

Shorter University



Master of Education
Early Childhood Education
Policy Manual
Guidelines & Requirements

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PREFACE

The Master of Education Program at Shorter University offers students the opportunity for professional growth and enhancement. The foundation of the Master of Education Program is the Conceptual Framework with its specific goals and objectives for 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.

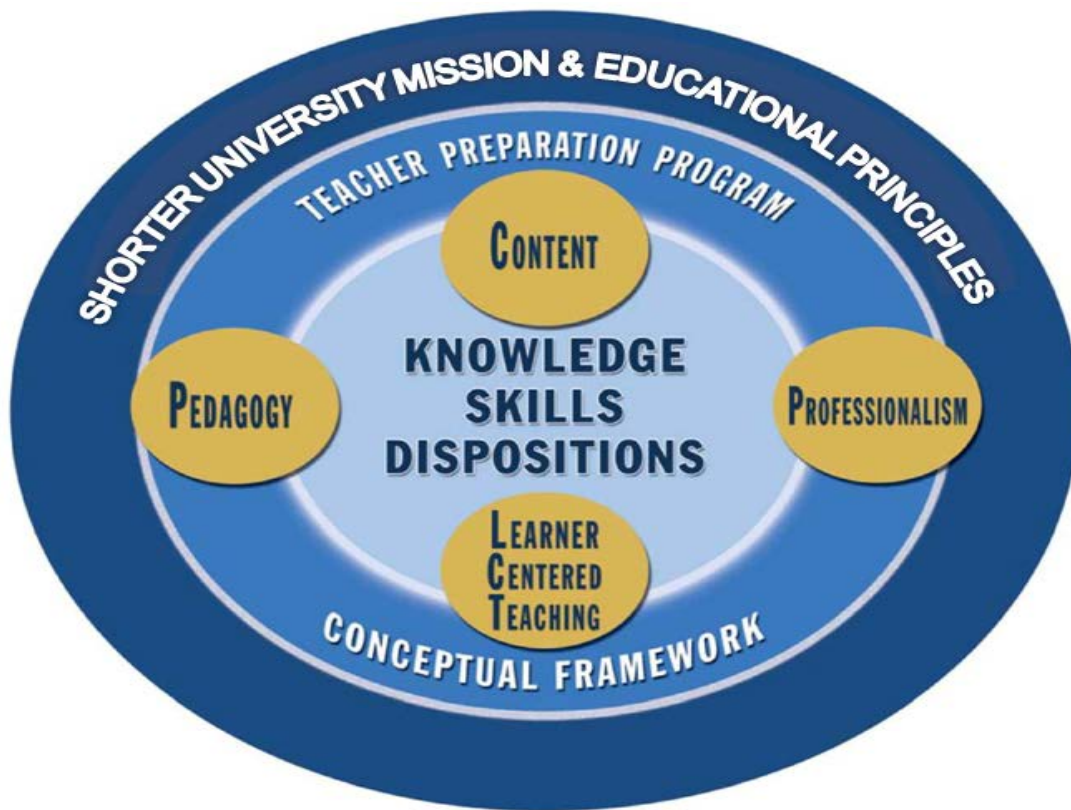
Every student needs to use the current *Master of Education Policy Manual* as a guide. The student is responsible for studying its content, asking questions for clarification, planning his/her University experiences accordingly, and following the instructions provided herein.

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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 College 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 University 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 students so that they 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 programs, 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 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 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. (University 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. Maintain a physical environment conducive to learning. (s)
8. Plan and practice effective classroom management skills. (s)

GOAL IV. Preservice and experienced teachers will demonstrate professionalism. (University 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
(REVISED: January 2004)

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC)

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

SHORTER UNIVERSITY TEACHER PREPARATION PROGRAM (TPP) CONCEPTUAL FRAMEWORK

The components of the **Shorter University TPP Conceptual Framework Model** are 1) Knowledge 2) Skills 3) Dispositions 4) Content 5) Pedagogy 6) Professionalism and 7) Learner Centered Teaching. Each of these components are addressed multiple times in the curriculum.

Table 1. Conceptual Framework components in each course in the M.Ed. program

Conceptual Framework Components	EDUC 5100	EDUC 5120	EDUC 5800	EDUC 5130	EDUC 5810	EDUC 5160	EDUC 5140	EDUC 5150	EDUC 5820	EDUC 5170	EDUC 5830	EDUC 5990
Knowledge	X	X	X	X	X	X	X	X	X	X	X	X
Skills		X	X	X		X	X	X	X	X	X	X
Dispositions		X	X	X	X	X	X	X	X	X	X	X
Content			X	X		X	X	X	X	X	X	X
Pedagogy	X	X	X	X		X	X	X	X	X		X
Professionalism			X	X	X	X	X	X	X	X	X	X
Learner-Centered Teaching		X	X	X	X	X	X	X	X	X	X	X

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS)

The **National Board for Professional Teaching Standards** will be addressed in a general manner through the Core Propositions as outlined in Table 2.

Table 2. NBPTS Core Propositions in each course in the M.Ed. program

NBPTS Core Propositions	EDUC 5100	EDUC 5120	EDUC 5800	EDUC 5130	EDUC 5810	EDUC 5160	EDUC 5140	EDUC 5150	EDUC 5820	EDUC 5170	EDUC 5830	EDUC 5990
Teachers are committed to students and learning	X	X	X	X	X	X	X	X	X	X	X	X
Teachers know the subjects they teach and how to teach those subjects	X	X	X	X	X	X	X	X	X	X	X	X
Teachers are responsible for managing and monitoring student learning			X	X		X	X	X	X	X	X	X
Teachers think systematically about their practice and learn from experience	X	X	X	X	X	X	X	X	X	X	X	X
Teachers are members of learning communities	X	X	X	X	X	X	X	X	X	X	X	X

Electronic portfolios will use an organization building on the above grid. A candidate may wish to use the degree program as a complement for obtaining National Board Certification in his/her field. Information on incorporating national board certification may be found at: http://www.nbpts.org/become_a_candidate . Available fields of certification are found at: http://www.nbpts.org/become_a_candidate/available_certificates1 .

The Georgia Professional Standards expectations regarding national board certification are located: http://www.gapsc.com/AboutNBPTS/National_board.asp .

GRADUATE EDUCATION PROGRAM DESCRIPTIVE NARRATIVE

A candidate who completes the Graduate Education Program at Shorter University will be prepared to participate in the teaching profession with the skills, understanding, knowledge, attitudes, and ethics necessary to be a successful teacher. Through various program experiences, each student will be able to apply the theory behind the professional practice of what a master-level teacher. The graduate education program builds on a teacher's life-long educational goal to increase competence in the field, practice, and profession. The graduate candidate who completes the program will be ready for additional academic study at the post-graduate level or less personal professional development based upon reflection and self-study. The coursework in the graduate program aligns with the principle that 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 Graduate Education Program at Shorter includes thorough investigation of the principles of development, learning and instruction, and content in the discipline(s). Also embedded into many courses in the program are field work experiences culminating in classroom pedagogical research. Supervised field work allows the candidate to develop, practice and hone the professional craft of master teachers. The ability of the School of Education to provide field experience and action research opportunities for candidates is the result of successful, long-term collaboration with area school systems by TPP 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 Graduate Education Teacher Preparation Program prepares the candidate for life-long learning and professional development.

Equally important to practicing teachers is the development and tradition 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 University 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, in-service teachers can enhance the professional commitments and dispositions that 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

School of Education at Shorter University and the Teacher Certification Committee offer the following explanation of the learning process, the components of which pervade not only the experiences within the Teacher Preparation Programs 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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**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, Director of Teacher Preparation.

ACCREDITATION

The Shorter University Master of Education Program is accredited by the Professional Standards Commission (PSC) of the State of Georgia to recommend candidates to move from a T-4 to a T-5 certification. 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: Rome City, Floyd County, Trion City, Chattooga County, Gordon County, Calhoun City, Bartow County, Cartersville City, and Polk County, Cobb County, Fulton County, Clayton County, Atlanta Public Schools, Douglas County, Marietta City Schools, Gwinnett County, and DeKalb County Schools.

CERTIFICATION

Dr. Sandra Leslie serves as the designated University official for matters of teacher certification with the Professional Standards Commission (PSC) of Georgia, who issue 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 *Master of Education Policy Manual* 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.**

A Graduate Council will serve in the same role for the Master of Education program as the Teacher Certification Committee serves for the initial certification programs. It will be comprised of stakeholders in the program such as full time and adjunct faculty, service area administrators, and public school teachers.

THE GRADUATE EDUCATION COUNCIL

The Graduate Education Program will have an Graduate Education Council, scheduled to meet once per semester to approve all changes or modifications in the program. The Council may be convened more often if the need arises. In addition, a pressing or immediate need may be addressed via electronic means.

Program changes or modifications will then be sent to the University Curriculum Committee composed of representatives of all programs and Schools for review and approval. Other purposes will 1) include hearing student grievances and 2) serving as evaluators (both internal and external) of assessment data including the comprehensive exam. The Education Graduate Council will also have the charge of approval and recommendation of candidates for graduation and elevation of certification from a T-4 to a T-5.

The Graduate Education Council will be comprised of faculty from Professional Studies Education Programs and the Shorter University School of Education, Shorter University faculty from certification content areas, teachers and administrators from the public schools in the area, and student representatives.

The 2011-12 Graduate Education Council will be composed of the following members:

Dr. Sandra Leslie, Dean of School of Education
Dr. Susan Y. Earwood, Director of Graduate Education
Dr. Kelley Castlin-Gacutan, Director of Center for Teacher Preparation
Dr. Gary Ross, Chair of School of Education
Dr. Lisa Drake, Adjunct Faculty member of the Graduate Education Program
Dr. Jean Rhoades, Adjunct Faculty member of the Graduate Education Program
Ms. Peggy Cowan, Curriculum Director, Cartersville City Schools

In addition, the Graduate Shorter University will include

- faculty from certification content areas,
- representatives of the Graduate Program partnership school systems (administrators and classroom teachers),
- and a Student Representative of the Graduate Program

PROGRAM OF STUDY

Master of Education in Early Childhood Education

Description of Program

The Master of Education in Early Childhood Education 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 37 semester-hour program. This program does not prepare candidates for initial teacher certification. However, it may be used to elevate a currently held teacher certificate from a T-4 to a T-5 in the state of Georgia. Students must meet all requirements for the T-5 certification as specified by the state, which may entail more than the minimum 37 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. MEd candidates will demonstrate subject matter knowledge appropriate to their grade levels and specializations. (Educational Principle I)

MEd candidates will

Goal II. MEd candidates will acquire and demonstrate pedagogical knowledge appropriate to their grade levels and specializations. (Educational Principles I, IV, VII)

Goal III. MEd candidates will address the psychological, social, and cultural needs of learners. (College Mission, Educational Principles II, V)

Goal IV. MEd candidates will demonstrate professionalism. (College Mission, Educational Principles II, V)

COLLABORATIVE LEARNING COMMUNITIES

National Board for Professional Teacher Standards *Core Proposition 5: Teachers are Members of Learning Communities* is the only NBPTS proposition of that is an integral part of every graduate education course. In an effort to prepare Georgia certified teachers for the rigorous National Board Certification process, Collaborative Learning Communities (CLCs) are a critical requirement of the MEd program, and each graduate education course includes weekly Collaborative Learning Community requirements to provide opportunities for students to work with other professionals to improve student learning, demonstrate leadership, develop curriculum, build partnerships with community groups, and meet state and local education objectives.

Collaborative Learning Communities are independent small groups of no more than 4 to 5 people who meet weekly to explore in detail and in depth one part of the course content. Community membership

assignments are made at the beginning of the cohort by grade level, content area, or interest.

Georgia Professional Standards Commission expectations for national board certification

http://www.gapsc.com/AboutNBPTS/National_board.asp

National Board for Professional Teaching Standards Core Propositions

http://www.nbpts.org/the_standards/the_five_core_propositio

FIELD EXPERIENCES and ACTION RESEARCH

The program is designed for candidates to progress through a series of field experiences beginning with a study of research relating to content and methods in P-5 education culminating in the completion of an action field research project.

Courses in the Shorter University M.Ed. program will include teachers in early childhood schools who may complete field experiences in their classrooms, schools, or districts. Each of the following courses is designed to provide field experiences appropriate for early childhood education. **Georgia Performance Standards**, appropriate **national content standards** (NCTM, etc), and **National Board for Professional Teaching Standards** will be emphasized.

The first course in the action research sequence is **EDUC 5100 Reading, Interpreting, and Applying Research**

EDUC 5100 Reading, Interpreting, and Applying Research --- On Ground 3 hours

Introduction to early childhood/elementary instruction research, design, and sources of reference. Emphasis will be on reading and understanding published quantitative, qualitative, and action research reports; how curricular and pedagogical decisions are based on research; and how teachers improve their own classroom practices through participatory action research.

In this class, candidates will acquire skills needed for interpreting current research in early childhood education and the implications of such research for their classroom. In addition, the candidate will learn to identify problems, produce appropriate research designs, and analyze data for practical applications in P-5 settings. Students will begin framing an action research project.

In the next action research course is **EDUC 5130 Multiple Assessment Strategies**.

EDUC 5130 Multiple Assessment Strategies ---On Ground 3 hours

Graduate candidates critically examine the educational outcomes, curriculum standards, programs, and assessment practices in Georgia schools by synthesizing research on assessment strategies that have led education reform and teacher change. Action plans for assessment strategies recommended for determining young children's performance are applied in candidates' classrooms.

During this course, students will develop a literature review and field project action research plan. A formal research report will serve to highlight identification of a researchable problem, research design, collection and analysis of data, findings, conclusions, and classroom implications. The field project identifies a specific method or strategy of instruction in the candidate's classroom that will be formally studied. The project will be completed using appropriate research design and techniques to determine

effectiveness of the identified method or strategy for instruction. A formal research report will serve to highlight identification of researchable problem, research design, collection and analysis of data, findings, conclusions, and classroom implications

This project will build on field experiences and action research plans in each of the following courses:

- **EDUC 5140 Research and Best Practices for Preventing, Diagnosing, and Correcting Reading Problems...Online** **3 hours**
- **EDUC 5150 Research-based Critical Advanced Integrated Science and Mathematics for Early Childhood...Online** **3 hours**
- **EDUC 5170 Research-based Critical Integrated Models of Instruction in ECE Language Arts and Social Studies...On Ground** **3 hours**

The culmination of all work for the degree program is **EDUC 5990 Action Research Performance**

EDUC 5990 Action Research PerformanceOn Ground **3 hours**

Students will complete an E-folio of 3 cycles of action research that culminate from action plans throughout the program, including a literature review and analysis of selected practical aspect of curriculum, assessment or instruction technique related to grades P-5 that support the action research. A video tape and digital pictures that demonstrate implementation of the action research during the program may become part of the portfolio to provide evidence of the advanced teacher as subject matter expert, a facilitator of learners, and a collaborative professional.

This course will operate as a seminar for 1) completing and presenting the action research project.

DEFINITIONS AND EXPLANATIONS OF REQUIREMENTS

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 University 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.

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.

Code of Ethics refers to both the Georgia Public Standards Commission (GA-PSC) Code of Ethics for Educators and Shorter University's *Honor Code*.

Cooperating School is a school which provides the supervised field experience for program candidates.

Director of Teacher Preparation is the Shorter University faculty member who has the overall responsibility for the program with the Schools and officers of the University, the State School of Education, the Professional Standards Commission, and the University administration. Dr. Charles Wynn, Dean of the School of Education and Social Sciences, is the Director of Teacher Preparation.

The School of Education Office is maintained by Sallie Samples, the Administrative Assistant to the Dean, School of Education and Social Sciences. Her office is Alumni Hall 8. Forms and information are available in this office Monday–Friday, 8:00a.m.–4:30 p.m.

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 University. The policies and procedures governing probation and suspension listed in the Shorter Collage Catalog procedures will apply to all Shorter University graduate students.

Graduate Education Council is a subcommittee of the Teacher Certification Committee that serves education certification programs. It is comprised of stakeholders in the program such as full-time and adjunct faculty, service area administrators, and public school teachers.

The Master of Education Policy Manual provides detailed information about the policies and procedures of the Teacher Preparation Program regarding student teaching. The handbook can be found at www.shorter.edu/academics/ac_schools_edu.asp.

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 University will be used in determining the student’s cumulative GPA.

The Professional Portfolio is a compilation of documents assembled by the student to illustrate the student’s progress in the Teacher Preparation Program. The portfolio is presented at two stages in the program—initially at the end of three courses (Transition Two), and as part of the exit process prior to graduation (Transition Point 3). In the initial phase, the student’s Professional Portfolio is scored according to a rubric designed by Master of Education program faculty. The portfolio is assessed at the completion of the program by the University faculty and external evaluators, such as public school administrators and mentors. **Acceptable performance in the production of the portfolio is necessary at Transition Points 2 and 3 for the student to remain in the Master of Education Program.**

Remediation Teacher Preparation Program students may be required to repeat courses or experiences where deficiencies are demonstrated or if the requirements for transition points in the

program have not been met.

Teaching Certificate refers to state certification that assures a standardized base-level of professional knowledge and skills for educators working in public schools. Teaching certificates are issued in fields that allow the individual to teach subject matter as part of the school curriculum. All applicants to the MEd program should hold a T-4 (initial certification) approved by Georgia Public Standards Commission (GA-PSC) or its approved equivalent from other states.

Video Analysis Tool (VAT) is a web-based tool for remote supervision and assessment of practica and student teaching. Using VAT, university supervisors can see actual practices of pre-service teachers placed in remote field experiences. Students are required to purchase a VAT license for \$49.95 at <http://evirx.com>. The student can use any type of video camera to video and upload practica and student teaching events

Writing Sample is required as part of the evaluation of the first Transition Point Master of Education Program (after 9 semester hours). This writing sample serves several purposes: a) to provide the writer the opportunity to begin to reflect on the profession of teaching, b), to enable professors to examine the applicant's ideas, creativity, and writing skills and c) as an assessment of the effectiveness of the Master of Education Program.

1. On the appointed Writing Sample Date, students will be asked to respond to a prompt* and submit a printed copy to the Director of the Graduate Education Programs or his/her designee(s). The designees will be MEd assistant program directors and/or faculty members who will judge the appropriateness of the submissions.
2. In preparing writing samples, graduate students are expected to not only use correct spelling, grammar, punctuation, and APA formatting, but are also expected to write at an appropriate academic level.

**This is individual work, so please do not seek assistance from others.

Planning Your Program

Students will take one course each six weeks in the cohort system as listed in the Shorter University Catalog. Students who successfully complete all courses in sequence without any interruption will complete the program in approximately 18 months.

Course Sequence

All courses within the MEd curriculum must be taken, and all courses must be taken in the prescribed sequence. Any exceptions must be approved by the graduate faculty. **Students are NOT allowed to take more than one course at a time without approval by the Director of Graduate Education Program.**

Transfer Credit

On a case-by-case basis, Shorter University may accept course(s) for transfer credit within the graduate education program as stated in the Shorter University catalog. Written requests for transfer credit will be considered in the Graduate Education program only for those courses in the curriculum sequence prior to Transition Point I.

Program Completion Deadline

All degree requirements must be completed within seven (7) years of initial acceptance into the program.

COURSE LISTINGS AND DESCRIPTIONS FOR THE MASTER of EDUCATION IN EARLY CHILDHOOD EDUCATION

Course Prefix and Number	Course Title	Description	Credits	Weeks	Online/On ground
EDUC5001	Introduction To Graduate Education	This course will prepare the graduate education student for successful graduate study. Topics covered will include an orientation to the program, collaborative learning, graduate-level academic writing, campus library, and college learning management system.	1	3	Ground
EDUC5100	Reading, Interpreting, and Applying Research	Introduction to early childhood/elementary instruction research, design, and sources of reference. Emphasis will be on reading and	3	6	Ground

		understanding published quantitative, qualitative, and action research reports; how curricular and pedagogical decisions are based on research; and how teachers improve their own classroom practices through participatory action research.			
EDUC5120	Essentials of Multimedia skills, Strategies, and E-Portfolio Development	Through the exploration of both traditional and advanced educational technologies, students develop technological skills and strategies of implementation to build an integrated plan of utilizing technology for improving classroom teaching and student learning applying multimedia and Internet technology to support classroom teaching and e-portfolio development.	3	6	Ground
EDUC5800	Psychology of Classroom Learning	This course provides an in-depth study of the major cognitive and behavioral theories of classroom learning. Emphasis will be placed on enabling teachers to better understand how students learn; on helping educators identify and remove barriers that impede student learning; and on helping educators develop, utilize and advocate teaching practices, programs, and curriculum that lead to academic success for all. Theories of motivation,	3	6	Online

		classroom management practices, and belief systems that promote learning will also be addressed.			
EDUC5130	Multiple Assessment Strategies	Graduate candidates critically examine the educational outcomes, curriculum standards, programs, and assessment practices in Georgia schools by synthesizing research on assessment strategies that have led education reform and teacher change. Action plans for assessment strategies recommended for determining young children’s performance are applied in candidates’ classrooms.	3	6	Ground
EDUC5810	Creating Essential Connections for Early Childhood Learning Environments: schools, families and communities	Providing a clear theoretical framework for school-family collaboration through reading research on family involvement in schools, this course summarizes and critiques school-parent partnerships, analyzes benefits of parental and community involvement, explores the impact of shared responsibility for children’s learning, and evaluates the effect community and family involvement has on children’s development, performance, and achievement; opportunities for engaged learning; and connections between the	3	6	Online

		curriculum in school and home environments.			
EDUC5160	Curricular integration of creative experiences for young children	Emphasizes integrating music, movement, creative writing, dramatics, and art into the early childhood curriculum to stimulate the learning process, enrich other subject areas, and provide valuable pathways for creative expression.	3	6	Ground
EDUC5140	Research and Best Practices for preventing, diagnosing and correcting reading problems	This advanced literacy course will allow early childhood educators to explore the latest reading research theory, define a research-based action research problem, and reflect on the significance of their discoveries.	3	6	Online
EDUC5150	Research-based critical advanced integrated science and mathematics for early childhood	Effective instructional approaches and implementation strategies for modifications or accommodations for inclusive elementary classrooms learners by integration of content standards that is culturally responsive and developmentally appropriate for the active involvement in content areas of mathematics, science and instructional technology. Students are required to complete a content specific action research plan.	3	6	Ground

EDUC5820	Research-based Instructional Practices	Advanced analysis of research-based instructional practices and curriculum models with the emphasis on improving learning and making informed decisions as teacher-learners.	3	6	Online
EDUC5170	Research Based integrated models of instruction in ECE Language Arts and Social Studies	Graduate candidates explore and investigate a detailed curriculum design that integrates content areas of language arts and social studies and assess the impact of integrated curriculum on student achievement. Students are required to complete a content specific action research plan.	3	6	Ground
EDUC5830	Classroom management for early grades	Students will critically examine major theoretical and empirical approaches to classroom management, develop appropriate decision-making and problem-solving skills, and formulate research-based techniques to effectively manage a learning environment for students in grades P-5.	3	6	Online
EDUC5990	Action Research Performance Portfolio	Students will complete an E-portfolio of 3 cycles of action research that culminate from action plans throughout the	3	6	Ground

		program, including a literature review and analysis of selected practical aspect of curriculum, assessment or instruction technique related to grades P-5 that support the action research. A video tape and digital pictures that demonstrate implementation of the action research during the program may become part of the portfolio to provide evidence of the advanced teacher as subject matter expert, a facilitator of learners, and a collaborative professional.			
TOTAL			37	75	

ADMISSION TO THE MASTER OF EDUCATION PROGRAM
Criteria for Admission to the Master of Education Program:

Applicants to the Master of Education program may be admitted in one of the two following categories: 1) unconditional admission as a matriculating student or 2) non-matriculating admission.

1) Unconditional Admission:

- a. a bachelor’s degree from a regionally accredited University or university
- b. an undergraduate quality point average of at least 2.50 on a 4.00 grading system
- c. two recommendations from individuals who can attest to the candidate’s qualifications
- d. acceptance of candidate’s application to the program by the Education graduate committee
- f. GRE or MAT score from within 5 years of date of application
- g. teaching certificate in field
- h. signed code of ethics

2). Admission as a Non-Matriculating Student:

Upon application, non-matriculating admission may be granted to those who wish to enroll in courses but do not intend to pursue a degree. Such course work may aid in enriching professional development or toward similar objectives.

TRANSFER CREDIT

On a case-by-case basis, Shorter University 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.

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION TRANSITION POINTS

Students in the MEd program are assessed at four transition points.

TRANSITION POINT 1

Admission to the Master of Education/Early Childhood Education

1. An undergraduate grade point average of at least 2.5 on a 4.0 grading scale
2. A bachelor's degree from a regionally accredited college or university
3. GRE or MAT score within 5 years of date of application
4. Two (2) recommendations from individual who can attest to the candidate's qualifications
5. Acceptance of the candidate's application to the program by the Education Graduate Committee
6. Accept Code of Ethics for Educators by the Georgia Professional Standards Commission
7. Complete Application

When the application is complete, the candidate should turn it in to the Shorter University 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.

TRANSITION POINT 2

Acceptance as Graduate Candidate

1. Completion of 10 semester hours in the Shorter College M.Ed./Early Childhood Education program
2. 3.00 GPA in all graduate courses attempted at Shorter College
3. All individual course grades for all graduate courses of a C or better

4. Submission of Acceptable Writing sample [academic research paper, white paper, published article]
5. Acceptable E-portfolio bases on program standards as evaluated by committee of graduate Education faculty

TRANSITION POINT 3

Completion of the Program

1. 3.00 or higher GPA
2. Successful completion of approved action research field experiences
3. Successful completion of action research E-portfolio
4. Acceptance of E-portfolio by graduate education faculty review
5. Abide by Code of Ethics for educators by Georgia Professional Standards Commission

Graduation Requirements

1. Completion of all program requirements
2. File an Intent to Graduate with the registrar following specific guidelines set forth in the Shorter College catalog
3. Recommendation of the graduate faculty and approval of Shorter College faculty and Board of Trustees
4. Payment of all fees

TRANSITION POINT 4

Alumni Performance

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

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

Table 4. Summary of program requirements within each transition point

TRANSITION POINT 1 <i>Admission to the Master of Education Program</i>	TRANSITION POINT 2 <i>Completion of ten (10) semester hours in the Shorter University M.Ed. Program</i>	TRANSITION POINT 3 <i>Completion of Program</i>	TRANSITION POINT 4 <i>Alumni Performance</i>
An undergraduate quality point average of at least 2.50 (on a 4.00 grading system).	3.00 or higher GPA	3.00 or higher GPA	a. GAICTE (Georgia Association of Independent Universities of Teacher Education) Follow-up Survey

A bachelor's degree from a regionally accredited University or university.	Completion of Writing Sample	Successful completion of an approved field/performance project.	b. Georgia Professional Standards Commission data bank of institutional program completers
GRE or MAT scores (within five years of date of application)	Abide by Code of Ethics for Educators by the Georgia Professional Standards Commission		
Two recommendations from individuals who can attest to the candidate's qualifications.	Establishment of Acceptable Electronic Portfolio based on program standards	Recommendation of the graduate faculty and approval of Shorter University faculty and Board of Trustees	
Acceptance of candidate's application to the program by the Graduate Education Committees.			
Teaching certificate in field.		Abide by Code of Ethics for Educators by the Georgia Professional Standards Commission	
Accept Code of Ethics for Educators by the Georgia Professional Standards Commission		Filing an Intent to Graduate Form with the registrar following the specific guidelines set forth in the University catalog	
Turn in completed application to the Shorter University Professional Studies Admission Office. It is the candidate's responsibility to gather all signatures, documents, etc. Once the application materials are complete, they will be directed to the Education Graduate Committee.		Submission of Acceptable Electronic Portfolio based on program standards	

CRITERIA FOR ELEVATION OF CERTIFICATION FROM T-4 TO T-5 BY THE STATE OF GEORGIA

Before the Shorter University Teacher Preparation Program personnel will recommend a student for change of certification from a T-4 to a T-5, the student must:

1. Have successfully completed all components of Transition Points 1, 2, and 3 outlined above
2. Provide official transcripts from **all** schools attended, and
3. Complete all certification application forms.

Since certification is a licensure process determined by the State of Georgia, these regulations may be changed at any time and without warning.

Applying for Teacher Certification

After receiving your Shorter University diploma you are eligible for certification at the T-5 level in the state of Georgia. The *Georgia PSC Certification Applications* are available in the School of Education Office or online at www.gapsc.com. Click certification, then download “our applications.” You will need the *Application for Certification* and the *Approved Program Recommendation Form*.

What you will need to apply for certification:

I. Completed Application

Directions for filling out application:

1. Complete both pages of the certification application, using black ink and all uppercase letters in the boxes.
2. Use the address where you will be after graduation, not your Shorter University address.
3. Pay close attention to number 4, the personal affirmation section. Make sure that you are completely honest when answering the yes/no questions. If you have been arrested, for any reason, attach an explanation.
4. Make sure the application is signed and dated.
5. List all Universities attended. Even if you only attended a school during one summer semester, it must be included.
6. On the Georgia PSC Approved Program Recommendation Form, fill in the top section ONLY.

II. Official transcripts

- A. A transcript from *every* University attended must be submitted. Please have an OFFICIAL transcript mailed to Dr. Susan Earwood, Graduate Education Programs, 315 Shorter Avenue, Rome, GA 30165.
- B. Please fill out a *Shorter University Request for Transcript Form*. This form may be obtained from the Office of the Registrar. Write in the address for the PSC (found on the application) as the place to mail the Shorter University OFFICIAL transcript. At the bottom of the form, write "Please send transcript to Dr. Earwood." On the right side of the form, be sure to indicate that you want the transcript issued for teacher certification and after your degree is conferred.

Your application packet will be mailed to the Georgia Professional Standards Commission after all transcripts have been received. This will be approximately one week after your graduation date. You will receive your T-5 Georgia Teacher's Certification in approximately 4-6 weeks. This certification will come directly to you. You can check the progress of your certification at www.gapsc.com. Click on the certification status and enter your social security number.

If you are planning to seek certification in another state, you must first apply for Georgia certification. After you have gotten your certification from Georgia, call the Board of Education in the other state and request a form for certification.

The following *Personal Affirmation Statement* appears on the *Georgia Professional Standards Commission Certification Application*. This section of the application must be completed in order to get your teaching certificate.

FALSE STATEMENTS MADE IN THIS APPLICATION MAY CONSTITUTE SUFFICIENT GROUNDS TO TAKE ACTION AGAINST REVOKE OR DENY A CERTIFICATE AND MAY CONSTITUTE GROUNDS FOR LEGAL ACTION.

Please read carefully the instructions and checklist section of the application before completing this section. Failure to complete this block will result in your application being returned without processing.

Fill in the appropriate “Y” “N” for each question. If you answer “yes” to any question, an explanation and supporting documentation (your statement of what occurred, a current criminal history, final orders, termination letters, etc.) **MUST** be attached to this application. Failure to include these items will result in your application not being processed. If you answer “yes” to any question, a PSC investigation will open. Exclude events For which the Professional Standards Commission has found no probable cause and events before age 17.

- (Y) (N) 1. Have you ever resigned or been discharged (including contract termination or non-renewal) for committing a felony or for committing a misdemeanor involving moral turpitude (excluding minor traffic offenses), or for committing a breach of the code of ethics or for a violation of state education laws, or are you currently under investigation or otherwise have any such charges pending against you?
- (Y) (N) 2. Have you pled guilty, been found guilty, entered a plea of *nolo contendere*, been granted first offender treatment without adjudication of guilt, or been placed under court order whereby an adjudication or sentence was otherwise withheld for any felony or for any misdemeanor offense involving moral turpitude (excluding minor traffic offences), or is any such charge currently pending against you?
- (Y) (N) 3. Have you surrendered a professional certificate/credential/license/permit or had one denied, revoked or suspended, or is any investigation or adverse action now pending against you?

I affirm that to the best of my knowledge, all information is true and correct. I hereby give permission to the Professional Standards Commission to obtain copies of my criminal and personal records relating to me which are held by any local, state, or federal government agency or private entity, and authorize any such agency or entity to release those records to the Commission. I understand that this information may be shared with other states and other agencies in the event that any disciplinary action affecting my certification occurs.

Signature: _____ Date: _____

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 University. The following probation and suspension procedures will apply to all Shorter University 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 University 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 University 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 University 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.

REMEDATION

Master of Education students may be required to repeat courses or experiences where deficiencies are demonstrated or if the requirements for transition points in the program have not been met.

DISMISSAL

Certification enhancement is a process which culminates in the written comprehensive exams. During any or all courses leading to certification enhancement, remediation or dismissal from the program may occur. Decisions of this nature take place when, in the judgments of the professionals involved (such as the academic advisor, program director(s), or University supervisor), a student demonstrates deficiencies in any areas of the teaching field. Remediation or dismissal may be appealed as follows: first to the Director of Graduate Education Programs, second to the Dean of the School of Education and Social Sciences, and third to Graduate Council.

A Graduate Council will serve in the same role for the Master of Education program as the Teacher Certification Committee serves for the initial certification programs. It will be comprised of stakeholders in the program such as full time and adjunct faculty, service area administrators, and public school teachers.

STUDENT COMPLAINTS/GRIEVANCES

See the current *Shorter University Handbook*.

Georgia Professional Standards Code of Ethics for Educators

Effective October 15, 2009

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(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 holds 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.
- (d) "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. 505-6-.02

(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, college 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

3. 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, and 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

DOCUMENTS CHECKLIST

- _____ 1. **Master of Education Policy Manual**
Every student needs this 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. Revised and updated *Master of Education Policy Manuals* are available online at:
http://www.shorter.edu/academics/ac_schools_edu_handbooks.asp

- _____ 2. **Application for Admission to the Master of Education Program**

- _____ 3. **Code of Ethics Affirmation**
As it appears on the Georgia Professional Standards Commission Certification Application, available at <http://www.gapsc.com/Download/Application.pdf>. The full explanation of the code is available at
<http://www.gapsc.com/ProfessionalPractices/CodeOfEthicsBrochure12052005.pdf>

Intellectual Property Rights

I. General Purpose.

Shorter University (“Shorter”) is dedicated to supporting effective teaching and innovative research and development in the pursuit of knowledge. While the majority of such research and development pertains solely to the traditional classroom activities, Shorter recognizes that some marketable forms of Intellectual Property may result from the efforts of its Faculty, Employees, and Students. At times, Faculty, Employees, or Students make substantial use of Shorter’s facilities as well as contributions from Shorter and third parties during their production of Intellectual Property. Except as otherwise set forth in any validly executed work-for-hire agreement or Shorter’s Distance Education Intellectual Property Rights Policy, this Intellectual Property Policy controls as to the ownership of such materials, compensation, copyright issues, and uses of revenue derived from the creation and production of all Intellectual Property created or developed by Faculty, Employees, and Students of Shorter University.

II. Definitions.

- a. **Creator:** The person who authors, creates, discovers, invents, or develops Intellectual Property subject to this policy.

- b. **Employee(s):** Any Shorter administrator acting in an administrative capacity, staff hired by Shorter to perform Shorter duties, and Students who receive work study funds or hourly wages for performing Shorter duties. As used herein, the term “Employee” does not include Faculty.

- c. **Faculty:** Any person hired by Shorter to conduct instructional classroom activities.

- d. **Intellectual Property:** Any original creation, invention, innovation, technology, skill, scientific or technological development, or artistic work or expression that has

commercial value and which derives its intrinsic value from creative ideas. As used in this policy, Intellectual Property may be generally categorized as follows:

(i.) Scholarly Work: Material prepared for traditional academic publications, such as scholarly journals or other texts or treatises of a scholarly nature.

(ii.) Creative Works: Artistic works, musical or dramatic compositions, literary works, and works of primarily aesthetic nature.

(iii.) Traditional Course Materials. Material of a pedagogical intent of a type traditionally used by faculty members in the course of Shorter's educational mission. This includes the development of curriculum, syllabi, courses, the teaching of classes and development of related material generally intended for the immediate use of a student in a course.

e. **Student(s)**: Any person taking courses at Shorter.

III. Applicability

This policy shall apply to all intellectual property created or developed through the efforts of Shorter Faculty, Employees, and Students except as otherwise set forth in any validly executed work-for-hire agreement or Shorter's Distance Education Intellectual Property Rights Policy.

IV. Ownership of Intellectual Property

Ownership of Intellectual Property created in whole or in part by Faculty, Employees and Students shall be governed by the following guidelines:

a. Faculty: The creating Faculty members' ownership rights in Intellectual Property are as follows:

- to the extent any applicable written agreement exists between Shorter and the creating Faculty pertaining to the creation or development of Intellectual Property, the terms of such agreement shall control;

- Intellectual Property unrelated to the Faculty member's job or educational responsibilities at Shorter and for which the Creator made no more than incidental use of Shorter resources, shall belong to the creating Faculty member;

- Intellectual Property which is Scholarly Work or Creative Work as defined above, shall belong to the creating Faculty member unless more than nominal use of Shorter resources are expected to be used by the creating Faculty member in which event Shorter and the Faculty member shall enter into a written agreement governing ownership, allocation of costs, and use of proceeds which may subsequently be derived from such Intellectual Property.

- Intellectual Property which is Traditional Course Materials or Scholarly Work shall belong to the creating Faculty member but Shorter shall have a nonexclusive right to use such Intellectual Property provided that Shorter uses such materials in furtherance of its education mission and not for revenue producing purposes; and

- Shorter may record Faculty member's classroom lectures and may use, reproduce, prepare derivative works from, and display such materials provided that Shorter uses such materials in furtherance of its education mission and not for revenue producing purposes.

b. Employee: Absent a signed written agreement to the contrary, a creating Employee, and any Student acting in an Employee capacity, shall have no ownership rights in or to any Intellectual Property created or developed in the course of their employment with Shorter. All such materials created or developed by an Employee in the course of their employment with Shorter shall be considered work-for-hire and shall be owned by Shorter.

c. Student: A creating Student's ownership rights in Intellectual Property are as follows:

- Unless specifically funded or commissioned by Shorter, all Scholarly Works and Creative Works of a Student shall belong to the Student;

- Any Intellectual Property created or developed by a Student in their capacity as an Employee shall belong to Shorter.

- Except as otherwise provided herein, all other Intellectual Property created by a Student with more than minimal use of Shorter facilities and not in the performance of Scholarly or Creative Work shall belong to Shorter.