

**PIEDMONT** | SCHOOL OF  
**COLLEGE** | EDUCATION

**Mastering the art of teaching: Preparing proactive educators to improve the lives of all children**

**SCHOOL OF EDUCATION SYLLABUS A**

**I. TEXT REQUIRED FOR ALL COURSES:**

**II.**

VandenBos, G. R., Gasque, A. W., & Jackson, P. (Eds.). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: American Psychological Association.

**II. PIEDMONT COLLEGE MISSION:**

Piedmont College educates students to become successful and responsible citizens through rigorous academic instruction in the liberal arts and professional disciplines. The College provides educational opportunities through a wide range of undergraduate and graduate programs. The institution emphasizes critical thinking, high ethical standards, and respect for diversity.

**School of Education Mission:**

The theme of the School of Education is “Mastering the art of teaching: Preparing proactive educators to improve the lives of all children.” The School of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Specific ideals under-gird our conceptual framework. We advocate the democratic ideals of: equal rights and opportunities; individual freedom and responsibility; responsibility for the greater good; respect for diversity; openness to possibilities; and open, informed discourse.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing for field experiences; assessing processes as well as products; modeling democratic ideals in the classroom; forming communities of learners; and constantly revising the curriculum to reflect new insights and understandings. Further, we endorse the development of a sense of personal integrity and of strong habits of mind (e.g., reflectiveness, persistence, clarity, accuracy, and responsiveness to feedback).

**III. COURSE DESCRIPTION AND PURPOSE:**

See Course Syllabus B – III.

IV. **SCHOOL OF EDUCATION OUTCOMES:**  
**Core Candidate Learning Outcomes (CCLO) :**

The following ten outcomes, adapted from the 1994 INTASC standards (Interstate New Teacher Assessment and Support Consortium) were updated in 2009, are addressed in all courses and are applicable to the undergraduate and graduate programs. **The ten outcomes are aligned to the 2013 InTasc Model Core Teaching Standards and Learning Progressions for Teachers 1.0.**

- 1) *Learning environment:* The teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning. **InTasc Standard 3**
- 2) *Subject matter:* The scholarly teacher understands and models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject. **InTasc Standards 4 & 5**
- 3) *Student learning:* Based on an understanding of how students develop and learn, the teacher provides learning opportunities that support students' intellectual, social and personal growth. **InTasc Standard 1**
- 4) *Diversity:* Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students. **InTasc Standards 1, 2, & 7**
- 5) *Instructional strategies:* The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards. **InTasc Standards 5, 7, & 8**
- 6) *Assessment strategies:* To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making. **InTasc Standards 6 & 7**
- 7) *Communication:* The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. **InTasc Standard 10**
- 8) *Research:* The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues. **InTasc Standard 9**
- 9) *Reflection and professional development:* The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of her/his decisions, thereby refining a personal pedagogy to guide professional practices. **InTasc Standard 9**
- 10) *Collaboration:* The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well-being. **InTasc Standards 3 & 10**

*In addition to the ten Core Candidate Learning Outcomes across programs, each program includes additional outcomes that graduate candidates are expected to demonstrate.*

**Early Childhood and Middle Grades Masters Candidate Learning Outcomes (ECMMCLO):**

- 11) *Constructivist Practices*: The **scholarly, reflective, proactive** teacher models and provides opportunities for constructivist practices. **InTasc Standard 7**
- 12) *Informed Teachers*: The **scholarly, reflective, proactive** teacher is an informed professional. **InTasc Standard 9**
- 13) *Scholarly Work*: The **reflective, proactive** teacher actively engages in **scholarly** work. **InTasc Standard 3, 4, 5, 6, 8, 9, 10**
- 14) *Ethical and Legal Awareness*: The **scholarly, reflective, proactive** teacher adheres to and explicates for others the professional ethical standards and abides by laws related to rights and the responsibilities related to students, educators, and families. **InTasc Standard 5 & 9**

**Secondary Education Masters Candidate Learning Outcomes (SECMCLO):**

◆ **For both Initial and Advanced Certification Programs**

- 11) *Research*: The teacher refines instructional practices informed by critical consideration of relevant research and by the application of action research as an ongoing aspect of practice.
- 12) *Democratic Classroom*: The teacher guides students toward involvement in activities that provide skills and dispositions to fulfill the roles of a citizen engaged in pursuing the ideals of democracy.
- 13) *Philosophical Orientation*: The teacher studies initiatives, patterns, trends and policies for their philosophical underpinnings as part of a continuing assessment of the efficacy of those underpinnings.
- 14) *Integrity*: The teacher pursues her/his professional practices with a strong sense of mission beyond keeping a job, and with a keen sense of ethical integrity.
- 15) *Philosophical Pragmatism*: The teacher maintains an intellectual spiral in which practices are improved by conceptual refinements, which are in turn refined by assessing the results of implementations over time.

◆ **For Advanced Certification Programs**

- 16) *Modeling and Mentoring*: The teacher both models best practices and accepts responsibility to mentor new and veteran teachers.
- 17) *Professional Discourse*: The teacher participates actively in the professional discourses related to the field of certification--at the school and in regional and national venues.
- 18) *Proactive Involvement*: The teacher takes advantage of opportunities to influence the school toward curricula, instructional practices, policies and professional climate which result in students acquiring more durable knowledge and skills and in-depth understanding, as well as positive dispositions toward learning.

**Special Education Masters Candidate Learning Outcomes (SPEDMCLO):**

**Based on the Council for Exceptional Children's (CEC) professional standards Initial Certification**

### **1.0 Learner Development and Individual Learning Differences**

*Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*

### **2.0 Learning Environments**

*Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.*

### **3.0 Curricular Content Knowledge**

*Beginning special education professionals use knowledge of general (math, reading, English/language arts, science, social studies, and the arts) and specialized curricula (e.g., academic, strategic, communicative, social, emotional, and independence curricula, etc) to individualize learning for individuals with exceptionalities.*

### **4.0 Assessment**

*Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*

### **5.0 Instructional Planning and Strategies**

*Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies<sup>6</sup> to advance learning of individuals with exceptionalities.*

### **6.0 Professional Learning and Ethical Practice**

*Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.*

### **7.0 Collaboration**

*Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*

## **Advanced Certification**

### **1.0 Assessment**

*Special education specialists use valid and reliable assessment practices to minimize bias.*

### **2.0 Curricular Content Knowledge**

*Special education specialists use their knowledge of general (math, reading, English/language arts, science, social studies, and the arts) and specialized curricula (e.g., academic, strategic, communicative, social, emotional, and independence curricula, etc) to improve programs, supports, and services at classroom, school, community, and system levels.*

### **3.0 Programs, Services, and Outcomes**

*Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.*

### **4.0 Research & Inquiry**

*Special education specialists conduct, evaluate, and use inquiry to guide professional practice.*

### **5.0 Leadership and Policy**

*Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.*

### **6.0 Professional and Ethical Practice**

*Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.*

### **7.0 Collaboration**

*Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.*

### **Music Education Masters Candidate Learning Outcomes (MMCLO):**

- 11) *Repertory and History:* The teacher candidate is a *scholarly* musician who is familiar with, through performance and academic studies, music of diverse cultural sources, historical periods, and media.
- 12) *Technology:* The teacher candidate is *knowledgeable* of the capabilities of technology as they relate to music composition, performance, analysis, teaching, and research.
- 13) *Performance:* The *knowledgeable* teacher candidate has demonstrated the ability to perform, improvise, and compose in at least one applied music area and keyboard, and has experience throughout the program with ensembles that are varied in size and nature.
- 14) *Teacher Preparation:* The *knowledgeable* and *reflective* teacher candidate has a mastery of the fundamental elements of music (melody, harmony, rhythm, texture, form, and style) and music history, and is able to teach these elements at the appropriate level, P-12, to a *diverse* community of learners in a *democratic* classroom.

### **Art Education Master's Candidate Learning Outcomes (MACLO)**

- 11) Students will analyze, synthesize, and evaluate Contemporary and Postmodern art, and be able to apply formal analysis to the classroom.
- 12) Students will synthesize art experiences and apply gained knowledge to the production of personal artwork and related lesson plans.
- 13) Students will develop research that adds to the body of knowledge within the field of art education.

### **Education Specialist Learning Outcomes (SPCLO):**

- 11) Specialist Candidates will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning. Standard 2
- 12) Specialist Candidates will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors. Standard 4
- 13) Specialist Candidates will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning including knowledge of resources, technology and best teaching practices. Standard 1

- 14) Specialist Candidates will demonstrate advanced depth and breadth of knowledge and skills in academic discipline and pedagogy. Standard 3
- 15) Specialist Candidates will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession. Standard 5
- 16) Specialist Candidates will demonstrate the ability to create learning communities that incorporate advanced knowledge and understanding of cultural and linguistic contexts of learning. Standard 4
- 17) Specialist Candidates will demonstrate advanced ability to differentiate instruction through the use of best practices in a democratic learning environment. Standard 2
- 18) Specialist Candidates will demonstrate high standards for professional practice through continual self -assessment and reflection. Standard 7
- 19) Specialist Candidates will demonstrate high standards for academic rigor, intellectual inquiry, and professional integrity. Standard 7
- 20) Specialist candidates will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning. Standard 6

**Doctoral Program Learning Outcomes (DCLO)** (Correlated with Curriculum and Instruction Standards and InTasc Standards):

- 21) Demonstrate generative behavior by establishing and guiding the use of best practice and making substantial contributions to their schools and districts, while influencing others in a positive culture. (C & I Standards II and VII) **InTasc Standards 3, 9, & 10**
- 22) Demonstrate accurate, perceptive and reflective planning designed to improve and facilitate student learning. (C & I Standard II) **InTasc Standard 7**
- 23) Demonstrate an advanced understanding of curriculum alignment and design; evidence of knowledge of resources and best practices; and evaluation and refinement of curriculum based on performance data and student work. (C & I Standard I) **InTasc Standards 6 & 9**
- 24) Effectively connect theory with practice, designing and offering curriculum and instruction that contributes to the success of all students. (C & I Standards II & III) **InTasc Standards 1, 4, & 5**
- 25) Develop learning communities that is responsive to student needs in all areas of development: cognitive, physical, emotional, social, cultural, environmental, and economic. (C & I Standard IV) **InTasc Standards 1, 2, & 3**
- 26) Model knowledge, skills and dispositions motivating others to action, leading to success for all students. (C & I Standards II, III, & IV) **InTasc Standard 10**
- 27) Demonstrate a high degree of professionalism through actions and decisions that model integrity and are consistent with the belief system held by their profession. (C & I Standards IV & VII) **InTasc Standard 9**
- 28) Demonstrate advanced depth and breadth of pedagogical and content knowledge and skills informed by current research through effective and dynamic planning, implementation, and assessment. (C & I Standards II & III) **InTasc Standards 4, 5, 6, 7, & 8**
- 29) Demonstrate knowledge of the principles of assessment through the use of diagnostic, formative, and summative assessments to maximize student learning and evaluate program effectiveness. (C & I Standard VI) **InTasc Standard 6**

30) Contribute to their profession through advanced research and presentations leading to enhanced student learning and contributions to the teaching profession. (C & I Standard VII) **InTasc Standards 9 & 10**

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**Dispositions for All Candidates:**

In addition to the common core learning outcomes and graduate candidate learning outcomes, all candidates are expected to be familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the following dispositions as defined by the School of Education faculty:

*Scholarly:* Inquiring; creative; seeks solutions; thinks critically about theory and method; keeps current in discipline (conferences, journals, classes); pursues lifelong learning.

Candidates for graduate degrees are expected to read and engage with the relevant literature in their respective areas of study:

- Master's degree candidates (M.A.; M.A.T.) will acquire the skills to read current literature and become knowledgeable in their field, as well as interpret and assess educational research and conduct their own classroom-based research.
- Education Specialist (Ed.S.) candidates are required to be knowledgeable of the literature in the field, to study research and become critical consumers of current research. Additionally, candidates will be required to write a scholarly literature review addressing a specific area of education.
- Doctoral degree students (Ed.D.) will be required to submit a dissertation prospectus in order to be admitted to candidacy for the degree, and requires approval of the doctoral committee. The prospectus typically consists of the first three chapters of the dissertation and is reflective of the candidate's knowledge of the literature in curriculum and instruction, as well as the literature associated with the dissertation topic.

*Reflective:* Bases daily decisions on in depth reflection, done frequently and honestly; considers many possibilities for problem solutions; stays open to constructive criticism.

*Proactive:* Anticipates problems in management; anticipates problems and difficulties in instruction; addresses pertinent issues of school and community to support student learning; encourages students' critical thinking, problem solving, and creativity; plans for important student learning; fosters visionary thinking and action; promotes mindful leadership to improve schools.

*Democratic:* Facilitator; views others as capable to deal with problems and able to make decisions; promotes equitable treatment for all students; has high expectations for all students; seeks best interest of students they serve; open-minded; able to view other perspectives; accommodates individual differences; culturally sensitive in areas of communications, learning, assessment, and cultural norms; collaborates well with others; works for the good of the community.

*Responsible:* Patience, professional temperament; aims to be the best he/she can be; good work ethic; punctual; recognizes when their own dispositions may need to be adjusted and are able to develop plans to do so.

V. **COURSE OUTCOMES:**  
See Course Syllabus B – V.

VI. **COURSE POLICIES & PROCEDURES:**

1. **Class Attendance, Participation, and Professional Dispositions:**

Also see Course Syllabus B – VI

As a candidate progresses through the program of study, he or she is developing a professional reputation. Upon completion of a program of study, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Almost every reference asks the recommender about a candidate's attendance, promptness, punctuality, dependability, and exercise of professional judgment in absences. Thus, a candidate should work toward developing an exemplary reputation regarding attendance and punctuality. Furthermore, candidates for all professional educational roles are expected to model dispositions of professional educators. The GAPSC guidelines state: "Candidates' work with student, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so."

Attendance, timeliness, and participation are required in each course and part of professional dispositions. Each candidate is expected to be regular and prompt in attendance. Every class should be attended in order to gain the most toward professional development. The only time a candidate should be absent from a class is if he or she has an illness, emergency, extenuating circumstance, or approved college absence (e.g., athletics, drama, field trips, school system function). Contact the professor of the course in advance when possible (if you are attending a cohort program, you must also notify the cohort coordinator). Keep in mind that tardiness or leaving class early is also considered a partial absence.

It is expected that a candidate make up work that was missed due to an absence. Understand that reading a classmate's notes cannot easily duplicate many of the experiences of the course. It is the candidate's responsibility to inform the professor in writing how work due to an absence was made up. Make-up work should

be submitted in a timely manner. The due date for make-up work should be established with the professor. The submitted writing should be professional and include: the date of the absence; a statement explaining the reason for the absence; a detailed, quality description of the process undertaken to make up the work; and a comprehensive summary of the content that was covered in class. Be sure to include a Title Page. If make-up work is not submitted for an absence, it will have an impact on the final course grade.

If a professor or instructor of a course has a concern about a candidate's attendance, participation, or professional dispositions, he or she is obligated to complete a *Candidate Notification Concerning Professional Dispositions* form. The following guidelines may be used to determine excessive absences:

- Day classes meeting three times a week for entire semester: 6 absences
- Day classes meeting two times a week for entire semester: 4 absences
- All eight week classes: 1 absence
- Evening classes meeting for entire semester: 3 absences
- Courses operating under a different format (4 week, online, etc.) determined by the professor of the course or the department chair

This form will be signed by the candidate and forwarded to the Dean of the School of Education. The Dean will distribute the form to the appropriate Department Chair for review.

**Compliance with federal financial aid regulations requires faculty to keep attendance records for the purpose of determining the last date of attendance. When a student is absent for two consecutive class meetings, the faculty member will contact his or her dean.**

**A faculty member may, with the approval of the Vice President of Academic Affairs, choose to implement an attendance policy which is stated in his or her course syllabus.**

#### INCLEMENT WEATHER –

In general, classes are dismissed or cancelled (day and/or night classes) when conditions in and around Demorest or Athens become such that the main streets and college parking lots become too dangerous on which to drive. Candidates who live outside the Demorest or Athens area for which road conditions are too difficult to proceed should stay at home. Candidates who miss class should consult their instructors for assignments and make-up work. Dismissed or cancelled classes must be made up during semester breaks, the first available Saturday, or an agreed upon make-up by class members and the professor.

If classes are dismissed or canceled, information will be posted to the Piedmont College website. Also the following radio/TV stations will be informed of the action taken: Station WCON (99.3 FM) – Cornelia; WMJE (102.9 FM) Clarkesville/Gainesville; WNEG (6.30 AM) – Toccoa; WAGA TV – Fox 5, Atlanta; WNEG TV Ch. 32; and WXIA TV – 11 Alive.

PARTICIPATION - Active participation means:

- prepare for classes by reading the text and/or other assigned readings;
- attend all classes for duration of allotted class time;
- take active part and contribute significantly during class discussions and activities;
- be attentive and respectful of peers and the professor during the discussions, dialogue, and presentations;
- professional use of a laptop
- submit all assignments on time.

## 2. Written Work:

Use APA style (6<sup>th</sup> ed.). All papers for the course are to be typed using size 12 print and Times New Roman typeface. Papers should be double-spaced, error-free, and grammatically correct (including punctuation, spelling, capitalization, etc.). Make good use of writing references such as dictionaries, writing handbooks, and computer spelling and grammar checks. Chapter 3 of the APA Manual provides some general principles of expository writing and offers suggestions for improving your writing. You will find this chapter quite helpful.

Quality is important! Work submitted should reflect professional and scholarly work. Your writings and reflections will be assessed according to the depth, breadth, clarity, and accuracy they convey.

**Be sure to keep a duplicate copy of all submitted work for your own records. It is also wise to periodically save your work on the hard drive as well as other data storage devices.**

## 3. Academic Integrity:

By accepting admission to Piedmont College, each candidate makes a commitment to understand, support, and abide by the "Academic Integrity Policy" without compromise or exception (See the Piedmont College Catalog for details of the policy). This class will be conducted in strict observance of the policy. The College imposes strict penalties for academic dishonesty (cheating, fabrication, facilitating academic dishonesty, and plagiarism) as defined in the Catalog.

Some suggestions for helping you abide by the policy include:

- All work submitted must be your **original work created in and for this course**.
- Cite and reference work properly using the current APA guidelines.
  - Cite all **quotes or paraphrased material**. It is better to over cite than not give credit to the author of a work or source that you are using in your paper or project.
    - Any time you use the exact words of a researcher, author, or source, you must place the words in quotation marks in text when your quote is less than 40 words. If 40 words or more, place the quote in an indented free standing block of text omitting quotation marks. (See the APA Manual for specific guidelines).
    - You must also give credit to an author or source when you **paraphrase**.

- When referring to information from your **course text**, be sure you cite and reference the source and/or authors.
  - Follow the protocol in the current APA manual for citing and referencing all electronic sources.
- Double dipping is not permitted. For example:
- You may not use an assignment created in one course to meet the requirements in another.
  - Visiting a classroom for one field experience may not be used to meet a field experience requirement for another course.
4. **Special Considerations:** Piedmont College makes every effort to provide reasonable and appropriate accommodations to students with disabilities. Accommodations must be coordinated through the Office of Counseling and Career Services by contacting the director at 1-800-277-7020 ext. 1259. Students are responsible for providing accurate and current documentation of their disability and for making a written request to the Director of Counseling and Career Services *before* receiving accommodations. Information is confidential and the services are free to all students. Students with special needs (disabilities, problems, or any other factors that may affect their performance or that require special instructional strategies) should also make these needs known to the professor/instructor during the first class session.
5. **Cell Phone Usage:** Cell phones should not be used during class time. Use only prior to the beginning of class or during break. If you need to be contacted due to a crisis, critical, or emergency situation, you should leave your phone on vibrate and respond appropriately and professionally. Notify the professor in advance when possible.
6. **Email:** All Piedmont students are required to utilize the Piedmont email system for the dissemination of information by the administration. Students are responsible for all information distributed in this manner. **Check your email daily.** Grades by semester are also reported on your Lions email account.

## **VII. INSTRUCTIONAL METHODS, DESCRIPTION OF ASSIGNMENTS, FIELD EXPERIENCES:**

1. **Instructional Methods:** (Also see Course Syllabus B – VII).  
Classes in the School of Education operate as models of democratic classrooms. Candidates engage in shared decision making and in taking responsibility for making the classroom the best it can be. Interactive discussions and problem solving are emphasized where all ideas and contributions are explored and respected. Various approaches are utilized by the candidates and professor including but not limited to: lecture, demonstrations, observations, class discussions, small group discussions, cooperative group work, field observations, use of educational technology, student presentations, readings, writings, listening, questioning, and formative and summative evaluations.
2. **Description of Assignments:** See Course Syllabus B – VII.
3. **Field Experiences (Initial and Advanced Certification Tracks):** See Course Syllabus B – VII, #3.

## VIII. **RESOURCES:**

1. **Bibliography:** See Course Syllabus B – VIII

2. **Relevant Web Sites:** Below and See Course Syllabus B – VIII

Piedmont College's Web Page: [www.piedmont.edu](http://www.piedmont.edu)

Library: <http://library.piedmont.edu>

Galileo: <http://www.galileo.usg.edu/>

Bookstore: <http://www.piedmont.bkstore.com/>

Georgia Professional Standards Commission: [www.gapsc.com](http://www.gapsc.com)

Georgia Department of Education: <http://www.doe.k12.ga.us/>

- Common Core Georgia Performance Standards (CCGPS) available on this site

Georgia Performance Standards : <http://www.georgiastandards.org>

US Department of Education: <http://www.ed.gov/>

Education World: <http://www.education-world.com/>

Internet Public Library: <http://www.ipl.org/>

National Council of Teachers of English: <http://www.ncte.org>

Center for Research on Education, Diversity and Excellence (CREDE):

<http://manoa.hawaii.edu/coe/crede/?p=79> (Must copy & paste into browser)

Center on English Learning and Achievement (CELA):

<http://www.albany.edu/cela/>

University of GA website: [www.uga.edu](http://www.uga.edu)

Georgia Class Keys: <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Class-Keys.aspx>

Interstate Teacher Assessment and Support Consortium (INTASC):

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

3. **GACE Information:**

All candidates seeking initial certification in the state of Georgia must pass the GACE Program Admission Tests in order to be “Admitted to Teacher Education.” Teacher candidates who are seeking initial certification must also pass the GACE Certification Test(s). Candidates who are currently certified and are adding a new field must also pass the appropriate content exam. Information for the GACE Tests may be found at <http://gace.ets.org/> or on the School of Education website.

4. **Admission to Teacher Education**

Admission to Piedmont College does not guarantee Admission to Teacher Education. Additionally, continuation and completion of all programs is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn. Piedmont College reserves the right to withdraw a candidate from a program for failure to meet the outcomes of the program as stated in the School of Education Conceptual Framework and Candidate Program Learning Outcomes.

Undergraduate candidates need to apply for formal Admission to Teacher Education between 30 and 60 semester hours of course work, even if all criteria are not met. MAT candidates need to apply during their first semester or at the beginning

of their second semester. A formal interview is conducted based on the candidate's self assessment of dispositions. Applications are available on the School of Education website and should be submitted to the administrative assistant in Demorest or the main office in Athens.

**5. Application for Certification**

Upon completion of all program and graduation requirements it is the candidate's responsibility to initiate the application for certification process by completing the forms and following the procedures listed on the Piedmont College Website under APPLY FOR TEACHER CERT (<http://edu.piedmont.edu/index.php/student-resources>). If you have questions or have difficulty accessing the website you may contact Libby Willis at [lwillis@piedmont.edu](mailto:lwillis@piedmont.edu) or call 706-433-1759 x8010.

**IX. COURSE ASSESSMENT AND EVALUATION:**

See Course Syllabus B – IX.

**X. TENTATIVE COURSE SCHEDULE**

See Course Syllabus B – X.

**COURSE SYLLABUS B**

**Note: The School of Education Syllabus A is only one part of your syllabus. Your professor will provide you with Course Syllabus B for each course. Course Syllabus B contains information such as: the instructor's office hours and ways to contact her or him, time and location of the course, basic course information as well as a course description and purpose, the required and recommended text(s) and supplementary readings, course outcomes (each Course Syllabus B will also include Core Candidate Learning Outcomes and Graduate Candidate Learning Outcomes emphasized and related to course objectives), course policies and procedures, a description of assignments, field experience requirements, a bibliography, other relevant websites, course assessments and evaluation, a tentative course schedule, and any other information pertinent to the course.**