all grade reports.

#### **Recruitment**

Adjunct faculty members are recruited by the College or School Dean or Department Chair. Candidates are identified through personal contacts and occasionally through newspaper advertising. The need for adjunct faculty is determined by the Dean with the approval of the Provost.

## **Student Access**

Adjunct faculty members must publish their home telephone number in all syllabi. They must be available to students by telephone and appointment. They must also allow time for consultation before and after classes.

## **Payment Policy and Benefits**

Adjunct faculty members are compensated for the position as a stipend, paid monthly. Shorter University will withhold federal, state and FICA taxes. The position does not entitle adjunct faculty to any benefits or other employee entitlements.

## **Termination**

Shorter reserves the right to terminate any adjunct faculty agreement upon five (5) days written notice in the event of financial exigency which, in the opinion of Shorter University, makes it unfeasible to continue the agreement.

### **2.1.2.2 What Adjunct Faculty Members Need to Know (An Orientation Guide for Department Chairs and School Deans)**

The following information should be included in the orientation session for adjunct faculty members. Each Dean or Chair should note in each adjunct's personnel file the date of the orientation.

1. Course Syllabus: Provide a copy of the format and a model syllabus.
2. Expectations Concerning Teaching: Being on time, holding class for the prescribed time, procedure for missing class, course level, material to be covered, supplies and equipment, etc.
3. General School Policies and Procedures: Parking regulations and parking stickers, speed limits, post office boxes, tax and employment forms, keys, payroll dates, textbook/book orders.
4. Academic Policies and Procedures: Library policies and hours, audio-visual equipment and resources, calendar for the semester, mid-semester grades (procedures for completing and date due), final grades (procedure for completing and date due), academic irregularities, absentee policy, policy for postponing and canceling class, holidays.
5. Academic Personnel Documents: Distribute current Adjunct Faculty Handbook. Notify adjunct of immediate need for academic transcripts and resume.
6. Location of Administrative Offices: Business Office, Post Office, Cafeteria/Snack Bar, Library, Classroom, Offices of Registrar, Provost, Executive Vice President/CFO, Vice President for Student Affairs/Dean of Students, Vice President for Institutional Advancement, Campus Safety and Copy Room..
7. Campus Activities Schedules: Chapel, Fine Arts Programs, Special Events.

### **2.1.2.3 Adjunct Faculty Members Teaching in the College of Adult and Professional Programs (Non-Traditional)**

#### **Definition**

Adjunct faculty members are part-time employees teaching on a per course agreement. Generally adjuncts do a limited number of courses in a year. Under no circumstances are adjunct faculty members allowed to teach more than 12 courses in a calendar year. Adjunct faculty members do not vote in faculty meetings.

**Compensation**

The current per-hour compensation for teaching adjunct courses is on file in the office of the Dean of the College of Adult and Professional Programs. In special cases where qualified adjuncts are scarce, higher rates are negotiated by the CAPP Dean and the Provost. Other rates for special services may be set.

**Qualifications**

Adjunct faculty must meet the same minimum academic stands as full-time faculty. An adjunct faculty member must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. All adjunct faculty credentials must be fully documented.

**Credentials**

All college transcripts and other required documentation must be submitted to the Academic Support Office before any adjunct faculty member can be hired.

**Evaluations**

Adjunct faculty members will be evaluated by student opinion surveys and by the College Dean or Program Directors. Such evaluations will be documented and filed in the Dean's office.

**Orientation**

The CAPP Academic Support Office is responsible for orienting adjunct faculty members. Adjunct faculty members will receive a copy of the CAPP Adjunct Faculty Handbook when they are hired to teach. Adjunct faculty members are also required to attend two of the three general faculty meetings held each year.

**Recruitment**

CAPP Academic Support will have the primary responsibility for recruiting adjunct faculty members via any appropriate methods. The need for adjunct faculty is determined by the Dean with approval of the Provost.

**Student Access**

Adjunct faculty must publish telephone numbers, fax numbers, voice mail numbers, or e-mail addresses in the class syllabus in order to facilitate interaction with students. Adjunct faculty members are expected to be reasonably available to students on an appointment basis, and should allow time for student consultation before and after class sessions.

**Payment and Benefits**

Adjunct faculty members do not receive any benefits or other employee entitlements not specifically stipulated in the contract. Payment will be mailed at the end of each course, after all grade reports and other required documentation has been received in the Academic Support Office.

**Termination**

The University reserves the right to terminate any adjunct faculty member's contract upon five days written notice in the event of financial exigency which, in the opinion of Shorter University,

makes it unfeasible to continue the agreement.

#### **2.1.2.4 Adjunct Faculty Members Teaching Online**

##### **Definition**

Adjunct faculty members are part-time employees teaching on a per course agreement. Generally adjuncts teach one or two courses per semester. Under no circumstances are adjunct faculty members allowed to teach as many as fifteen or sixteen hours per semester. Adjunct faculty members do not vote in faculty meetings.

##### **Compensation**

The current per-hour compensation for teaching adjunct courses is on file in the Provost's office. In special cases where qualified adjuncts are scarce, higher rates are negotiated by the Department Chair/School Dean and the Provost. Other special rates are set, for example, for HPE Activity Courses, Private Music Lessons, and so on.

##### **Qualifications**

Adjunct faculty must meet the same minimum academic standards as full-time faculty. An adjunct faculty member must hold a master's degree and have earned eighteen (18) semester hours of graduate credits in the teaching field. Exceptions are made in rare cases when adjunct faculty members are hired to teach certain skills. Proper preparation must be documented.

##### **Credentials**

Graduate transcripts and all required documentation must be submitted to the Provost's Office before any adjunct faculty member can be hired.

##### **Evaluations**

Adjunct faculty members are evaluated each year by students' opinion of instruction surveys and by College or School Deans' or Department Chairs' evaluation. These documents are on file in the Provost's Office. An evaluation report should be given to the adjunct faculty member by the Chair/Dean.

##### **Orientation**

Orientation of adjunct faculty members is the responsibility of the College or School Dean or Department Chair. Each adjunct faculty member will receive a copy of the Adjunct Faculty Handbook from the Office of the Provost when they sign a letter of agreement to teach. In addition, the Dean or Chair should explain responsibilities and policies that affect the adjunct's performance. An effort should be made to include the adjunct faculty member in department and/or school meetings and general faculty meetings. The Dean or Chair should also ensure that adjuncts have the necessary supplies and that they meet deadlines for all grade reports.

##### **Recruitment**

Adjunct faculty members are recruited by the College or School Dean or Department Chair. Candidates are identified through personal contacts and occasionally through newspaper advertising. The need for adjunct faculty is determined by the Dean with the approval of the Provost.

### **Student Access**

Adjunct faculty members must publish their home telephone number in all syllabi. They must be available to students by telephone and appointment. They must also allow time for consultation before and after classes.

### **Payment Policy and Benefits**

Adjunct faculty members are compensated for the position as a stipend, paid monthly. Shorter University will withhold federal, state and FICA taxes. The position does not entitle adjunct faculty to any benefits or other employee entitlements.

### **Termination**

Shorter reserves the right to terminate any adjunct faculty agreement upon five (5) days written notice in the event of financial exigency which, in the opinion of Shorter University, makes it unfeasible to continue the agreement.

## **What Adjunct Faculty Members Need to Know**

1. **Additional Resources:** There are books, documents, and periodicals in the Curriculum Lab in Alumni Hall as well as at the Riverdale, Gwinnett, and N. Atlanta campuses that may be helpful as supplemental resources for your class(es).
2. Adjunct professors must provide documentation of a **clear background check**.
3. **Cafeteria:** Meal plans are available on the Rome campus. You may purchase food items or beverages when you are on campus at the cafeteria or in the Fitton Student Union. The picture below provides more information about food on campus.
4. **Copies:** The copy room is in Fitton Student Union (Rome Campus) in the post office by the window. The copy room is open from 8 am to 3:30 pm, Monday through Friday. Copies need to be left several days in advance of when you plan to use them. Tell Jerry Wiley that the copies are for the Department of Education class(es) so he can charge to the department. Each of the remote sites have their own procedure for copies. Check with the administrative assistant for instructions.
5. **Emergency Contact Information:** You need to send by email to [ssamples@shorter.edu](mailto:ssamples@shorter.edu) your emergency contact information in case we need to contact you or a family member.
6. **Employment Forms and Contracts:** All paperwork will be sent for your signature. It is your responsibility to return to the forms to Mrs. Samples or the Human Resources Department.
7. **Expectations:** Adjunct professors are expected to be on time, hold class for prescribed time, contact and give procedure to students if for any emergency you are absent, and to be professionally dressed and groomed.

**8. General University Policies and Procedures:**

- a. Parking regulations- please park only in designated faculty/staff parking areas in the uppermost commuter lot just below the flag pole. A parking decal for one vehicle will be provided at no cost for the Rome campus.
  - b. Speed limits- please abide by posted speed limits in all areas around campus.
9. **Moodle:** This is a management system that is host site for class syllabi and attendance reporting. You may post resources, links, and presentations so that student have immediate access and in turn reduces need to copy documents.
10. **Payroll Information:** Direct deposit of your paychecks is available. Direct deposit paperwork is available through the Human Resources Department and must be returned to them.
11. **Pool:** Only faculty and staff members and their dependent children may use the pool at the Rome campus at any time a class is not in session in the pool area or when a private party (posted at the entrance of the pool) is not being held. For rental information, contact the Vice President for Student Affairs at (706)233-7231. No one is permitted to swim alone.
12. **Safety Concerns:** Contact Health Services (706-233-7911) for a non-emergency. Call 911 in the case of an emergency and then call the Health services number to report the instances. Adjunct professors are encouraged to sign up for Shorter2U, a text message and email service provided through the university that will alert you of a school-wide cancellation due to inclement weather or other emergencies.
13. **SCHOLAR:** SCHOLAR may be accessed through the Shorter University website using your ID number and password. Many informative items are posted on this site. Grades will be posted to SCHOLAR.

**14. Shorter University Off-Site Buildings and Facilities:**

- a. Ledbetter School of Business (in the shopping center with Chick-fil-a and Longhorn's)
- b. School of Nursing
- c. Center for Teacher Preparation:
  - i. Rome Campus
  - ii. North Atlanta Campus  
6151 Powers Ferry Road, Ste. 170  
Atlanta, GA 30339
  - iii. Gwinnett Campus  
3805 Crestwood Parkway NW  
Suite 500  
Duluth, GA 30096
  - iv. Riverdale Campus  
1903 Phoenix Blvd., Ste 150  
Atlanta, GA 30349

15. **Student Support Services:** The function is to coordinate and provide support services to students. These services include career development, personal counseling, and coordinating services for students with disabilities. For more information or to refer students contact Counselor Dr. Emily Derrick at (706)233-7326.
16. **Students with Disabilities:** In post-secondary settings, the student is responsible to request special accommodations. Instructors shall accommodate all students with a disability as specified by the Director of Student Support Services unless such accommodation compromises the essential elements of the course, program, service, job, activity, or creates an “undue hardship” as legally defined. Instructors are to present any concerns to the Director of Student Support Services.
17. **Syllabus:** A course syllabus in the format used by the Department of Education faculty or the Center for Teacher Preparation and must be provided for each course. The template is available on SCHOLAR for the traditional program. This syllabus is due to the Department Chair upon request of no later than two weeks prior to the first class meeting of the semester, except in extenuating circumstances. The syllabus is available to the instructor in the CTP several weeks prior to offering the course.
18. **TaskStream:** This is a student management system used extensively by the Education Department to store documents and for instructor to evaluate these documents. All education students need to upload their class projects, journals, papers, reports, etc. and develop an electronic portfolio. It is the instructor’s responsibility to make sure that all student work that has been submitted is graded and returned to the student in a timely manner.
19. **Textbook:** The selection and ordering of textbooks and supplemental materials must be approved by the Department Chair in the traditional program. Textbooks will be available for student purchase at campus bookstore. Teacher edition and resources are often available and the bookstore personnel can offer suggestions to obtain those items. Students are able to rent books and may re-sell at any time during the year. Check with Dr. Kelley Gacutan for textbooks in the Center for Teacher Preparation.

**505-6-.01 THE CODE OF ETHICS FOR EDUCATORS**  
**Effective October 15, 2009**

**(1) INTRODUCTION**

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

**(2) DEFINITIONS**

(a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(b) “Educator” is a teacher, school or school system administrator, or other education personnel who hold a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

(c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

(e) “Revocation” is the invalidation of any certificate held by the educator.

(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.

(g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

### **(3) STANDARDS**

(a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, university or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) **Standard 8: Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) Standard 9: **Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) Standard 10: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) Standard 11: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

#### **(4) REPORTING**

- (a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).
- (b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

#### **(5) DISCIPLINARY ACTION**

- (a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a

hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics.

The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5