

UTeach Columbus Advising Notes

UTeach Columbus is an innovative program involving mathematics, science and education faculty at Columbus State University and teaching experts in local schools. Together these faculty and teaching practitioners prepare students for a career in mathematics or science. This program allows students to acquire a deep understanding of their field of study; explore mathematics or science teaching as a career; and develop the knowledge, skills, and dispositions needed for teaching. Upon completion of the program, students earn a degree in biology, chemistry, earth and space science, or mathematics and are qualified to teach in a middle school or high school after passing the appropriate state certification examinations. To enroll in the UTeach Columbus program, students should declare a major in one of the following:

- BA Biology – Secondary Education Track
- BA Chemistry – Secondary Education Track
- BS Chemistry – Applied Track
- BS Earth and Space Sciences – Secondary Education Track
- BS Mathematics – Secondary Education Track
- BS Mathematics
- BA Mathematics

Students in other Biology, Chemistry, Earth and Space Science, or Mathematics degrees or tracks not listed above may also enroll in the UTeach Columbus program, but additional hours (*i.e., more than 123 total*) will be required to complete the degree. There is also an option of completing a **UTeach minor**. The minor includes all UTeach coursework except ITDS 2125 Historical Perspectives on the Philosophy of Science & Math (*which may be taken for Area C*), UTCH 3115 Functions & Modeling (*for math majors only*), and the 12 hours of coursework taken during the student teaching semester (UTCH 4485, UTCH 4795, and SPED 4115).

UTeach Columbus Courses

Course	Course description	Field Experiences	Semesters Offered
UTCH 1201 Step 1: Inquiry Approaches to Teaching (1-1-1)	An introduction to the theory and practice that is necessary to design and deliver excellent instruction in grades 3-12. Students will have an opportunity to explore teaching in science or mathematics as a career. Course includes field experiences in elementary classrooms.	Elementary School 2 classroom observations; 3 teaching events <i>Because of the significant amount of time required to plan teaching lessons, this class is more like a lab or 2 hour class. Students must be available for a two hour block during elementary school hours at least 1 day per week. Criminal background check will be required prior to school visits.</i>	Fall & Spring
UTCH 1202 Step 2: Inquiry-Based Lesson Design (1-1-1)	<i>Prerequisite:</i> UTCH 1201 with a C or better. This course builds on the knowledge and skills developed in UTCH 1201 with an emphasis on the middle school environment and curricula. Students continue to explore teaching in science or mathematics as a career. Course includes field experience in a middle school classroom.	Middle School 1 classroom observation; 3 teaching events <i>Because of the significant amount of time required to plan teaching lessons, this class is more like a lab or 2 hour class. Students must be available for a two hour block during middle school hours at least 1 day per week.</i>	Fall & Spring

Course	Course description	Field Experiences	Semesters Offered
UTCH 2105 Knowing and Learning (3-0-3)	<i>Prerequisites:</i> UTCH 1202 with a grade of C or better or departmental approval. Critical examination of issues related to learning and knowing science and mathematics. Development of a powerful tool kit of approaches to knowing and learning in mathematics and science.		Fall & Spring
ITDS 2125 Historical Perspectives on the Philosophy of Science & Math (3-0-3)	Overview of the history and philosophical underpinnings of science and mathematics. Connections of broader history and context to science and mathematics learning.		Summer (tentative) Fall
UTCH 2215 Research Methods (3-0-3)	<i>Prerequisites:</i> UTCH 1202 with a grade of C or better. Students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Inquiries incorporate mathematics and the various science disciplines.		Fall & Spring
UTCH 3115 Functions and Modeling (3-0-3) (For math majors only)	<i>Prerequisites:</i> MATH 2115 with a C or better <u>and</u> MATH 1131 with a C or better. Explorations designed to strengthen and expand students' knowledge of topics found in secondary mathematics. Topics of investigation may include function properties and patterns, complex numbers, parametric equations, polar equations, vectors, and exponential growth and decay. Emphasis on mathematics content knowledge and content connections, as well as applications of the mathematics topics covered.		Spring
UTCH 3205 Classroom Interactions (3-1-3)	<i>Prerequisites:</i> UTCH 2105 with a grade of C or better and Admission to Teacher Education. Application of learning theories in instructional settings. Teacher candidates will design and implement instructional activities informed by their own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts. Candidates will develop awareness and understanding of equity issues and their effects on learning. Includes field experience in middle or high school classrooms.	High School/Middle School 3 classroom observations; 3 teaching events Students must be available for a two hour block during middle/high school hours at least 1 day per week and must be able to teach one period for two consecutive days during the latter part of the semester.	Fall & Spring

Course	Course description	Field Experiences	Semesters Offered
UTCH 4205 Project-Based Instruction (3-1-3) <i>Should be taken the semester prior to student teaching</i>	<i>Prerequisites:</i> UTCH 3205 with a grade of C or better and Admission to Teacher Education. Exploration of project-based instruction and development of an approach to designing, implementing and evaluating problem- and project-based curricula and processes in middle and secondary math and science classrooms. Includes field experience in middle or high school classrooms and learning centers such as Oxbow Meadows or Coca Cola Space Science Center.	High School/Middle School 2 classroom observations; 3 teaching events Students must be available for a two hour block during middle/high school hours at least 1 day per week and must be able to teach one period for three consecutive days following midterm of the semester.	Fall & Spring
UTCH 4485 Student Teaching (0- 40-9)	<i>Prerequisite:</i> Admission to Teacher Education and Student Teaching. <i>Co-requisites:</i> UTCH 4795 and SPED 4115. This course is part of the UTeach Columbus program. Observation, participation, and instruction in a middle or high school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (S/U grading) (Course fee required.)	High School/Middle School One semester, full-time student teaching experience	Fall & Spring
UTCH 4795 Student Teaching Seminar (1-0-1)	<i>Prerequisite:</i> Admission to Teacher Education and Student Teaching. <i>Co-requisite:</i> UTCH 4485. Discussion of common problems encountered in student teaching conducted in a seminar setting. (S/U grading)		Fall & Spring
SPED 4115 Teaching Math & Science to Exceptional Learners (2-0-2)	<i>Prerequisites:</i> Admission to Teacher Education and Student Teaching. <i>Co-requisites:</i> UTCH 4485. Information and techniques for designing appropriate instructional strategies for learners with disabilities, gifts, and talents.		Fall & Spring

A limited number of \$1000-1500 scholarships and internships are available for UTeach Columbus students. For more information, go to the UTeach Columbus website at <http://uteach.columbusstate.edu/scholarships.php>.

Noyce scholarships starting at \$10,000 per year are available for selected junior, senior, and post-baccalaureate students with STEM degrees, to complete secondary teaching certification programs. Scholarship recipients agree to participate in program events and teach in high-need school districts after they graduate. For more information on the Noyce scholarship, go to http://uteach.columbusstate.edu/stem/noyce_scholarship.php.

Sample UTeach Columbus Course Sequence

Note: Students planning to take more than one UTeach course per semester should discuss this with their advisor.

Freshman pathway

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8*
UTCH 1201 Step 1: Inquiry Approaches to Teaching	UTCH 1202 Step 2: Inquiry-Based Lesson Design Take GACE Program Admission Tests (if not exempt) Complete Georgia Educator Ethics – Program Entry	UTCH 2105 Knowing and Learning Apply for FBI Background Check at beginning of semester Apply for admission to Teacher Education	UTCH 3115 Functions and Modeling (for math majors only) ITDS 2125 Historical Perspectives on Science & Math	UTCH 3205 Classroom Interactions	UTCH 2115 Research Methods	UTCH 4205 Project-Based Instruction Apply for student teaching by September 15 if applying to student teach in spring semester and January 15 if applying to student teach in fall semester. Apply for graduation	UTCH 4485 Student Teaching UTCH 4795 Student Teaching Seminar SPED 4115 Teaching Math & Science to Exceptional Learners Take GACE content tests Complete Georgia Educator Ethics – Program Exit At end of student teaching, submit certification paperwork

Sophomore pathway

	Step 1	Step 2	UTCH 2105 Knowing and Learning ITDS 2125 Historical Perspectives on Science & Math Take GACE Program Admission Tests (if not exempt) Complete Georgia Educator Ethics – Program Entry	UTCH 2105 Knowing and Learning ITDS 2125 Historical Perspectives on Science & Math Apply for FBI Background Check at beginning of semester Apply for admission to Teacher Education	UTCH 3205 Classroom Interactions UTCH 2115 Research Methods	UTCH 4205 Project-Based Instruction Apply for student teaching by September 15 if applying to student teach in spring semester and January 15 if applying to student teach in fall semester. Apply for graduation	UTCH 4485 Student Teaching UTCH 4795 Student Teaching Seminar SPED 4115 Teaching Math & Science to Exceptional Learners Take GACE content tests Complete Georgia Educator Ethics – Program Exit At end of student teaching, submit certification paperwork
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Junior Pathway

Semester 5	Semester 6	Semester 7	Semester 8*
UTCH 1201 Step 1 UTCH 1202 Step 2 ITDS 2125 Historical Perspectives on Science & Math Take GACE Program Admission Tests (if not exempt) Complete Georgia Educator Ethics – Program Entry Apply for FBI Background Check at beginning of semester Apply for admission to Teacher Education	UTCH 2105 Knowing and Learning UTCH 3205 Classroom Interactions UTCH 3115 Functions and Modeling (for math majors only)	UTCH 4205 Project- Based Instruction UTCH 2115 Research Methods Apply for student teaching by September 15 if applying to student teach in spring semester and January 15 if applying to student teach in fall semester. Apply for graduation	UTCH 4485 Student Teaching UTCH 4795 Student Teaching Seminar SPED 4115 Teaching Math & Science to Exceptional Learners Take GACE content tests Complete Georgia Educator Ethics – Program Exit At end of student teaching, submit certification paperwork

Post-baccalaureate pathway

Semester 1 <i>(starting in summer)</i>	Semester 2	Semester 3	Semester 4*
ITDS 2125 Historical Perspectives on Science & Math Take GACE Program Admission Tests (if not exempt) Complete Georgia Educator Ethics – Program Entry	UTCH 1201 Step 1 UTCH 1202 Step 2 UTCH 2105 Knowing and Learning Apply for FBI Background Check at beginning of semester Apply for admission to Teacher Education	UTCH 3205 Classroom Interactions UTCH 4205 Project-Based Instruction UTCH 2115 Research Methods UTCH 3115 Functions and Modeling (for math majors only) Apply for student teaching by September 15 if applying to student teach in spring semester and January 15 if applying to student teach in fall semester. Apply for graduation	UTCH 4485 Student Teaching UTCH 4795 Student Teaching Seminar SPED 4115 Teaching Math & Science to Exceptional Learners Take GACE content tests Complete Georgia Educator Ethics – Program Exit At end of student teaching, submit certification paperwork

Apply for admission to Teacher Education upon completion of UTCH 1202 (see attached admission requirements).

Effective July 1, 2015, all teacher education candidates in the state of Georgia are required to have a Pre Service Certificate before entering a school for any type of field experience (except UTCH 1201 and UTCH 1202). If you are planning to apply to the Teacher Education Program, the application and supporting materials (GACE Program Admission Report, Ethics Entry Certificate, Background Check, and TK20 receipt) are due to the SAFE Office eight (8) weeks before the first day of the semester. For example, admission into Teacher Education for the spring semester requires applications to be submitted in the fall.

Deadlines for applying for admission to Teacher Education

1. Admission for Fall semester: Applications are due the last Friday in May
2. Admission for Summer semester: Application are due last Friday in March
3. Admission for Spring semester: Applications due the third Friday in November

Completed application documents must be submitted to the COEHP Student Advising Field Experience (SAFE) Office in Frank D. Brown Hall on the Riverpark Campus.

Apply for admission to Student Teaching by September 15 if applying to student teach in spring semester or by January 15 if applying to student teach in fall semester (see attached admission requirements).

Students should meet with their assigned academic advisor to discuss core curriculum and content course requirements.

*No other courses may be taken with student teaching unless an exception is approved by the UTeach Columbus Co-Directors.

Requirements for Admission to Teacher Education

- Completion of UTCH 1202 with a grade of C or better.
- Completion of 45 earned semester hours with an overall GPA of 2.50 or better on all transcripts and a CSU GPA of 2.50 or better
- Maintain a CSU and overall GPA of 2.50 or better
- Satisfactory performance on all three parts of the GACE Program Admission examination or an exemption based upon satisfactory scores on the SAT or ACT tests (Documentation of GACE scores or exemption scores must be presented to the SAFE Office)

Exemption Scores

SAT – 1000 (combination of Verbal and Math scores)

ACT – 43 (combination of English and Math scores)

- Completion of a satisfactory FBI background check with fingerprints to ensure no criminal record and no discharge from the armed services that would prevent recommendation for teacher certification. Instructions and applications for the FBI background check can be found at safe.columbusstate.edu or can be picked up in Jordan Hall, Room 107.
- Complete the Program Entry level (350) of the Georgia Professional Standards Commission's Georgia Educator Ethics Assessment. The fee for this test is \$30. Go to GaPSC.com and login or create a mypsc account. Once created, go to your mypsc account and click assessments. Scroll down to number 7 and click on add. **Please note: You must add Columbus State University as a score recipient in order for us to get your results!**
- Purchase a TK20 subscription. Attach a receipt or print screen with current TK20 account information to your application. The cost is \$110 for a seven-year subscription. <https://columbusstate.tk20.com/>
- Have not been removed from or denied admission to a teacher education program or student teaching at another institution
- Failure to disclose information and/or submission of false information will result in immediate dismissal from the College of Education and Health Professions Teacher Education Program
- Before you are admitted to Teacher Education, you must complete a Pre-Service Certification Application which can be completed in the SAFE office. Please bring your driver's license with you for identification.

Effective fall 2015: "Candidates enrolled in initial teacher preparation programs are required to attempt all state-mandated assessments prior to program completion. Candidates will only be recommended for certification by CSU upon successful completion of all program requirements and state-mandated assessments."

*For information on GACE, go to <http://gace.ets.org/>

Student Teaching

Students will spend one semester (15 weeks) in full-time teaching activities under the supervision of a classroom teacher in middle or secondary schools. Guidelines for submission to student teaching are as follows:

- Students must be recommended by their academic advisor before submitting their applications to the Coordinator of Student Teaching.
- Deadlines for submitting student teaching applications are September 15 for students applying to student teach spring semester and January 15 for students applying to student teach fall semester.
- Students must be members in good standing in the Teacher Education Program prior to submitting the student teaching application.
- Students must have a minimum score of three on each component on both the MAP and the Dispositions Evaluations.
- Students must complete all courses related to major with a grade of "C" or better unless otherwise approved by the program coordinator. Students need to contact their program coordinators for specific information regarding the approval process.
- Students may not hold outside employment during the semester of student teaching without permission from the coordinator of student teaching.
- Students must hold current CPR/First Aid certificates and provide the Office of College Education and Health Professions Student Advising and Field Experiences proof of liability insurance before being allowed to register for student teaching course(s).
- Students who apply for student teaching must not have previously withdrawn from, been denied admission to, and/or been removed from student teaching at CSU or another institution unless otherwise approved by the coordinator of student teaching.

Students will submit the student teaching application to their advisor and/or program coordinator for approval. The advisor/program coordinator will approve the application and then submit it to the Coordinator of Student Teaching.

Georgia Educator Ethics – Program Exit

Beginning January 1, 2015, if you complete a state-approved educator preparation program for an initial teaching field, you must attempt Georgia Educator Ethics – Program Exit (360) prior to program completion.

If you complete a state-approved traditional educator preparation program, you must pass Georgia Educator Ethics – Program Exit as part of the requirement to hold either an Induction Certification or a Certificate of Eligibility. Note: If you complete your state-approved educator preparation program by December 31, 2014, you are exempt from passing the Georgia Educator Ethics assessment if all certification application materials are received by the GaPSC's Certification Division by March 1, 2015.