Application to Teacher Education
Online Directions

1. Print & fill out the application
2. Attach appropriate documents for verification (i.e. **official** copy of GACE Basic Skills Test results, GPA, Transcripts, etc)
3. Meet with assigned advisor to review the application & make revisions as necessary
4. Complete Background Check and attach it to the application
5. Proof of Liability Insurance: ie, GAE, PAGE student membership.
6. Give completed application to advisor
7. Advisor will submit application to Office of Teacher Admission

NOTE: Applications will be accepted only from academic advisors
AND
Students should contact advisors regarding status of applications

The Admission to Teacher Education Application Package

Assemble in the following order:

1. Application (Check Front and Back)
2. Practitioner Demographic Data (Front Only)
3. Candidate Self Evaluation (Front Only)
4. Code of Ethics (Front and Back)
5. Essay Analysis and Critique Rubric
6. Two Recommendation Forms (Front Only)
7. Transcripts
8. GACE or substitute scores, SAT, ACT, GRE, Praxis
9. Criminal Background Check
   NOTE: You must pass the Criminal Background Check every semester you are enrolled in 3000-4000 level classes in order to maintain your status as a Candidate in the Teacher Education Program.

ALBANY STATE UNIVERSITY

COLLEGE OF EDUCATION AND COLLEGE OF ARTS & SCIENCES

APPLICATION FOR ADMISSION TO THE PROFESSIONAL EDUCATION UNIT-PEU

PART I: STUDENT INFORMATION

RAMID: _____ _____ _____ _____
Must be admitted to ASU | Last Name | First Name | Initial

Local Address: _____ _____ _____ _____
Street | City | State | Zip Code

Permanent Address: _____ _____ _____ _____
Street | City | State | Zip Code

ASU Email _____ **Home Telephone #** _____ **Preferred Telephone #** _____

PART II: CERTIFICATION INFORMATION

Area		Seeking
☐ Early Childhood ☐ Music Education ☐ Health and Physical Education ☐ Science (Broad Based Field) ☐ Special Education ☐ Other_____	☐ Middle Grades Primary-P Secondary –S Concentration Lang. Arts _____ Math _____ Science _____ Social Studies_____	☐ Degree ☐ Minor ☐ Transition Status ☐ Certification Only ☐ T4- Bachelor ☐ T5- Masters

PART III: PERFORMANCE MEASURES (*Attach documents of verification for all applicable items below)*

1. ____ ENGL 1101
2. ____ ENGL 1102
3. ____ EDUC 2110 OR
4. ____ EDUC 2201
5. _____ ASU Hours Earned
6. _____ ASU Cumulative GPA
7. _____ Transfer GPA
8. _____ Transfer Hours
9. ____ Check Sheet/Current Program of Study
10. ____ Recommendation Form (2)
(From any College or University Professors)

____ Praxis I/GACE Basic Skills
Or If Exempt,
____ Act 43 Engl/Math Or
____ SAT 1000 Verbal/Math
_____
Date of Test

____ Criminal Background Check
____ Applicant Self-Evaluation
____ Applicant Essay
(See Attached Guideline Rubric)

Advisor Signature: _____
(I have reviewed and verified evidence for Performance Measures in Part III)

FOR ADMISSION OFFICE OF THE PROFESSIONAL EDUCATION UNIT USE ONLY

Approved by _____ _____
Certification Officer Teacher Education | Date

APPLICATION PROCESS

THE ADMISSION OFFICE OF THE PROFESSIONAL EDUCATION UNIT RESERVES THE RIGHT TO CHANGE PROVISIONS LISTED IN THE CATALOG AND OTHER STUDENT-INFORMATION DOCUMENTS IN ADHERENCE TO CHANGES MANDATED BY FEDERAL, STATE AND LOCAL AGENCIES THAT GOVERN TEACHER EDUCATION PROGRAMS

APPLICANT

The application forms are available in The Admission Office of the Professional Education Unit, Academic (ACAD) Building Suite 252. The applicant must initiate the application process by completing the information in Part I, Part II, and Part III (if applicable) of the application, attaching verification documents for each section, and presenting the complete packet to the assigned advisor.

ADVISORS

Advisors facilitate the application process to ensure that the application is signed and complete the application. Advisors should submit the applicant's packet to the Coordinator of Admissions to Teacher Education.

CERTIFICATION OFFICER FOR TEACHER EDUCATION

The Certification Officer for the Professional Education Unit approves or denies applications. If denied, the Certification Officer will return the application packet, with explanation, to the Advisor within five working days of receipt of the application packet. Upon approval the Certification Officer provides the applicant a letter of admittance by ram e-mail.

DEADLINE FOR SUBMISSION OF APPLICATION PACKET

The applicant must initiate the application process one semester prior to the semester in which they expect to enroll in 3000 or 4000 level Teacher Education courses.

GPA

A GPA of 2.50 or above must be maintained for good standing in the Teacher Education program and is required for certification and Graduation You must have a 2.50 GPA to participate in Student Teaching or Internships. A GPA of 2.75 or better is required for Second Chance applicants. .

BEGINNING SCHOOL EXPERIENCE

All students are required to spend two weeks in a public school to observe/participate at the beginning of the school year. Students must apply for the beginning school experience during the spring semester prior to the academic year they are scheduled to student teach, whether student teaching in the fall or the spring. They must complete this non-paid volunteer experience as a staff member in a public school setting. Approval and arrangements for the beginning school experience are made with the public school by the Director of Clinical Experiences. Service for one year as a paraprofessional may substitute for the beginning school experience.

EDUC 4400: PREPARATION FOR TEACHING

Approval from the ASU coordinator of student teaching is required for enrollment in this class. Students should take this course in **THE SEMESTER** before **STUDENT TEACHING** or **INTERNSHIP**. You must pass your Criminal Background Check and maintain the 2.50 GPA in order to Student Teach or Intern.

All Candidates must pass all areas of the GACE in their program of study prior to Graduation.

TRANSITION STATUS:

First time transfer students with an AA degree in Education may be granted an exemption to take 3000 level courses for the first semester of enrollment. This exception will allow transfer students to be advised at ASU and given an opportunity to be admitted to Teacher Education prior to passing Praxis I/GACE Basic Skills. Students granted this transition period must have a 2.5 cumulative GPA. , and pass a Criminal Background Check.

EDUC. 2199 Orientation to Teacher Education

Candidates will be enrolled in this course upon acceptance and must complete the course in order to remain in the Teacher Education Program.

I read and understand the above policy statements about the procedural process for admittance to the Teacher Education Program at Albany State University.

Applicant's signature: _____ Date: _____

Practitioner Demographic Data

Directions: **Please select the appropriate choice from the following items.**

Certification Level:

- **P-5**
- **4-8**
- **7-12**
- **BS Ed. T-4**
- **MS Ed T-5**

Area(s) of Certification

- **English Education**
- **Early Childhood Education**
- **Math Education**
- **Middle Grades Education**
- **Broad Field Science Education**
- **Social Science Education**
- **Special Education**
  - **Interrelated/ M Ed**
  - **Intellectually Disabled BS Ed**
  - **Other:** _____
- **Science Education**
- **Health and Physical Education**
- **Music Education**
- **Other School Personnel**
  - **Principal**
  - **Assistant Principal**
  - **School Counselor**

Age: **Under 21** **21-30** **31-40** **41-50** **51-59** **59+**

Gender: **Male** **Female**

Ethnicity:

- **White/Non-Hispanic**
- **Hispanic**
- **Black/Non-Hispanic**
- **American Indian or Alaskan Native**
- **Asian/Pacific Islander/East Indian**
- **Multi-ethnic**

Candidate Self-Evaluation

Rating scale: **1** – Unacceptable **2** – Acceptable **3** – Targeted	**Score**
Commitment to students and their learning.	
1. I exhibit personal and professional integrity.	1 2 3
2. I respect the learners he/she teaches.	1 2 3
3. I provide multicultural learning environments.	1 2 3
4. I hold high expectations for all learners.	1 2 3
5. I respond appropriately to the needs of each individual learner.	1 2 3
6. I create learning environments that support the development of every learner.	1 2 3
Knowledge & Skills	
7. I demonstrate knowledge of the content required for his/her teaching area.	1 2 3
8. I use appropriate oral and written language skills to communicate content.	1 2 3
9. I implement effective instructional practices.	1 2 3
10. I use technology to support learning experiences for students.	1 2 3
Managing and monitoring student learning.	
11. I design instruction that is guided by principles of human growth and development that is appropriate for all learners.	1 2 3
12. I design instruction that is guided by the Georgia Quality Core Curriculum and/or other appropriate standards.	1 2 3
13. I design instruction that incorporates parental involvement of all learners.	1 2 3
14. I use multiple methods of assessing student learning.	1 2 3
15. I recognize the characteristics of children with exceptional needs and follows appropriate processes for student referrals.	1 2 3
16. I attain student achievement goals on specified learning outcomes.	1 2 3
Personal Reflection	
17. I use feedback to improve on learning and practice.	1 2 3
18. I participate in opportunities for further professional development.	1 2 3
Community Service	
19. I volunteer to assist with the unique needs of local families and the learning community.	1 2 3
20. I volunteer to work with programs that seek to improve children's academic skills.	1 2 3

Comments: **Total**_____

F.D. Toth, Executive Secretary
Georgia Professional Standards Commission
Two Peachtree Street, Suite 6000
Atlanta, GA 30303-3141

www.gapsc.com

Gary Walker, Director
Educator Ethics Division
404-232-2700
800-537-5996
Fax: 404-232-2720
ethica@gapsc.com

THE CODE OF ETHICS FOR EDUCATORS
Effective August 15, 2005

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 protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.

Definitions
"Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
"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.
"Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.
"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.
"Revocation" is the invalidation of any certificate held by the educator.
"Denial" is the refusal to grant initial certification to an applicant for a certificate.
"Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
"Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
"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.
"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.

Standards
Standard 1: Criminal Acts - An educator should 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. 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. o
Standard 2: Abuse of Students - An educator should 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 or soliciting any unlawful sexual act;
4. engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized rugs.

Standard 3: Alcohol or Drugs - An educator should 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 involving students 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 documented as being under the influence of, possessing, or consuming alcoholic beverages. 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).

Standard 4: Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:
1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;
3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

Standard 5: Public Funds and Property - An educator entrusted with public funds and property should 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 for reimbursement of expenses or for pay;
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.

Standard 6: Improper Remunerative Conduct - An educator should 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;
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 superintendent; 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 the superintendent. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

Standard 7: Confidential Information - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, 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.;
4. violation of other confidentiality agreements required by state or local policy.

Standard 8: Abandonment of Contract - An educator should 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.

Standard 9: **Failure to Make a Required Report** - An educator should 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.
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

Standard 10: Professional Conduct - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

Reporting

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 local policies and procedures and/or the chain of command 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.). 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.

Disciplinary Action

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 (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

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.

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

I have read and understand the Code of Ethics for Educators.

Signature: _____ Date: _____

Application for Admission to the Professional Education Unit-PEU
Letter of Recommendation Form

Applicant: _____ Date: _____

SUMMARY EVALUATION					
	Unacceptable Below Average	Acceptable Average	Targeted Above Average	Top 10%	Inadequate Opportunity To Observe
Research aptitude					
Intellectual ability					
Ability to work with others					
Creativity and imagination					
Maturity					
Self-confidence					
Communication skills-oral					
Communication skills-written					
Analytic ability					
Motivation					
Potential in career field					

Comment Box:

Signature: _____ **Date:** _____.

Application for Admission to the Professional Education Unit-PEU
Letter of Recommendation Form

Applicant: _____ Date: _____

SUMMARY EVALUATION					
	Unacceptable Below Average	Acceptable Average	Targeted Above Average	Top 10%	Inadequate Opportunity To Observe
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Self-confidence					
Communication skills-oral					
Communication skills-written					
Analytic ability					
Motivation					
Potential in career field					

Comment Box:

Signature: _____ **Date:** _____.

Essay Analysis and Critique Rubric

The Professional Education Unit—PEU

(College of Education and College of Arts & Sciences)

Name: _____ RAM ID: _____

Essay Topic: How will I use my content knowledge, technological skills, and cultural awareness to influence and transform the students that I work with while maintaining Ethical Standards when I become a Educator?

Applicant's Checklist

_____ Two-page minimum
_____ Typed, double spaced
_____ Times New Roman font
_____ 12 point size
_____ Introductory paragraph
_____ Minimum 3-paragragh body
_____ Concluding paragraph

Scoring Key		Appraisal	Remarks
I.	**Content**		
	3 = Well organized and developed content, good use and interpretation of professional **code of ethics**, good focus of how writer wants to impact students as an educator, understands **philosophy of education** concepts. Demonstrates awareness of Cultural impacts on Learning and Teaching.		
	2 = Some organization to content, little interpretation of professional code of ethics, questionable focus on why writer wants to become educator, questionable understanding of philosophy of education concept. Little understanding of the Impact of Cultural systems on Learning and Teaching.		
	1 = Little organization, little interpretation of professional code of ethics, little focus on why writer wants to become educator, no understanding of philosophy of education concepts. No Understanding of Cultural impacts on Learning and Teaching.		
II.	**Style**		
	3 = Fluid, easy to read, excellent use of word, descriptive, concise follows assigned task.		
	2 = Easy to read but lacking in descriptive quality, some rambling, some misuse of words, drifts from assigned task.		
	1 = difficult to follow, extensive rambling, little description, directions not followed.		
III.	**Mechanics**		
	3 = **Targeted**: Excellent command of grammar & mechanics; few, if any Errors.		
	2 = **Acceptable** : Good command of grammar & mechanics; some errors but does not impede comprehension of content		
	1 = **Unacceptable**: Poor command of grammar & mechanics; numerous errors		
	ADD Sections I thru III		
	MULTIPLY score x 11		
(Minimal Passing Score = 77)	**Total Evaluation Score**		