

CLARK ATLANTA UNIVERSITY



DEPARTMENT OF CURRICULUM AND INSTRUCTION 2020-2021



STUDENT HANDBOOK

Undergraduate & Graduate Students
Programs of Study
Elementary Education
Educational Studies—Child Development
MAT in Mathematics and/or Science Education
Masters in Special Education
Postbaccalaureate Certification

Organizing Theme of the School of Education:

Preparing Critical Thinking Change Agents for Urban Schools and Communities

The **Conceptual Framework** of the School of Education is embodied in one phrase: Preparing Critical Thinking Change Agents to improve Academic outcomes in diverse schools and communities. The **CF** is expanded by the identified knowledge, skills, and dispositions that undergird the academic programs to prepare teachers and school leaders.

All programs in the department are accredited by the Higher Learning Commission of SACS-Southern Association for Colleges and Schools, NCATE- National Accrediting Association for Teacher Education, NOW CAEP, and the Georgia Professional Standards Commission.

Dr. J Fidel Turner, Jr., Dean

Student Handbook

Welcome to the Department of Curriculum and Instruction's Student Handbook. It is the official source for the department. It provides students – undergraduate and graduate – with an overview of the processes and procedures that govern and guide programs in the department.

Students are encouraged to familiarize themselves with the content of the student handbook. Curriculum and Instruction students agree to comply with the rules and regulations detailed in the handbook. Ignorance of a policy or regulation will not be considered as an excuse for failure to observe a policy or regulation. Please take the time to review this document and become familiar with the details of your program of study. You are responsible for familiarizing yourself with the contents of the Student Handbook as well as the policies therein.

If you have any questions or concerns at any time during your matriculation, please contact our faculty, your advisor, the staff or chair. WE are here as part of your support system.

All students are expected to abide by the Student Code of Conduct as outline by the Georgia Code of Ethics as well as the University's as spelled out in the Clark Atlanta University's catalog.

The department reserves the right to alter the regulations and policies stated herein at any time.

Dear Prospective Students and Teacher Candidates:

Welcome to the Department of Curriculum and Instruction. We are pleased to learn of your interest in teacher education at either the undergraduate or graduate level. Your decision is a viable one because there is a tremendous demand for Pre-Kindergarten to Grade 12 teachers throughout our nation. Further, the need for ethnic and cultural diversity in the teaching force continues to grow. Our programs are highly successful in producing an appreciable percentage of these teachers for Georgia, the region, and the nation.

The department, through its Teacher Education Programs, offers a major leading to the Bachelors of Arts degree in Elementary Education (pre-K to Grade 5.) The department offers the Professional Education sequence of courses required for professional teacher certification. All programs are approved by the Georgia Professional Standards Commission (PSC). The School of Education is also accredited by the National Council for the Accreditation of Teacher Education. Council for the Accreditation of Education (NCATE), NOW CAEP.

While the Department of Curriculum and Instruction maintains as its primary focus the preparation of classroom teachers, it also has an option for those who choose not to pursue the Teacher Education Certification Program. The Educational Studies Program is for candidates who wish to prepare themselves for other career options where the degree in Educational Studies is applicable.

We have a tradition of producing educators who are critical thinking change agents for the urban environments of tomorrow. Our department's organizing theme is that effective schooling requires an elite cadre of teachers skilled in the facilitation of remaking cultures, reclaiming legacies, and celebrating heritages. We are prepared to make sure your education enables you to be and do these things for urban African Americans and other historically excluded ethnically and culturally diverse learners. We expect you to use advanced technological tools and skills in teaching and structuring learning experiences, and to be culturally sensitive to the human development and life-skills needs of learners in your classrooms.

Our faculty members are recognized for the quality of their scholarship and for their attention to students' needs for guidance and advisement. Take full advantage of the help they can provide, and you will be able to achieve your goal of becoming a professionally certified teacher. This handbook is designed to provide information on the requirements and procedures that will guide you as you pursue education that leads to professional certification in your specialty field or the degree that will lead to preparation for the work force.

Yours truly,

Dr. James C. Young, Professor, Handbook Editor, and Former Department Chairman

Faculty:

Dr. Felicia Mayfield, Department Chairman

Dr. Rebecca Dashiell-Mitchell

Dr. Doris Terrell

Dr. Ruby Thompson, Emeritus

Dr. James Young

Adjunct Faculty: the department employs a number of highly qualified adjunct professors to complement its faculty. These individuals bring a rich background of experiences and information from the PreK- 12 school experience. Our current team of adjunct professors bring knowledge and skills [in the areas of literacy, reading, special education, mathematics, science, and educational technology.

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CLARK ATLANTA UNIVERSITY (CAU)
School of Education
Department of Curriculum and Instruction
Teacher Education Programs

I. INTRODUCTION

Education is currently a highly viable career choice. Nationwide, there is a growing demand for teachers at all grade levels from pre-kindergarten to grade 12. With the current focus on diversity, school systems are reaching out as never before to hire an ethnically and racially diverse faculty and staff. The Teacher Education Programs of the Department of Curriculum and Instruction, at CAU are fully accredited by the Professional Standards Commission (PSC) of the State of Georgia and by the National Council for the Accreditation of Teacher Education (NCATE). Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's, Master's, Specialist, and Doctor's degrees. These programs have produced an appreciable number of these teachers for Georgia, the region and the nation. This student handbook provides undergraduate students with information about requirements and procedures for programs that prepare them to teach at these levels.

The Department of Curriculum and Instruction offers majors leading to the Bachelor of Arts degree in the following areas:

The former Early Childhood-Elementary Education (Teacher Certification Program Pre-K through grade 5), now Elementary Education

Educational Studies

Additionally, the department collaborates with the School of Arts and Sciences to offer certain majors in the Professional Course Sequence, and the Student Teaching required for teaching certification in the State of Georgia. For some students, these additions will require more than the usual four-year college career. The majors that may be accompanied by the Professional Course Sequence and Student Teaching are as follows:

MAT In Secondary Education Teaching Fields:

Mathematics

Broad Field Science (with a Biology, Chemistry or Physics major)

Masters in Special Education

Biology (Emerging Fall 2021)

II. THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is the basis upon which all of its programs and courses are grounded. Key to that conceptual framework is the belief that the programs of the School will produce educators who are critical thinking change agents who will positively impact the lives of learners, particularly those in urban environments.

Graduates of the programs of the School of Education will be adaptable in a changing multicultural, pluralistic society. They will be grounded in a solid knowledge base, will be competent in communication skills and interpersonal skills and will be technologically literate. They will have high self-esteem, will practice civility and team building, will engage in sound research practices and will believe in life-long learning.

Participation in program courses and activities will move students toward becoming the kinds of educators envisioned in the School's conceptual framework.

Mission

The CAU SOE's three-pronged mission is to serve urban schools and communities and to improve learning for P-12 students by: preparing graduates who are critical thinking change agents, conducting research on critical educational issues, and providing service to African Americans and members of other historically excluded groups.

Vision

Within this first decade of the 21st century, CAU SOE intends to be recognized as a leading national institution for the preparation of teachers, administrators, and school service personnel for urban schools and communities. The expected outcomes of this vision are graduates, at the initial and at the advanced levels, who are highly motivated change agents, responsive to the needs of diverse populations, technologically competent, and motivated to resolve problems affecting urban education. These outcomes are justified in light of the social, economic, and political realities in urban schools and communities.

Essential Elements of the Theme

The CAU SOE, working collaboratively with Arts and Sciences faculty, public schools, and other community agencies assume responsibility for producing educators who are keenly aware of, sensitive to and effective in teaching *all* students, especially those in urban environments. Part of the preparatory process involves ensuring that educators know and are able to use the appropriate content,

pedagogical knowledge and clinical experiences that translate into excellent professional practices that promote student learning.

Critical Thinking

Critical thinking is essential for preparing change agents. The skills and dispositions inherent in critical thinking lend themselves to the tasks of critiquing the structural realities of education and society, deconstructing negative images and myths, generating critical theories of urban education that reflect cultural truths, designing culturally responsive multicultural curricula for urban learners, and adding authentic voices in the political and policy arenas where, according to Kailin (2002), there is a lack of racial and ethnic representation.

Change Agents

Given that the current system has not effectively served some groups, change is needed. Change agency refers directly to the Grant and Sleeter model (1999), “Education that is Social Reconstructionist.” This model directly promotes the notion of education as political activism and socially transforming. Educators who are change agents actively promote cultural pluralism, critique the system, advocate for involving students in democratic decision making, and effectively include formerly excluded groups into the total schooling process. This concept suggests that the schooling process should target the improvement of both social and academic goals for all students and provide opportunities for students to analyze inequality and societal oppression and develop skills to change the existing social structure.

Urban Schools and Communities

Studies abound have attested to the crisis in the nations urban schools that report alarmingly high incidences of negative indicators (truancy, dropout rates, overcrowding, violence, and academic underachievement) and low incidences of positive indicators (teacher morale, parental involvement, and academic rigor). Additionally, these characteristics of urban schools are not unique to American society; rather they are pervasive in urban areas internationally.

Knowledge Bases, theoretical Constructs and Philosophical Underpinnings

The theoretical constructs that underpin the CAU SOE’s conceptual framework are knowledge, skills, and disposition. Programs in the department are governed by professional and state standards, i.e. INTASC, NAEYC, NCATE-now CAEP, CEC, and GAPSC.

INTASC – The Interstate Teacher Assessment and Support Consortium, organized through the Council of Chief State School Officers, offers a set of model core

teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the work force. The ten (10) standards are woven into all course work.

NAEYC (Birth to 8 years old) – Standards from National Association for the Education of Young Children, provide guidance for programs and services for young children and families.

NCATE (FORMERLY—NOW CAEP) – National Council for the Accreditation of Teacher Education accredits schools, colleges and departments of education that prepare candidates for teacher education.

Georgia Professional Standards Commission. The governing body for teacher certification and licensing in Georgia. This commission is guided by standards from INTASC, NAEYC, and CAEP

CEC – Council for Exceptional Children – Guides the field of special educators by the professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

NCTM—National Council of Teachers of Mathematics—SPA standards

NSTA—National Science Teacher Association—SPS standards

Banks' Dimension Model. The Banks' Dimensions Model, consisting of five components, indicates that effective multicultural programs involve the total school program including curriculum, instructional strategies, staffing patterns, and school policies and procedures. Banks' model further suggests that schools be proactive in promoting positive intergroup relationships. He further advocates the importance of students' examining the construction of knowledge. According to Banks, students should question what knowledge is most important, why it is important and whose agenda this knowledge promotes.

Grant and Sleeter's Model. Grant and Sleeter's Model refers to education as Multicultural and Social Reconstructionist, suggesting that the schooling process should target the improvement of both social and academic goals for all students. In addition, it advocates that students analyze inequality and societal oppression and develop skills to change the existing social structure.

Critical Race Theory (CRT). CRT places race at the center of critical analysis. CRT scholars analyze racism's impact on individuals, institutions, and culture.

(SECTION Revised September, 2017)

III. PROGRAM GOALS

The goals of these programs are to provide the pre-service teacher with:

A broad background in the liberal arts, mathematics, the natural and social sciences and technology;

An understanding of the field of education and its variety of settings and possibilities;

Opportunities to work with urban, culturally and ethnically diverse youth in varied educational settings using appropriate pedagogy;

Application of curricula and instructional principles of the specialty/subject area;

Experiences in applying affective, cognitive and psycho-motor learning principles in curricula and instructional practices;

Practice in integrating and using the content, methodology and instructional materials of specialty/subject area;

Experience in planning, implementing, forecasting, evaluating and changing programs in various educational settings, using best practices concepts for modern education;

Expertise in the technology necessary to provide contemporary learners with up-to-date learning experiences.

IV.

**Clark Atlanta University
School of Education
Department of Curriculum and Instruction**

Policy on Attendance and Punctuality

The CAU undergraduate catalog issues the following statement on attendance: students should attend all classes for which they are enrolled. Official enrollment is required for class attendance and punctuality in classes is expected. A student **must** attend each class within the first two weeks following the official start of the semester. Each instructor has the responsibility to establish a requirement for attendance and participation in all course activities and include it in the course syllabus. When a student is absent, instructors may accept a student's explanation for absence or refer the student to the designated authority for an official Absence Excuse Form. When a student has missed an examination or failed to meet the deadline for an assignment, he/she must obtain an Official Absence Form.

Stopped Attendance: A student who has stopped attending class is one who has not attended class for three consecutive weeks and has **not contacted** his/her professor to discuss issues surrounding the nonattendance.

More specifically, in the Department of Curriculum and Instruction, the requirement for class attendance is as follows (THESE GUIDELINES ARE NOT APPLICABLE DURING ONLINE INSTRUCTION):

- Students must attend 85% of the scheduled classes (**Anything beyond 2 absences means less than 85% attendance**)
- Students must be punctual and spend the majority of the time scheduled time in class (**Leaving early for any reason reduces the time spent in class**)
- Points will be deducted for each unexcused absence beyond the first two.
- For punctuality, the faculty in the Department of Curriculum and Instruction subscribe to this policy – one point will be deducted for each tardiness beyond the first two unexcused absences.

V. ADMISSION REQUIREMENTS FOR THE PROGRAMS

A. Students apply as declared education majors during the admissions process to the University. There is an application packet each student must complete. These forms are found in the Department of Curriculum and Instruction (218 Clement Hall). These packets are completed during the first or not later than the second semester of their first year. To be admitted, students must have:

- ❖ An overall GPA of 2.50 or better in their core courses as verified on a transcript from Banner Web. A 3.0 is required for certification program entry for each cohort average per the CAEP standard 3.
- ❖ grades of "C" or better in English Composition I and II and the Speech course and the Mathematics courses specified by each program that satisfy Core Requirements of the University (verified by a transcript);
- ❖ a minimum average score of "3" on Student Appraisal forms completed by two professors, one of whom must be a member of the Department of Curriculum and Instruction
- ❖ a satisfactory interview with a Department of Curriculum and Instruction faculty member, verified by an Interview Rating Form; and
- ❖ No existing evidence of having engaged in inappropriate social or personal behavior.

(Clark Atlanta University Undergraduate Catalog 2018)

B. Students must have passed GACE I or may be exempted if high enough scores are obtained on the SAT, ACT or GRE. Exemption scores may be changed by the State of Georgia the scores are as follows:

- ❖ SAT exemption: 1080 total (verbal plus mathematics)
- ❖ GRE exemption: 1030 total (verbal plus quantitative)
- ❖ ACT exemption: 43 composite (verbal plus mathematics)

Students will receive notification from the Department of Curriculum and Instruction informing them of their status in regard to acceptance. Students accepted in Early Childhood Programs will be assigned an advisor who is a faculty member in their area. The same applies to students accepted into the Educational Studies Program, MAT, Special Education, and Post Baccalaureate.

VI. GACE

WHO MUST PASS Program Admission and GACE II

All students who apply for certification by the State of Georgia after July 1, 2015 must have passed GACE I PAA Program Admissions Assessment and GACE II in their content field. The State of Georgia sets and changes the exemption scores from time to time. It is important to check to determine what the current exemption scores are. As of fall 2015 students who presented official score reports as indicated below were exempt from the GACE I requirement. These exemptions were/are:

- ❖ SAT exemption: 1000 now 1080 total
- ❖ GRE exemption: 1030 total
- ❖ ACT exemption: 43 composite (verbal plus mathematics).

WHAT ARE THE TESTS?

Program Admission and GACE II are standardized tests developed by the Educational Testing Service (ETS) in Princeton, New Jersey. Both tests require "essay," as well as multiple-choice responses.

WHEN DO STUDENTS TAKE THE TESTS?

Students must have passed GACE I to be accepted into the Teacher Education Program at CAU. Currently, students in Elementary Education, Post Baccalaureate, Broad Field Science 6-12 and MAT Mathematics 6-12 must pass GACE I to enroll in any 200 or above level course in the School of Education. Students must have passed GACE II in their field in order to be accepted into Student Teaching at CAU. It is strongly recommended that before taking GACE I and II, students participate in practice tests offered to CAU students at no charge to determine readiness to take the tests.

VII. ADVISEMENT PROCEDURES

During 1st Year Orientation/First Year Seminar

A. Students enrolled in sections of First Year Seminar for those interested in Early Childhood Education or Educational Studies receive information about required courses and procedures as a part of the course. Group advisement sessions are held. Students with additional questions are encouraged to make appointments with the Department Chair. Those who have passed GACE I (or who are exempt) are assigned an advisor in their program area. Although students will not be officially admitted into the program until the end of the first year, each will be provided with a copy of this booklet and will begin an advisement procedure with a faculty member from the department.

B. By the end of the first year, each student's **Advisement Folder** in the department should contain:

Application for Admission to the program

Completed Admission Interview Form

Copy of report of passing GACE I scores (or exemption scores as described in the Admissions Requirements section of this handbook)

Two Appraisal Forms completed by CAU professors (one in the Department of Curriculum and Instruction, and one outside of the department with at least an average score of 3 on each

Updated transcript

Checklist with up-to-date notations and documentation in regard to admissions criteria.

C. Upon review of all documents in the folder, students will be notified of their status, and a letter of admission status will be placed in the student folder.

D. Students will continue to meet with department advisors. And, in the case of Secondary Education students, major department advisors during each pre-registration period to stay on track in regard to all program and State of Georgia requirements, including those for Student Teaching. Only key prerequisites for Student Teaching are noted in this booklet in Section VIII: "Key Prerequisites for Student Teaching." Full prerequisites are explained in the "Pre-Student Teaching Handbook" available in the Department of Curriculum and Instruction Office. **They include passing both GACE I and GACE II in the appropriate field.**

ePortfolio –

The purpose of eportfolio, is to measure novice teachers readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers:

- Develop knowledge of subject matter, content standards, and subject specific pedagogy
 - Develop and apply knowledge of varied] students' needs
 - Consider research and theory about how students learn
 - Reflect on and analyze evidence on the effects of instruction on student learning.
- E. Each candidate must complete the e –portfolio.

VII. KEY PREREQUISITES FOR STUDENT TEACHING

Students take the two 12-credit Pre-Service Teaching courses for their certification area during their next to last and last semester of undergraduate work may take an additional course as long as it does **not interfere** with student teaching. Students commit the entire year to Pre-Service Teaching. Early in the semester prior to the one in which they wish to student teach, students must submit a written Field Placement Request to the Director for Field Services. Each student must complete all of the required documents prior to student teaching as required by the Georgia Professional Standards Commission. These documents are housed in the Department of Curriculum and Instruction and must completed prior to any field based assignment.

Key requirements are as follows. Students must:

- have been admitted into the Teacher Education Program
- possess a current GaPSC certificate or pre-service certificate
- have passed appropriate GACEII content tests)
- Have an overall GPA of 3.0 or better - have a minimum grade of "C" in all professional and specialized education courses at the time of application
- acquire liability insurance

VIII. BACKGROUND CHECK POLICY—See clarification in the Addendum

Beginning the second semester of the freshman year as a part of First Year Seminar or as soon as an interest in teacher education is indicated, candidates/potential candidates are responsible for having criminal background checks performed at the beginning of each semester. Required information is to be provided each semester no later than the third class meeting. Background checks with fingerprinting may be required at the following three times:

- At the initial background check,
- At admission to teacher education, and
- At admission to pre-service teaching.

During other semesters, fingerprinting is optional. NOTE: The GaPSC does its own background checks prior to the issuance of the pre-service certificate.

Until Georgia publishes specific guidelines, students whose criminal background checks reveal felony convictions will be counseled to explore having their records

expunged and informed that, if this is not possible, they should change majors or explore teacher education at another institution. Those whose criminal background checks reveal felonies pending

- will not be permitted to participate in field experiences and
- will need to withdraw from Practica and co-requisite classes

Until they are cleared of charges and/or their records are expunged.

VIII. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

In addition to membership in SGAE (Students Georgia Educators Association; free online; provides required liability insurance for field experiences), students will learn about program-specific opportunities for professional involvement from program faculty members.

Elementary Education

Clark Atlanta University
School of Education, Department of Curriculum
REVISED PLANNED PROGRAM FOR
Bachelor of Arts in Elementary Education
PROGRAM ADVISEMENT SHEET and SUGGESTED FOUR-YEAR SCHEDULE
(122 Semester Hours)

Student's Name: _____ Date: _____

SS # _____ - _____ - _____ HS GPA _____ SAT/ACT Score: _____

Local Address: _____

Local Home Phone: _____

FRESHMAN YEAR SCHEDULE (16 credit hours)

First Semester (16 credit hours)

Course #	Title	Hours	Grade
CGED 100	First Year Seminar (with Service learning)	1	_____
CSTA 101	Fundamentals of Speech	3	_____
CFLS 101	Elementary Spanish or French	3	_____
CMAT 105	Pre-Cal I OR CMAT 103 Algebra I	3	_____
CENG 105	English Composition I	3	_____
CHIS 212	History of the United States	3	_____

Second Semester (16 credit hours)

Course #	Title/Hours	Hours	Grades
CGED 101	First Year Seminar II (with Service learning)	1	_____
CBIO 101	Biological Science or other core that satisfies...	3	_____
CENG 106	English Composition II	3	_____
CMAT 106	Pre-Cal II OR CMAT 105	3	_____
CECE 200	Introduction to ECE	3	_____
CEDC 262	Education Technology	3	_____

ADVISEMENT NOTES: ECE majors must register for Pre-Professional Seminar, the preparation course for passing the GACE I: unless they are exempt from GACE I (verbal and math = 1200 on SAT or 43 on ACT).

Suggested Summer School Schedule of courses (if needed).

- 1.
- 2.
- 3.

Advisor's Signature: _____

Date: _____

Clark Atlanta University
School of Education, Department of Curriculum
REVISED PLANNED PROGRAM FOR
BACHELOR OF ARTS IN ELEMENTARY EDUCATION
PROGRAM ADVISEMENT SHEET and SUGGESTED FOUR-YEAR SCHEDULE
(122 Semester Hours)

Student's Name: _____ Date: _____

Student # _____ HS GPA _____ SAT/ACT Score: _____

Local Address: _____

Local Home Phone: _____

SOPHOMORE YEAR SCHEDULE (34 credit hours)

First Semester (15 credit hours)

<u>Course#</u>	<u>Title</u>	<u>Hours</u>	<u>Grades</u>
CECE 206	Foundations of Mathematics for Teachers	3	
CEDF 211	Foundations of Education – The Urban	3	
CECE 213	Practicum I Observing & Exploring	3	
CECE 201	Literacy in Early Childhood Education	3	
CART 150	Art Appreciation	3	

Second Semester (15 credit hours)

CECE 202	Literacy in ECE II	3	
COUN 301	Educational Psychology	3	
CECE 302	Child Development – The Urban Learner	3	
CEDC 360	Educational Measurement	3	
	Elective	3	

Course # Title Hours Grades

Students pass GACE I, and apply for admission to the Teacher Education Program in the spring semester (or provide evidence of exemption from GACE I -- SAT Composite Score – 1200/ACT – Composite Score 43).

Suggested Summer School Schedule of courses (if needed).

- 1.
- 2.

1. GACE I Scores: _____

2. ACT _____

3. SAT _____

Advisor's Signature: _____

Date: _____

Clark Atlanta University
School of Education, Department of Curriculum
REVISED PLANNED PROGRAM FOR
BACHELOR OF ARTS IN ELEMENTARY EDUCATION
PROGRAM ADVISEMENT SHEET and SUGGESTED FOUR-YEAR SCHEDULE
(122 Semester Hours)

Student's Name: _____ Date: _____

SS # _____ - _____ HS GPA _____ SAT/ACT Score: _____

Local Address: _____

Local Home Phone: _____

JUNIOR YEAR SCHEDULE (36 hours)

First Semester (18 credit hours)

<u>Course #</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>
CECE 313	Practicum II Planning & Instructing	3	
CECE 415	Methods of Teaching Reading and Writing	3	
CECE 426	Integrated Teaching of Math and Science	3	
CECE 452	Integrated Teaching of Social Studies and Lang. Arts	3	
CECE 404	Early Childhood Curriculum and Teaching Methods	3	
	Elective	3	

Second Semester (18 credit hours)

<u>Course #</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>
CECE 316	Practicum III {Planning, Connecting, and Assessing}	3	
CHPE 404	Methods of Teaching ECE Health & Physical Ed	3	
CECE 498	Developing Family & Community Relationships	3	
CEDC 408	Multicultural and Global Education	3	
CEDS 425	Introduction to Exceptional Education	3	
	Elective	3	

ADVISEMENT NOTES: Pre-Senior Year Requirements:

1. GACE I is a prerequisite for 300 and 400 level courses in the School of Education.
2. Admission Interview Form Completed
3. Completion of GCAE II workshops: _____ Yes _____ No

Suggested Summer School Schedule (if needed) or Other Notes:

- 1.
- 2.

Advisor's Signature: _____ Date: _____

Clark Atlanta University
School of Education, Department of Curriculum
REVISED PLANNED PROGRAM FOR
BACHELOR OF ARTS IN ELEMENTARY EDUCATION
 PROGRAM ADVISEMENT SHEET and SUGGESTED FOUR-YEAR SCHEDULE
 (122 Semester Hours)

Student's Name: _____ Date: _____

SS # _____ - _____ HS GPA _____ SAT/ACT Score: _____

Local Address: _____

Local Home Phone: _____

SENIOR YEAR SCHEDULE (12 credit hours)

First Semester (12 credit hours)

<u>Course #</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>
CECE 444	Pre-Service Teaching – ECE –Elementary Education Residency Concurrent course work not permitted All other course work must be completed first Passing of GACE I and II a prerequisite for Pre-Service Teaching	12	

Second Semester (12 credit hours)

<u>Course #</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>
CECE 445	Student Teaching in ECE {K-5} Pre-Service Teaching ECE –Elementary Ed Residency II Concurrent course work not permitted All other course work must be completed	12	

560 Clock Hours – 16 weeks each semester.. **NO OTHER COURSES ALLOWED**

Pre-requisites for Student Teaching Check: (documentation required):

1. Overall GPA: 3.0 from up-to-date transcript.
2. Total Credit Hours Earned To-Date: _____
3. Passed GACE II: Elementary Education: Content Exercises section:

4. Passed GACE II: Elementary Education: Curriculum, Instruction, and
Assessments section: Score: _____
5. Cleared for Student Teaching? _____ Yes; if _____ No, explain:

GRADUATING SENIOR CHECKLIST

- ___ 1. Advisement Folder Complete? ___ Yes ___ No: Check items:
___ a. Application for Teacher Education.
___ b. Admission/Retention/Continuation Criteria met.
___ c. Clinical Practicum Evaluation Form on file.
___ e. Two Appraisal Forms and Senior Interview Form completed/on file.
___ f. Student Teaching Evaluation filed.
___ g. Transcript (up-to-date, including all earned courses).

___ 2. Application for Graduation.

___ 3. Requirements on the Graduation Clearance Sheet Completed.

Advisor's Action: Cleared for graduation? ___ Yes ___ No:

(If answer is "no" state the reasons on the back of this page.)

Advisor's Signature: _____ Date" _____

*I Included in this process is the submittal of an E-folio

**Clark Atlanta University
School of Education, Department of Curriculum**

**EDUCATIONAL STUDIES—Child Development
PLANNED PROGRAM
122 Credit Hours**

FRESHMAN YEAR

First Semester

16 HOURS	TITLE	HOURS	GRADE
CGED 100	First Year Seminar	1	
CFLS 101	Elementary Spanish or French	3	
CSTA 101	Fundamentals of Speech	3	
CENG 105	College Composition	3	
CMAT 105	Pre-Calculus	3	
CHIS 212	History of the United States	3	

Second Semester

16 HOURS	TITLE	HOURS	GRADE
CGED 101	First Year Seminar	1	
CBIO 101	Biological Science or course satisfaction	3	
CMAT 106	Pre-Calculus II	3	
CECE 200	Introduction to ECE	3	
CENG 106	College Composition II	3	
CEDC 262	Education Technology	3	

ADVISEMENT NOTES: ECE majors must register for Pre-Professional Seminar, the preparation course for passing the GACE I, unless they are exempt from GACE I (verbal & math = (verbal & math = 1000 SAT or 43 on ACT).

Suggested Summer School Schedule of courses (if needed).

- 1.
- 2.
- 3.

Advisor's Signature: _____

Date: _____

**Clark Atlanta University
School of Education, Department of Curriculum**

**EDUCATIONAL STUDIES—Child Development
PLANNED PROGRAM**

First Semester

15 Hours	Title	Hours	Grade
CECE 206	Foundations of Mathematics or Teachers	3	
CEDF 211	Foundations of Education – The Urban Reality	3	
CECE 214	Professional Engagement I	3	
CECE 201	Literacy In Early Childhood I	3	
CART 150	Art Appreciation	3	

Second Semester

15 Hours	Title	Hours	Grade
	Elective	3	
Coun 301	Educational Psychology	3	
CEDC 303	Human Relations	3	
CECE 304	Classroom Management	3	
CECE 314	Creative Development	3	

ADVISEMENT NOTES:

Suggested Summer School Schedule of courses (if needed).

- 1.
- 2.
- 3.

1. GACE I Scores: _____

2. ACT _____

3. SAT _____

Advisor's Signature: _____

Date: _____

**Clark Atlanta University
School of Education, Department of Curriculum**

**EDUCATIONAL STUDIES—Child Development
PLANNED PROGRAM**

First Semester

18 HOURS	TITLE	HOURS	GRADE
CECE 315	Professional Engagement II: Planning And Instructing	3	
CECE 405	Preschool Program Development	3	
CEDC 408	Multicultural & Global Ed	3	
CHPE 413	Health Educ. Curric.. And Methods	3	
CECE 415	Methods o Teaching Reading and Writing Elective	3	

Second Semester

18 Hours	Title	Hours	Grade
_____	Elective	3	_____
CEDC 401	Infants and Toddlers Development	3	
CECE 404	Early Childhood Curric. And Methods	3	
CHPE 404	Methods of Teaching ECE Health & Phy. Ed.	3	
CECE 414	Professional Engagement III	3	
CEDS 425	Introduction to Exceptional Education	3	

ADVISEMENT NOTES: Pre-Senior Year Requirements:

Suggested Summer School Schedule (if needed) or Other Notes:

- 1.
- 2.
- 3.

Advisor's Signature: _____ Date: _____

**Clark Atlanta University
School of Education, Department of Curriculum**

**EDUCATIONAL STUDIES---Child Development
PLANNED PROGRAM**

Senior Year

First Semester

12 Hours

CECE 492

Title

Cooperative Education

All other course work must be completed

Hours

12

Grade

Second Semester

12 Hours

CEDC 493

Title

Cooperative Education

Hours

12

Grade

GRADUATING SENIOR CHECKLIST

____ 1. Advisement Folder Complete? ____ Yes ____ No: Check items below:

- ____ a. Application for Educational Studies
- ____ b. Admission/Retention/Continuation Criteria met.
- ____ c. Admission Interview Form completed.
- ____ d. Pre-professional Lab Evaluation Form on file.
- ____ e. Two Appraisal Forms on file.
- ____ f. Senior Interview Form completed and on file.
- ____ g. Coop Education Evaluation filed.
- ____ h. Transcript (up-to-date, including all earned courses).

- ____ 2. Application for Graduation.
- ____ 3. Requirements on the Graduation Clearance Sheet Completed.
- ____ 4. CAU Senior Exit Exam.

Advisor's Action: Cleared for graduation? ____ Yes ____ No:

(If answer is "no" state the reasons on the back of this page.)

Advisor's Signature: _____ Date _____

M.A. in Special Education General Curriculum

Admission Requirements

In addition to the requirements specified on the Clark Atlanta University website, applicants must submit passing scores on the Georgia Assessment for the Certification of Educators (GACE) Program Admission assessment, an acceptable substitution, or have an exemption. Students who already have a master's degree are exempt. All exemptions are subject to change as specified by the Georgia Professional Standards. Applicants must submit GRE scores of at least 141 on the Verbal and 137 on the Quantitative sections and must also pass the Georgia Ethics Assessment test code 350 prior to admission.

Program Requirements

The program consists of 36 hours and includes a practicum and internship. Students will be placed in schools or may remain in their current school placement, provided it meets the requirements to serve as a field experience. Students must also pass a comprehensive exam within two attempts.

Certification Requirements

Students who wish to be certified must pass the GACE for special education general curriculum and the Georgia Ethics Assessment test code 360. Students must also submit and pass the edTPA portfolio. The fee associated with the submission of the edTPA portfolio is the responsibility of the student.

Clark Atlanta University ~ School of Education ~ Curriculum and Instruction
PLANNED PROGRAM FOR THE MASTERS OF ARTS DEGREE
SPECIAL EDUCATION GENERAL CURRICULUM

Name _____	Admission Date _____	Date of Plan _____
Home Address _____		
Street	City	State Zip Code
Home Phone: _____		Business Phone: _____
Cell Phone: _____		Social Security # _____
Email address: _____		
Degree Held: Bachelors Masters Doctorate Undergraduate Major: _____		
Program Expiration Date: _____		Valid Certificate: _____
GRE: Verbal ____; Quantitative ____; Writing ____; GACE: Verbal ____; Quantitative ____; Writing ____		
TCT/GACE test numbers and scores: _____ Area _____ Score _____ Date passed _____		
Comprehensive Exam: _____		Communication Skills Exam: _____

A minimum of 36 semester hours is required to complete this master's degree program. No more than 12 hours from a non-degree program (e.g., certification program) can transfer into a degree program. A minimum of a 3.0 GPA and passing the Comprehensive Examination are required for graduation.

Required Courses: Some course substitutions can be made, with advisor approval, for students who are already certified in special education general curriculum.			
<i>Staff development courses cannot count towards a graduate degree.</i>	TERM PLANN ED	TERM COMPLETE D	GRADE
CEDS 578 Behavior Management (3)			

CEDS 579 Psycho-Educational Evaluation for Teaching (3)			
CEDS 580 Psychology of Exceptional Education (3)			
CEDS 591 Nature and Needs of Students with Mild Disabilities (3)			
CEDS 592 Methods, Materials, & Curriculum for Students with Mild Disabilities (3)			
CEDS 605 Diagnosis and Instruction in Reading (3)			
CEDS 585 Developmental Problems in Speech and Language (3)			
CCPS 512 Behavioral Statistics (3) or CEDA 590 Educational Tests and Measurements (3) or CEDC 551 Research Design and Evaluation (3)			
Field Experience Requirements:			
CEDS 593 Practicum for Special Education General Curriculum (3)			
CEDS 594 Internship for Special Education General Curriculum (3)			
CEDS 606 Seminar for Prospective Special Education Teachers (0)			
Electives: Any two (2) of the following courses:			
CEDS 576 Cultural Diversity (3)			
CEDS 600 Curriculum for Exceptional Education (3)			
CEDS 642 Career Development (3)			
CEDS 643 Counseling Families (3)			
CEDS 698 Legislative and Legal Aspects (preferred 3)			
Course Offerings by Term	Fall	Spring	Summer
CEDS 576 Cultural Diversity (3; off years)		X	
CEDS 578 Behavior Management (3)		X	
CEDS 579 Psycho-Educational Evaluation for Teaching (3)		X	
CEDS 580 Psychology of Exceptional Education (3)	X		
CEDS 585 Developmental Problems in Speech and Language (3)		X	
CEDS 591 Nature and Needs of Students with Mild Disabilities (3)	X		
CEDS 592 Methods, Materials, & Curriculum for Students with Mild Disabilities (3)	X		

CEDS 593 Practicum for Special Education General Curriculum (3)	X	X	
CEDS 594 Internship for Special Education General Curriculum (3)	X	X	
CEDS 600 Curriculum for Exceptional Education (3; alternating even years)		X	
CEDS 605 Diagnosis and Instruction in Reading (3)	X		
CEDS 606 Seminar for Prospective Special Education Teachers (0)	X	X	
CEDS 642 Career Development (3;even years)		X	
CEDS 643 Counseling Families (3; odd years)		X	
CEDS 677 Independent Study		X	
CEDS 698 Legislative and Legal Aspects (preferred 3)		X	
CEDC 551 Research Design and Evaluation in Education	X		

Student's Signature

Advisor's Signature

Postbaccalaureate Certification in Elementary Education

**ADVISEMENT SHEET
45 Semester Hours**

CONCENTRATION ONE: CHILD DEVELOPMENT AND LEARNING						
COURSE	#	COURSE TITLE	GRADE	SEM	YEAR	INITIALS
CEDC	501	Psychology of Early Childhood (3 hours)				
CEDS	425	Introduction to Exceptional Education (3 hours may be taken at the graduate level or through Staff Development)				
CONCENTRATION TWO: CURRICULUM DEVELOPMENT AND IMPLEMENTATION						
COURSE	#	COURSE TITLE	GRADE	SEM	YEAR	INITIALS
CEDC	262	Educational Technology (3 hours; may be taken through Staff Development)				
CEDC	360	Educational Measurement (3 hours)				
CECE	415	Methods of Teaching Reading and Writing (3 hours; may be taken at the graduate level)				
CECE	426	Integrated Teaching of Elementary Math and Science (3 hours)				
CECE	452	Integrated Teaching of Social Studies and Language Arts (3 hours)				
CEDC	526	Curricular Integration of Creative Experiences for Young Children (3 hours)				
CONCENTRATION THREE: FAMILY AND COMMUNITY RELATIONSHIPS						
COURSE	#	COURSE TITLE	GRADE	SEM	YEAR	INITIALS
CEDA	530	School/Community Relations (3 hours or CECE Developing Community and Family Relationships – preferred;				
CONCENTRATION FOUR: PROFESSIONALISM AND ENGAGEMENT IN THE FIELD						

CEDC 538 Trends, Issues and Approaches in Middle and Secondary Curriculum	3		
CEDC 568 Geometry for Grades 6 – 12	3		
CEDC 567 Calculus for Grades 6 - 12	3		
Segment IIB			
CEDC 569 Mathematics for Grades 6 – 12 (200 field hours, 100 hrs grades 6-8 and 100 hrs grades 9-12)	3		
CMAT ___ Any graduate level mathematics course selected in consultation with the student's advisor	3		
CMAT ___ Any graduate level mathematics course selected in consultation with the student's advisor	3		
Segment III			
CEDC 553 Educational Research Practitioner's Paper	3		
CEDC 597 Internship – Grades 6-12 (560 field hours)	0-6		

GRE Scores: Q _____ V _____ W _____

Basic Skills Tests: Q _____ R _____ W _____

Mathematics Content Tests: _____ Passed? _____

Communication Skills Requirement Met: Yes _____ No _____ Status _____

Comprehensive Examination Yes _____ No _____ Status _____ Date _____

Exceptional Education competency Met: Yes _____ No _____ Status _____

Computer skills competency Met: Yes _____ No _____ Status _____

ATTACH TRANSFER OF CREDIT FORM IF APPLICABLE

Advisement Notes/Comments:

Signatures:

Advisor _____ Date _____ Student _____

Clark Atlanta University
School of Education - Curriculum Department
Science Education Advising Form
Master of Arts in Teaching Degree Program – 36 Credit Hours *

STUDENT _____ I.D. # _____

MAILING ADDRESS _____ e-mail _____

LOCAL PHONE _____ CELL _____ WORK PHONE _____

BEGINNING DATE _____ PROGRAM COMPLETION DATE _____

COURSE	CRE DIT	TERM COMPLETED	GRADE
Segment I			
CEDC 551 Research Design and Evaluation in Education	3		
CEDC 530 Found. of Culturally Responsive & Relevant Pedagogical Practices	3		
CCPS 503 Human Growth and Development	3		
Segment II			
CEDC 538 Trends, Issues & Approaches in Middle Grades & Sec. Curriculum	3		
CEDC 510 Earth Systems Science	3		
C____ Any graduate level biology, physics, or chemistry course selected in consultation with the student's advisor	3		
Segment III			
CEDC 570 Science for Grades 6-12 (200 field hours, 100 hours grades 6 – 8 and 100 hours grades 9 - 12)	3		
Two of the following (areas not represented by the previous degree area): CEDC 571 Physics for Grades 6 – 12 CEDC 572 Chemistry for Grades 6 – 12 CEDC 573 Biology for Grades 6 - 12	3 3		
Segment IV			
CEDC 553 Educational Research Practitioner's Paper	3		
CEDC 597 Internship – Grades 6-12 (560 hours)	6		

GRE Scores: Q _____ V _____ W _____ Basic Skills Tests: Q _____ R _____ W _____ (specify date passed)

Science Content Tests: _____ (specify date passed) Communication Skills Requirement Met: Yes _____ No _____ Status _____
 _____ Comprehensive Examination Yes _____ No _____ Status _____ Date _____ Exceptional Education
 competency Met: Yes _____ No _____ Status _____

Computer skills competency (integrated into curriculum)

ATTACH TRANSFER OF CREDIT FORM IF APPLICABLE

* If you have not earned a minimum of fifteen semester hours in two areas of concentration in addition to your major, you must do so before taking CEDC 597 Internship. Areas of science specialty include Biology, Chemistry, Earth Science, and Physics. If you need additional courses, these courses may be taken at the undergraduate level. They may be taken at Clark Atlanta University or at another regionally accredited institution, and they do not count toward the 25% maximum course work that may be transferred in to the program. The courses are required for certification. If you take the courses at another institution, a transient form must be used in advance, and you must direct the Registrar at the institution at which you took the courses to send your transcript to the CAU Registrar. Transient forms are available from the CAU Registrar and on the CAU web site.

Signatures:

Advisor _____ Date _____ Student _____

Bill of Rights for Culturally Diverse Learners
In Urban Schools and Communities
By Dr. Ruby Thompson

1. Every learner has the right to educational equity.
2. Every learner has the right to learn about his cultural heritage.
3. Every learner has the right to culturally responsive instruction.
4. Every learner has the right to develop skills for ensuring social justice in his community.
5. Every learner has the right to be respected as an individual and as a member of a cultural group.
6. Every learner has the right to instruction which embraces his cultural resources.
7. Every learner has the right to literature which is culturally authentic and culturally conscious.
8. Every learner has the right to teachers who demonstrate high levels of cultural competence.
9. Every learner has the right to a peaceful, nurturing, and enriching learning environment.
10. Every learner has the right to an education which prepares him to be economically self-reliant.
11. Every learner has the right to technology and other resources which enable him to be competitive and marketable in society.
12. Every learner has the right to the “cultural capital” needed to be successful in school.

13. Every learner has the right to assessment that is multidimensional and addresses multiple areas of learning.
14. Every learner has the right to a program and school services that promote psycho-emotional well-being.
15. Every learner has the right to school leadership that is unrelenting in rallying teachers, families, students, and communities to the cause of social justice.

Department of Curriculum and Instruction
Course Descriptions

CECE 200: Introduction to Early Childhood Education

Fall, 2 Credits

Course experiences are designed to provide a survey overview of early childhood education (ages 3-7 years; preschool thru grade 2) as professional field of study and practice. Emphasis is on the role and function of early childhood education (ECE) programs in providing a learning foundation for urban, minority children. Course contents include an introduction to historical and contemporary issues, pioneers, and approaches in ECE. Course reviews and analyses include, but are not limited to, The Montessori Method, James Banks' work in the Hartford Connecticut School System, Jawanza Kunjufu's theories on urban, Black education, and the Reggio Emilia approach to ECE. Candidates will observe and analyze a variety of urban, minority ECE programs. Prerequisites: CENG-105 and CGED 106 with a grade of "C" or better and CGED 101. Co-requisites: CEDC 262, CECE 212.

CECE 206: Foundations of Mathematics for Teachers I

Spring, 3 Credits

Extends candidates' content proficiency, conceptual understanding of numbers, numeration systems and fundamental concepts of algebra with an emphasis on conjecture and explanation. Candidates will work on specific content in the composition, decomposition, and re-composition of numbers including place value of any base, factors and multiples, prime and composite numbers, inverses and the application of the order of operations to numerical and algebraic expressions. Candidates will explore the use of proportional reasoning skills, symbolic, numerical and graphic representations of mathematical situations, as well as understand the properties and operations of real numbers in an algebraic context. The presentation of these principles and aspects of mathematics will be interpreted through the National Council of Teachers of Mathematics (NCTM) standards in particular standards on problem solving, reasoning, technology and making connections to real world and cross disciplinary instruction. Prerequisites: CMAT 103 and CMAT 105 or CMAT 105 and CMAT 106. Co-requisites: CEDF 211 and CECE 213.

CEDC 262: Educational Technology

Candidates gain experience with a variety of computer applications and technological tools used in education and other professions. Emphasis on acquiring knowledge to enhance productivity, communication skills, critical thinking and problem solving in research and societal and ethical issues. Hands-on training in applications including advanced word processing, the Internet, spreadsheet, database and presentation tools. Designed to offer candidates opportunity to gain competency in the use of a variety of media, including 16mm films, projectors, videotapes, audiotapes, and other equipment for instruction. Significant focus is place on Computer-Assisted Instruction, the development of web sites and electronic portfolios. Candidates will demonstrate competency in field experiences. This course is designed to satisfy the Georgia Teacher Certification Requirement in Technology. Co-requisites vary by program.

CECE 201 Literacy in Early Childhood I

Insights into the nature of the reading process and emergence of reading readiness skills will be emphasized. Candidates learn to provide a developmentally appropriate environment for reading to begin. The course focuses on the strategies needed to teach reading to the preschool, kindergarten, first grade, and second grade student. A field component provides practical experience. Prerequisite: Admission to the Early Childhood Program. Co-requisite: CECE 313

CECE 202 Literacy in Early Childhood II

This course will examine, in depth, the content and methods used in teaching reading and writing effectively. Candidates will create a classroom climate where literacy flourishes. It will examine various theories and methodologies, issues, germane to the urban school environment will be addressed. The use of multicultural and ways to serve linguistically different child will be included. The field experience in an urban school setting will provide practical experiences for the candidates. Prerequisite: CECE 300, 313. Co-requisite: CECE 316.

CECE 302: Child Development: The Urban Learner

Engages candidates in an exploration of how children learn and develop, of myriad influences on children's development, and theories of child development and facilitates candidates' development of strategies, which promote optimal learner growth. Focuses special attention on cultural elements, which influence the development of children in urban schools and communities. Guides candidates to an appreciation of the interdependence of cognitive, physical, and affective domains in the overall development of children.

CECE 312: Language Arts I: Content

Fall, 3 credits

Instruction in the elements of the language arts program, with emphasis on candidates' own achievement of proficiency in language arts skills. Candidates review teacher competencies needed to teach language arts effectively. Prerequisites: Admission to the Teacher Education Program CENG 105, CENG 106; CECE 200 and CECE 214.

CECE 314: Creative Development

Fall, 4 Credits

This course offers guided observations of and experiences in application of instructional methodologies. Emphasis on interdisciplinary methodology, culturally appropriate pedagogy, integration of creative activities and on assessment. Self/peer/professor review and critique. Some field experience. Designed to offer candidates the opportunity to gain competency in the use of variety of media and explore potentials in creative arts. Candidates enhance their abilities to appreciatively criticize art, develop an understanding of the function of art in society and education, experience the practical use of tests in art/health/physical and movement education /and professional education. The course is also designed to offer candidates the opportunity to gain competence in the use of a variety of media. Prerequisite: Admission to the Teacher Education Program.

CECE 404: Early Childhood Curriculum and Methods

Study of origins, philosophy, organization, and implementation of curriculum models for early childhood education. Candidates also examine teaching methods and materials used during the early years, and principles and practices employed in early learning programs. Prerequisites: Admission to the Teacher Education or Postbaccalaureate Program, CEDC 200, CEDF 211.

CECE 405: Preschool Program Development Examination of organizational structure, aims, purposes, and variety of preschool educational programs, including teacher characteristics, classroom organization, and program scheduling. The laboratory component allows students to observe and participate in a preschool setting. Prerequisites: CEDC 200, CEDF 211, Passing scores on Praxis I or exemption from Praxis I.

CECE 415: Methods of Teaching Reading and Writing Knowledge, skills, and attitudes necessary for effective organization and implementation of the reading program. Candidates learn to promote reading as an informative, rewarding, and essential component of education. The course includes a review of widely used methods in teaching reading and a laboratory experience in which candidate's instructional strategies. Prerequisites: Admission to the Teacher Education or Postbaccalaureate Certification Program, CEDC 312, CEDC 313.

CECE 426: Integrated Teaching of Elementary Math and Science This courses uses readings, case studies, instructional technology, and a school based practicum to help pre-service teachers develop the scientific and mathematical knowledge, skills, and dispositions needed to teach science and mathematics in grades K-4. It examines research and theory in the field of math and science instruction and assessment, and emphasizes culturally appropriate methodology in the integration of math and science. Prerequisite: Admission to the Teacher Education Program, CECE 212, 213, 307, 313, and CMAT 308. Co-requisite: CECE 316.

CECE 444/445: Preservice Teaching – Practical experiences with children, preschool to grade five, in approved educational settings and under the supervision of state-certified teachers. Through daily work and other interactions, the candidate integrates and utilizes the knowledge and skills gained in major courses. CEDC 444/445 is a full-day practicum daily lasting Sixteen weeks ach semester. The preservice teacher is required to attend the campus-based reflective seminars once per week, and other teaching related workshops and activities. Prerequisites: Completion of all core and major courses with required grades; passing scores on the GACE I examination and the GACE II examination in the appropriate field; appropriate recommendations; acceptable interview.

CECE 452: Integrated Teaching of Social Studies and Language Arts Spring, 3 Credits

This course will examine, in depth, the methods used in teaching the integration of Social Studies into the Language Arts in the elementary school. We will examine various theories from the foundation for methods that are commonly practiced. We will explore current research and its use as a basis for the “best practice” in diagnosis and instruction. Through detailed study, research, class discussion and examination of each area of the social sciences and language arts, candidates will grow in their understanding of the interrelation of both disciplines. In keeping with our mission as change agents in the urban environment, we will address issues that are extremely important in an urban school environment, such as the need to establish a positive environment, ways to build positive images of self in order to enhance learning, the use of multicultural literature, and ways to serve the linguistically different child. Instruction in the elements of social studies and language arts, with emphasis on knowledge required for the teaching of content skills and methods in the language arts and social studies programs. Candidates review teacher competencies needed to effectively teach language arts and social studies skills. Prerequisites: Admission to the Teacher Education Program, CECE 212, 213, 307, 313, and CMAT 308. Co-requisite: CECE 316.

CECE 498: Developing Family and Community Relationships Fall, 3 Credits

Develops candidates’ knowledge of and skills in fostering these relationships. Includes a review of parent and other adults’ involvement with the schools (i.e., volunteers, and paraprofessionals in the classroom). Promotes candidates awareness of importance of teacher-family and teacher- community relationships in supporting learning success and well being for learners. Prerequisites: Admitted to Teacher Education Program, CEDF 211, CCPS 201, and CECE 302.

CECE 492 and 493– Cooperative Education

9 – 12 Credits

A field based experience for completion of the Educational Studies program. The locations may vary. For example the field experience could occur in a school setting or a community based operation, e.g. YMCA/TWCA, Boys and Girls Clubs or other community service organizations..

Handbook Insert 2020-2021 for Certification Programs (with implications for non-certification programs)

Candidate Rights and Responsibilities for Field/Clinical/Internships/Practicum/Student Teaching Experiences and Program Progressions

Purpose

The purpose of this insert is to clarify the pacing expectations for field experiences, and the consequences for not meeting the benchmarks of pacing according to the Planned Program of Study. **Exhibit 1 The Transition points**

Freshmen will receive this information during the Seminar class and Sophomores and/or Transfer students will receive this information during CEDF 211 **Exhibit 2 The Drop-In Modules**

Failure to meet the expectations of benchmark testing will yield

1. Placement on the monthly faculty meeting agenda to generate strategies of support
2. Referrals to appropriate University resources
3. A conference with the candidate, and a letter **Exhibit 3 The Action Plan**

Failure to meet the expectations of the Action Plan will yield a warning letter **Exhibit 4 The Warning Letter**

1. Placement on the monthly faculty meeting agenda to generate strategies of support
2. Referrals to appropriate University resources
3. A conference with the candidate, and a letter

Failure to respond to the expectation of the 30-day Warning Letter will yield a recommendation to the Dean for removal from the certification program **Exhibit 5 The Exit Strategy Letter for Alternative Career Choices**

1. Placement on the monthly faculty meeting agenda to generate strategies of support
2. Referrals to appropriate University resources
3. A conference with the candidate, and a letter
4. A recommendation to the Dean following a vote by the faculty

Field Assessments

During field experiences the following assessments are conducted to yield a 360-feedback opportunity

1. The survey of the Candidate's performance by the University Supervisor
2. The survey of the Candidate's performance by the Cooperating Teacher
3. The survey of the Cooperating Teacher's performance by the Candidate
4. The survey of the University Supervisor's performance by the Candidate (Course evaluation)
5. The survey of the Cooperating Teacher's performance by the University Supervisor (new summer 2020)
6. The survey of the University Supervisor's performance by the Cooperating Teacher (new summer 2020)
7. A partnership evaluation of the District/Agency/School

Disciplinary Action Within a Field Experience

At such time that an act or a series of acts raises to the level of a recommendation by the host school, a protocol will be enacted.

Step 1 The Cooperating Teacher will meet with the University Supervisor and inform the University Supervisor of the infraction(s). This may involve a local school administrator

Step 2 A written account of the infraction is generated

Step 3 The Candidate is asked to make a statement

Step 3 The University Supervisor is asked to prepare a statement and submit to the Department Chair and the Field Coordinator

Step 4 A plan is developed in response to the infraction (s)

Step 5 A written response with plan of action will be developed that is commensurate with the infraction which may include but is not limited to the following scale of events either singularly or in combination:

1. Change to a new assignment
2. Letters of apology
3. 14 day-removal for all assignments
4. Anger management exercises
5. Professional Development
6. Referral to University resources
7. Removal from the experience
8. Removal from the Program
9. Referral to the Department of Public Safety

Background checks

Background checks are required for all candidates throughout the program. **Exhibit 6** A disciplinary action that occurs beyond the assigned school may involve a background check and referral to the University’s Disciplinary Council

Exhibit 1 Elementary Education Sample

The TRANSITION POINTS
Clark Atlanta University
School of Education
Department of Curriculum and Instruction
Candidate Transition Points/Data Gathering Schedule
Data Summary Table for Quality Assurance
For use with
Decision-making
Standard 1.3 (Assessments), 1.4 (Teaching GSE) & 1.5 (Using technology in a P-12 setting)
Standard 2.3 (Depth, breadth, diversity, coherence, duration)
Standard 3.1 (Entrance expectations), Standard 3.3 (dispositions) 3.4 (progressions) & 3.5 (TPMS)
Standard 5

Sunsetting Curriculum Freshman Entries in 2014, projected graduation 2018

Sunsetting Curriculum Freshman Entries in 2015, projected graduation 2019

Transitions	1	2		3	4	Completers
Target Populations	Sophomores	First Semester Juniors	Second Semester Juniors	Seniors	Seniors	Graduates
Clinical Coursework related to	CORE CURRICULUM	Practicum I	Practicum II	Practicum III	Student Teaching (combining Practicum III and	Recent graduates who are teaching in the field Horizon’s at CAU

Transition Point					Student Teaching to give students a year long experience)	
Expectations	Complete Admissions Packet Obtain preservice certificate <ul style="list-style-type: none"> • Background check • Ethics testing • Program Admissions Exam • Obtain insurance 	Complete 100 hours	Complete 100 hours	Complete 100 hours	Complete 560 hours	Pass EdTPA Sign waiver for contacting employers concerning performance evaluations and K-12 student impact
Assessments	GACE I Program Admissions	<ul style="list-style-type: none"> • Cooperating Teachers Survey • Lesson Plan Rubric 	Cooperating Teachers Survey	Content Exam, GACE II	<ul style="list-style-type: none"> • Intern Keys • Attempt EdTPA • Cooperating Teacher Survey • Dispositions • Ethics • Portfolio 	Surveys and focus groups

Foci	Preparing for GACE I and re-test using workshops and study groups	Observation	Instruction	Assessment	Professional Practice	<ul style="list-style-type: none"> • P-12 student impact • CAU program improvement
Assigned Grade Band	NONE	Kindergarten and First Grade	Second and Third Grades	Fourth and Fifth Grades	Assigned to area of diversity gap	Cohort graduation years

Current Curriculum Starting with Freshman Class Fall 2016 Graduating 2020

Transitions	1	2	3	4	5	6	Completers
Target Populations	Freshman	Sophomores	Juniors	Juniors	Seniors	Seniors	Graduates
Clinical coursework related to transition	Core curriculum completed with a 3.0 average	Practicum I	Practicum 2	Practicum 3	Year-long student teaching	Year-long student teaching second semester	<ul style="list-style-type: none"> • Recent graduates who are teaching in the field • Horizon's at CAU
Expectations	Complete Admissions Packet Obtain preservice certificate <ul style="list-style-type: none"> • Background check • Ethics testing 	Complete 100 Hours	Complete 100 hours	Complete 100 hours	Complete 560 hours	Complete 560 hours	<ul style="list-style-type: none"> • Pass EdTPA • Complete the Professional Learning Plan • Sign waiver for performance evaluations and K-12 Student impact

	<ul style="list-style-type: none"> • Program Admissions Exam • Obtain insurance 						
Assessments	<ul style="list-style-type: none"> • GACE Program Admissions 	Cooperating teacher survey with triangulations, Self, University Professor	Cooperating teacher survey with triangulations, Self, University Professor	Cooperating teacher survey with triangulations, Self, University Professor	Intern Keys (Danielson) Dispositions	<ul style="list-style-type: none"> • Intern Keys (Danielson) eportfolio Dispositions • Exit Ethics • Develop Professional development after eportfolio results 	Surveys and focus groups
Foci	Core preparation	Planning	Instruction	Classroom Assessment	Reflective Practice	Reflective Practice	<ul style="list-style-type: none"> • Impact on K-12 Student Learning • CAU Program Improvement
Assigned Grade Band	NONE	Kindergarten and	Second and Third Graders	Fourth and Fifth Graders	Co-selection	Co-selection	Employment Assignment

		First Graders					
--	--	------------------	--	--	--	--	--

Note: Clark Atlanta University School of Education Adopted a New Curriculum that was submitted to the GaPSC in 2018. The University infrastructure for undergraduates changed impacting our Emerging candidates. This change occurred in the Fall of 2016.

Yearlong student teaching has been strongly encouraged by the State as best practices.

Having three practicums under the new curriculum allows for diversity of grade band experiences prior to formal student teaching.

Exhibit 2

Portable Module for Orientation of Educational Studies— Childhood Development

For

CGED 101, First Year Seminar II,

CECE 200, Introduction to Elementary Education and Early Childhood Education

CEDF 211, Foundations of Education

Day 1

What does it mean to be an educator?

- Welcome to the School of Education and the three departments
- Testimonials from educators
- What will it mean for me to be an educator?
 - o There are two majors for undergraduates
 - Elementary Education
 - Educational Studies—Child Development
 - o Examination of salaries for educators
 - o Ethical conduct required for educators
 - o https://www.nasdtcc.net/page/MCEE_Doc
 - o <https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>
- What does it mean to transition from general education to my major—Educational Studies Child Development?

- Who will be my new advisor when I leave General Education?
- Degree works
- When will I be advised?
- Who are the people who will help me in addition to my advisor? phall@cau.edu, fmayfield@cau.edu ebass@cau.edu
- Initial entry into my major
 - o Establish an account here: <https://gapds.decal.ga.gov/Login.aspx>
 - o Examine the Career Chart here: <https://gapds.decal.ga.gov/Documents/CareerLevels.pdf>
 - o Certificate guide is here: <https://gapds.decal.ga.gov/Search/Training>
 - o There is training outside CAU that may be helpful: <https://www.elcareerpathway.org/>

Day 2 What does it mean to be an educator?

- Hot topics from the last session
- The GPA requirement
- The Teacher Candidate Application
- Professional Engagement I, Professional Engagement II, Professional Engagement III and Cooperative Education I and II
 - o Every semester of clinical experiences you must:
 - Communicate site preferences by completing the form
 - Honor your commitment to the classroom assignment
 - Any barriers to honoring one's commitment should be communicated the semester prior to placement
 - Failure to honor your commitment is a serious infraction
 - Attend the Ethics Training
 - Complete a complete background check (National with fingerprints)
 - Purchase liability insurance <https://www.pageinc.org/student-membership/>

Day 3 What does it mean to be an educator?

- Hot topics from the last session
- Your rights and responsibilities in the handbooks
- Transition points and support at each point
- Course content and Program of Study for Educational Studies—Child Development
- Chain of command, and communicating your needs
- Honor societies
- Newsletters
- Course evaluations

- Campus involvement, employment, and clinical experiences
- Other areas of concern
- The noblest of careers

Exhibit 3

July 10, 2020

Dear

RE: ACTION PLAN FOR TEACHER CANDIDACY AND ON TRACK TRANSITION POINTS

Please review the attachment transition points. We allow, in practice, a candidate a two semester to re-take and pass GACE I—Program Admissions Assessment. The following is list of action items to mitigate your current pacing misalignment to the Program of Study for K-5 Teacher Certification. (You have been made aware of these support mechanisms via separate communication):

1. Meet with your advisor to map out strategies for courses that address the basic skills (i.e. CECE 206, CECE 201 and 202 Literature)
2. Obtain the code for the online tutorial from Ms. Bass to go through Longsdale
3. Register for, and attend the MOORE2 tutorial session
4. Complete the GaPSC/ETS extensive support materials targeted at your specific needs

Jayla, our goal is to support you as a future teacher. With that said, we have an obligation to assist you in graduating on time—your current trajectory is not projected to meet that goal. You must present an ETS GACE PAA Score Report Sheet with a passing score, to our office by August 19, 2020, or be asked to change your major. We stand ready to assist you in this journey. If you have any questions or concerns, please do not hesitate to give us a call at 404-880-6079. Thank you.

Sincerely,

Felicia Mayfield, EdD
Department Chairman, Curriculum and Instruction

Exhibit 4

July 15, 2020

Dear

RE: WARNING LETTER FOR REMOVAL FROM THE CERTIFICATION PROGRAM

It is with regret that I inform you that you have thirty days, August 15, 2020 to do the following:

1. Meet with the Department Chairman concerning lack of attainment of productivity with respect to the established action plan which is attached.
2. A written request to continue in the certification track.

We trust that if there are any hindrances or personal roadblocks in attainment of your goals that you will reach out to resources for students which is also attached. We look forward to hearing from you soon. My office number is 404-880-6079 or cell 404-392-55542.

Sincerely,

Felicia Mayfield

Felicia Mayfield, EdD

Exhibit 5

July 15, 2020

Dear _____

RE: REMOVAL FROM CERTIFICATION PROGRAM

In this period of time in our nation's history, we are in dire need of teachers. It is with regret that I inform you that we must exit you from the certification program because of the following:

1. Failure to meet the transition points of your program
2. Failure to meet the expectations of the action plan
3. Failure to meet the 30-day warning period

Again, I regret this action is necessary, and can only be revoked with a request from the Dean, and a subsequent majority vote of the Department of Curriculum and Instruction.

Regretfully,

Felicia Mayfield

Felicia Mayfield, EdD, Department Chairman Curriculum & Instruction

Exhibit 6

Ethical, Legal and Accreditation Standards and Protocols

Clark Atlanta University's School of Education (the "School of Education") is committed to graduating excellent educators. In order to meet the standards of our accrediting bodies, faculty, students, clinical/site/field supervisors and staff are required to adhere to ethical, professional and legal obligations set by the accreditation standards.

Information regarding compliance with accrediting and governing authorities (including accreditation standards, professional and ethical standards, licensure and certification requirements) are provided to all students during orientation, introductory and seminar courses, workshops, and field experience courses.

Our programs of study are accredited by the Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/>, and the Georgia Professional Standards Commission (GaPSC) <https://www.gapsc.com/>. Programs with specialized national recognition include the Department of Counselor Education, which is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) <https://www.cacrep.org/>.

Background Check Policy The School of Education develops partnerships with educational agencies, such as public school districts, independently operated charter schools, early childhood education learning organizations, and mental health facilities, to promote the clinical field experiences for its students. We wholly support and value this component of our programs of study and are committed to preparing our students to meet the needs of our partners in this professional capacity.

Students are expected to display professionalism in conduct and disposition in the classroom, on and off campus, and throughout their respective clinical field placements.

Students are required to remain in good standing by following all CAU policies and procedures as well as those of their clinical placement, and by refraining from any unlawful or unethical activity.

As a condition to participate in any clinical field experience, students are required to submit to a background check for the Clinical Experiences, Partnerships and Placements office each semester to determine their character and fitness. Students whose background checks indicate that unprofessional and/or illegal activities have occurred will be referred to the Clark Atlanta University Office of Student Affairs, Director of Student Conduct and/or the Clark Atlanta University Department of Public Safety. This referral may result in the student's withdrawal from the School of Education's programs.

Background Check Protocol Students are required to provide proof of the following clear background checks while assigned to practical, clinical and field experiences, for each semester that the student is enrolled in the prescribed courses.

- Georgia State Criminal Record Check (comprehensive)
- Federal Criminal History Record

- National Fingerprinting

Students will be considered non-compliant if these clearances are not submitted before beginning any clinical field experience.

Background checks that reveal a criminal indication will require immediate advisement for the student in question with their program advisor and chair of the respective department and may result in the revocation of an assignment at a partnering school or organization and possible dismissal from the program.

Until criminal background checks clear, placement for the school is unlikely, which will require the student to withdraw from the class. Continuance at assigned schools/organizations will be made by the school district, principal or organization's leader.

Our expectation is that CAU students represent the University, the School of Education, and the profession of teachers, counselors and therapists with the highest standards of ethics and professionalism. Guidance for these expectations can be found in the Code of Ethics for Georgia Educators and other profession specific organizations. These codes govern the professional conduct of educators, administrators and counselors in Georgia and throughout the United States.

Department of Curriculum and Instruction

- The National Association for the Education of Young Children (NAEYC) - <http://www.naeyc.org/>
- The Association of American Educators (AAE) – www.aateachers.org
- National Education Association (NEA) - <http://www.nea.org/home/30442.htm>
- American Association of Colleges for Teacher Education (AACTE) - <http://aacte.org/>
- The Code of Ethics for Educators <https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>
- National Association of Ethics for Educators (NASDTEC), Model Code of Ethics for Educators (MCEE) – https://www.nasdtec.net/page/MCEE_Doc
- The Association of Childhood Education International (ACEI) - <http://acei.org/>
- Special Education -The Council for Exceptional Children (CEC) - <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

Department of Counselor Education

- Georgia Board of Professional Counselors, Social Workers, and Marriage & Family Therapists - <https://sos.ga.gov/index.php/licensing/plb/43>
- American Counseling Association (ACA) - <http://www.counseling.org/knowledge-center/ethics>

Department of Educational Leadership

- Educational Leadership Constituency Council/National Policy Board for Educational Administration – (NPBEA) - Building and District Level Standards – Visit: <http://npbea.org/>

Licensing and Certification Agencies

- Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/>
- Georgia Professional Standards Commission (GaPSC) <https://www.gapsc.com/>

By signing below, you agree to submit to criminal background check(s) as identified in the above- referenced Background Check Policy and Protocol to verify your eligibility for clinical placement.

You agree that through your continued participation in the admissions process (and continued enrollment) at CAU, you assume any and all risks associated with any criminal conviction(s) currently on your record (in addition to any criminal convictions that occur during your tenure at CAU) and understand that such convictions may affect your continued eligibility as a student at CAU, your ability to matriculate from CAU, and your eligibility for clinical placement or licensure post-matriculation.

However, please note that CAU does NOT guarantee that admitted students will be eligible for clinical placement while in school or licensure upon matriculation. Any criminal charges, convictions, guilty pleas (including but not limited to a plea of nolo contendere) or acts that otherwise violate CAU's student code of conduct (as well as the policies and procedures of any clinical placement site) may ultimately affect your ability to continue as a student in the School of Education as well as licensure post-matriculation.

You acknowledge that CAU reserves the right to take any disciplinary action up to and including expulsion based on any additional criminal conduct (or knowledge of additional facts related to the same criminal conduct) that occurs during your tenure as a student at CAU.

Further, you agree to indemnify and hold harmless CAU, its affiliates (as well as their officers, directors, employees, and any third parties or law enforcement agencies contracted to complete and furnish your background check) from any and all claims or damages resulting from a denial of clinical placement, withdrawal from CAU, or denial of licensure post-matriculation.

I confirm the receipt of the Ethical, Legal and Accreditation Standards and Protocols from the Clark Atlanta University School of Education and understand my role, responsibility and expectations as a student assigned to a clinical field experience.

Student:	Student 900#:	Date:
Advisor:	Course:	Date:
Site Supervisor:	Department Chair:	Date:
Professional Development &		Date:

**Credentialing
Coordinator:**

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