Paine College has a legacy of developing reflective, intellectually curious and dedicated educators. The vitality of that legacy depends on the first-year students that enter the Division of Education to make a difference in the life of a child. The fidelity of that legacy is dependent on the alumni that graduate from Paine and go on to lead in the classroom, in African-American communities and in the world. During the 2009 – 2010 academic school year, the faculty and staff within the Division of Education is committed to strengthening the vitality and fidelity of its legacy by building bridges between first-year students and alumni from the Division of Education.

During the 2009-2010 academic year, the Division will work towards strengthening the vitality of our legacy in education by increasing the number of students taking the GACE I exam prior to their sophomore year in college, and engaging students in the teacher education program during their first-year at Paine College. In addition, the Division of Education will strengthen the fidelity of that legacy by creating an education alumni organization to provide input on program development, lead mentoring opportunities for education majors and facilitate friend-raising.

This issue of “The Educator” is a tool that is designed to both engage first-year students and re-engage alumni in the process of developing the Division of Education and moving the institution toward becoming a premier liberal arts institution in the region. On behalf of the faculty and staff within the Division of Education, I invite you to join us in our endeavors to develop reflective, intellectually curious and dedicated educators.

We look forward to working with each new and returning student and alumnae to make this a productive and successful year.

Founded on the premise of preparing educators for underserved African American communities, Paine College continues its historical legacy and embraces the challenges of current realities with a renewed commitment to prepare reflective practitioners who embrace diversity, infuse technologies and use assessment to improve instruction. To ensure attainment of this outcome, candidates follow the approved teacher education program of studies to develop in depth knowledge of instruction and assessment. This program, like all education programs at Paine College, aligns with professional, state, and institutional standards. In addition, the programs correspond with Interstate New Teacher Assessment and Support Consortium (INTASC), Georgia Professional Standards Commission, Georgia Quality Core Curriculum, and The National Council for Accreditation of Teacher Education Standards. The Division of Education offers majors in Early Childhood Education, Grades K-3 and Middle Grades Education, Grades 4-8, leading to teacher certification. Emphases in the Secondary Education program, Grades 7-12, are offered in the various divisions responsible for the major fields in biology, English, history and Mathematics.
Early Childhood Education and Middle Grade teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world, and affect later success or failure in school, work, and their personal lives. Elementary and Middle school teachers introduce children to numbers, language, science, and social studies. They use games, music, artwork, films, slides, computers, and other tools to teach basic skills.

Secondary teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world. Secondary school teachers specialize in a specific subject, such as English, mathematics, history, or biology. They teach a variety of related courses—for example, American history, contemporary American problems, and world geography.

The Georgia Association of Educators Student Program (GAE-SP) is a program sponsored by the Georgia Association of Educators and the National Education Association; helps prepare education majors for a brighter professional future. Especially for education majors, GAE’s Student Program is designed to provide college students with the opportunity to make their voice heard locally, statewide, and nationally through activities that affect their chosen profession—teaching. GAE’s Student Program works to help students make that smooth transition from the campus to the classroom by exploring the critical, non-instructional aspects of the profession. For more information, please visit www.gae.org or speak with Mr. Richard Johnson in the Division of Education.

Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2006. Of the teachers in those jobs, about 1.5 million are elementary school teachers, 1.1 million are secondary school teachers, 674,000 are middle school teachers, 437,000 are preschool teachers, and 170,000 are kindergarten teachers. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent). Employment of teachers is geographically distributed much the same as the population. Employment of preschool, kindergarten, elementary, middle, and secondary school teachers is projected to grow about as fast as average. Job prospects are expected to be favorable, with particularly good prospects for teachers in high-demand fields like math, science, and bilingual education, or in less desirable urban or rural school districts. Employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations. However, because of the size of the occupations in this group, this growth will create 479,000 additional teacher positions, more than all but a few occupations. (United States Department of Labor Bureau of Labor Statistics, Occupational Handbook 2008-09) handbook.

Elementary, Middle, and Secondary school teaching requires a variety of skills and aptitudes, including a talent for working with children; organizational, administrative, and recordkeeping abilities; research and communication skills; the power to influence, motivate, and train others; patience; and creativity. Workers in other occupations requiring some of these aptitudes include college and university faculty, counselors, education administrators, employment interviewers, librarians, preschool teachers and childcare workers, public relations specialists, sales representatives, social workers, and trainers and employee development specialists.
GACE INFORMATION

The purpose of the Georgia Assessment for the Certification of Educators is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the PSC meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

The faculty and staff in the Division of Education strongly recommend that students take the GACE I test prior to completion of their freshman year. Please keep in mind students can also be exempt from the GACE should their SAT scores be a minimum combined verbal and mathematics score of 1000 or their ACT scores be a minimum combined English and mathematics score of 43. Before registering for the GACE, identify which test(s) to take. Discuss this subject with an advisor in Education to be sure of requirements. The educator testing requirements for Georgia are available from the PSC.


For information about who must take the tests, which tests to take, routes to certification, classification of educator certificates and special Georgia requirements.

For more additional information, please visit www.gace.nesinc.com.
The college offers multiple resources to assist students with preparations for the GACE exam. Students can access the Blackboard Academic Suite™ through the Paine College website, which offers multiple study guides and other resources for students to access. Other options available at Paine College are Student Support Services, Dr. Mack Gipson Jr., Tutorial and Enrichment Center (TAC) and the Mathematics Support Center. Of course, academic counselors are always available to assist students in finding the right method to help achieve goals in passing exams.

EDUCATIONAL FINANCIAL OPTIONS

The financial aid office is ready to assist students with meeting their educational goals. In addition, there are several financial options available to students obtaining degrees. Upon admission into a teacher education program, teacher candidates become eligible for two scholarships. Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. For more information on the TEACH Grant please visit www.studentaid.ed.gov or contact our financial aid office at (706) 821-8262.
The second scholarship opportunity that students become eligible for upon admission to a teacher education program at Paine College is the Automated Data Processing (ADP) Scholarship for students majoring in a science, technology, engineering or mathematics (STEM) area and/or teaching in Biology, Chemistry, Mathematics, Biology Education or Mathematics Education. These scholarships are designed to support attendance to college to become highly qualified mathematics and science teachers as well as science professionals in the Augusta area. The scholarships are made available through the generous contributions of the ADP of Augusta.
Academic Calendar - Fall 2009

AUGUST
Thursday, August 6 - Academic Advisement and Registration
~ 8am - 12pm
Registration for pre-registered students who do not need to see advisors, 8:00-12:00 p.m.
Friday, August 7 - Academic Advisement and registration for Pre-registered students, 1:00-5:00 p.m.
Monday, August 10 - COLLEGE-WIDE REGISTRATION
A-M 8:30 a.m. – 11:30 a.m.
N-Z 1:00 p.m. – 4:00 p.m.
Tuesday, August 11 - First Day of Classes & Late Registration Begins
Wednesday, August 12: Last Day for late registration & Last Day for Class Changes (Drop and Add)

SEPTEMBER
Monday, September 7 - HOLIDAY—LABOR DAY
Tuesday, September 8 - Classes Resume
Wednesday, September 9 - OPENING CONVOCATION-FALL

OCTOBER
Tuesday, September 29-October 2 MID-TERM EXAMINATIONS
Monday, October 5 FALL BREAK/Faculty and Students
Tuesday, October 6 Classes Resume
Saturday, October 17 Sophomore Proficiency Examination in English
9:00 a.m., Haygood-Holsey, Room 210

NOVEMBER
Monday-Friday, November 2-13 - Advisement and Pre-Registration
Sunday-Saturday, November 15-21 - American Education Week
Wednesday, November 25-27 - HOLIDAY-THANKSGIVING
BEGINNS AT END OF THE DAY ON TUESDAY
Monday, November 30 - Classes Resume

DECEMBER
Thursday, December 3 - LAST DAY OF CLASSES
Monday-Thursday, December 7-10 FINAL EXAMS
Friday, December 11 - TERM ENDS

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