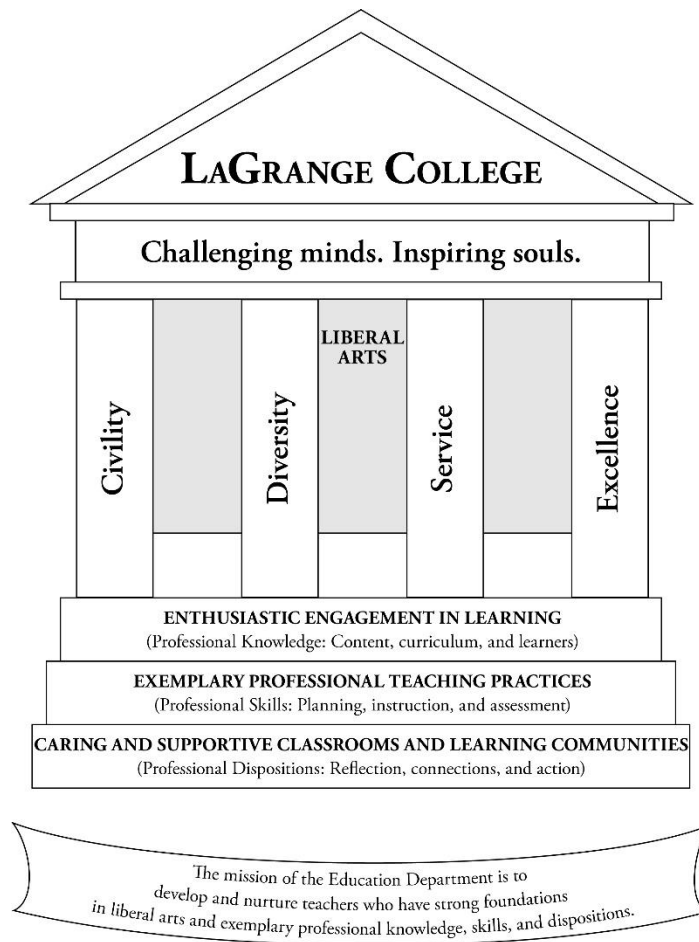


LAGRANGE

COLLEGE



Department of Education Handbook for Service Programs Academic Year 2023-24

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The material in this handbook has been prepared for information purposes. The Department of Education reserves the right to make changes in policies and procedures without notice.

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The Mission of LaGrange College

LaGrange College challenges the minds and inspires the souls of its students. Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth. An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

The Mission of the Education Department

Reflecting the mission of the College, the mission of the Education Department, which is at the core of the College's professional education unit, is "to affirm the goals of civility, diversity, service, and excellence by developing caring and supportive classrooms and communities that foster enthusiastic engagement in learning and exemplary teaching practices." More specifically, the mission of the department is to develop and nurture teachers who have both a strong foundation in the liberal arts and the professional understandings, skills, and dispositions that are essential to successful teaching in P-12 classrooms.

The Conceptual Framework Undergirding Professional Education Programs at LaGrange College

LaGrange College offers several professional education programs. These include:

- B.A. Program in Elementary Education
- M.A.T. Pedagogy only program – offering a route to certification for Middle and High School teachers
- M.Ed. in Curriculum and Instruction
- Ed.S. programs in Curriculum and Instruction
- Tier I – Educational Leadership Certification

The LaGrange College Conceptual Framework

The *Conceptual Framework* undergirding professional education programs at LaGrange College is derived from the mission of the College, the mission of its Education Department, state and national standards, and the professional judgment of those members of the College community who are involved in teacher education programs at both the Initial (pre-service) and Advanced (in-service) levels.

The *Conceptual Framework* has three core tenets. Each tenet has both a knowledge base that draws on relevant theory, research, and best practices and clusters of related competencies that candidates are expected to develop during the candidates' programs. Each of these clusters of related competencies has implications for the curriculum delivered in each program.

Tenet 1: Enthusiastic Engagement in Learning (Professional Knowledge)

Related Candidate Competencies

Competency Cluster 1.1: Knowledge of Content

- Candidates understand the central concepts, tools of inquiry, and structures of disciplines needed to create learning experiences that make these aspects of subject matter meaningful to students. (TAPS #1)

Competency Cluster 1.2: Knowledge of Curriculum

- Candidates relate content areas to other subject areas and see connections in everyday life to make subject matter meaningful.
- Candidates carefully select and use a wide variety of resources, including available technology, to deepen the candidate's own knowledge of the content area.

- Candidates construct instructional plans that meet state, national, and professional association content standards. (TAPS #2)

Competency Cluster 1.3: Knowledge of Learners

- Candidates understand how students learn and develop.
- Candidates understand how to provide diverse learning opportunities that support students' intellectual, social, and personal development based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- Candidates demonstrate the belief that students can learn at high levels, and the candidates hold high expectations for all.
- Candidates understand how factors inside and outside schools influence students' lives and learning.
- Candidates embrace culturally responsive strategies to reach learners from diverse groups. (TAPS #4, 7)

Tenet 2: Exemplary Professional Teaching Practices (Professional Skills)

Related Candidate Competencies

Competency Cluster 2.1: Planning Skills

- Candidates understand individual and group motivation and behavior in creating learning environments.
- Candidates create learning environments in which students assume responsibility and participate in decision-making.
- Candidates create learning environments in which students work both collaboratively and individually.
- Candidates organize, allocate, and manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students in productive tasks.
- Candidates develop strategies for supporting student learning while remaining sensitive to students' unique cultures, experiences, and communities. (TAPS #2)

Competency Cluster 2.2: Instructional Skills

- Candidates use effective verbal, nonverbal, and media communication techniques to encourage students' development of critical thinking, problem-solving, and performance skills.
- Candidates are proficient with classroom technology and 21st century teaching skills.
- Candidates understand and implement effective and appropriate classroom management techniques that promote democratic classroom communities. (TAPS #3, 8)

Competency Cluster 2.3: Assessment Skills

- Candidates understand and use ongoing formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of students.
- Candidates involve students in self-assessment that helps candidates or students become aware of their strengths and needs and that encourages them to set personal goals for learning.
- Candidates monitor and adjust strategies in response to student feedback. (TAPS #5, 6)

Tenet 3: Caring and Supportive Classrooms and Learning Communities (Professional Dispositions)

Related Candidate Competencies

Competency Cluster 3.1: Reflection

- Candidates reflect on the effects of choices and actions on others (students, parents, and other professionals) to improve their own practice. (TAPS #9, 10)

Competency Cluster 3.2: Connections

- Candidates foster relationships with school colleagues, parents, and members of the larger community to support students' learning.
- Candidates examine and extend knowledge of the history, ethics, politics, organization, and practices of education.
- Candidates engage in school-based research to become agents for change in a global society.
- Candidates understand and abide by laws related to the rights and responsibilities of students, educators, and families.
- Candidates follow established codes of personal conduct, including school and district policies. (TAPS #9)

Competency Cluster 3.3: Action

- Candidates seek opportunities to grow professionally based on reflection and input from others.
- Candidates acquire the requisite skills necessary to conduct, analyze and evaluate new strategies to improve classroom instruction and facilitate school improvement.
- Candidates advocate for curriculum changes, instructional design modifications, and improved learning environments that support the diverse needs of, and high expectations for, all students. (TAPS #10)

**Alignment of the Conceptual Framework Tenets and Related Service Competencies
with State Standards, Courses in Programs,
and Key Assessments in Initial Programs**

Table CF-1 describes how the three *Conceptual Framework* tenets and their related clusters of competencies align with the following state and national standards:

- The six standards competencies for service fields identified by the Professional Standards Commission
- Program Approval Standards

Table CF-2 describes how the key candidate performance assessments in service programs align with the three *Conceptual Framework* tenets and their related clusters of competencies.

Table CF-1
Alignment of the Conceptual Framework Tenets and Their Related Service Competencies and State Standards

The LaGrange College Conceptual Framework Tenets and Their Clusters of Related Competencies	Program Standards	Service Competencies
<p><u>Tenet 1: Enthusiastic Engagement in Learning (Professional Knowledge)</u></p> <p>1.1 Knowledge of Content 1.2 Knowledge of Curriculum 1.3 Knowledge of Learners</p>	<p>3 1, 7 4</p>	<p>2 2 3</p>
<p><u>Tenet 2: Exemplary Professional Teaching Practices (Professional Skills)</u></p> <p>2.1 Planning Skills 2.2 Instructional Skills 2.3 Assessment Skills</p>	<p>1, 7, 5 2, 6 2, 6</p>	<p>3 1,3,5 3</p>
<p><u>Tenet 3: Caring and Supportive Classrooms and Learning Communities (Professional Dispositions)</u></p> <p>3.1 Reflection 3.2 Connections 3.3 Action</p>	<p>1,7 1,7 1, 7</p>	<p>6 4 4</p>

Program Standards (505-3-.63):

1. Knowledge of Curriculum
2. Knowledge of Instruction
3. Knowledge of Content
4. Knowledge of Students
5. Knowledge of Research
6. Knowledge of Assessment
7. Professional Practice

Program Competencies:

1. Data Literacy
2. Research
3. Data Analysis
4. Collaborative Activities
5. Technology
6. Professional Dispositions

Table CF- 2
Alignment of Key Assessments in M.Ed. Program
with the Conceptual Framework Tenets and Their Related Service Competencies

Key Assessments in M.Ed. Program	Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies									Service Competencies
	1.0 Enthusiastic Engagement in Learning			2.0 Exemplary Professional Teaching Practices			3.0 Caring and Supportive Classrooms and Learning Communities			
	Knowledge of: 1.1: Content 1.2: Curriculum 1.3: Learners			Skills of: 2.1: Planning 2.2: Instruction 2.3: Assessment			Dispositions of: 3.1: Reflection 3.2: Connections 3.3: Action			
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	
Knowledge of Instruction & Assessment (6015)					X	X				1, 3, 5
Knowledge of Content (6100)	X									1
Knowledge of Curriculum and Professional Practice (6300)		X		X			X	X	X	2, 3, 4, 6
Knowledge of Research (6200)				X						3
Knowledge of Student (6080)			X							4

Table CF- 2
Alignment of Key Assessments in Ed.S. Program
with the Conceptual Framework Tenets and Their Related Service Competencies

Key Assessments in Ed.S. Program	Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies									Service Competencies
	1.0 Enthusiastic Engagement in Learning			1. data literacy 2. research 3. data analysis 4.collaborative activities 5. technology 6. prof. dispositions			3.0 Caring and Supportive Classrooms and Learning Communities Dispositions of: 3.1: Reflection 3.2: Connections 3.3: Action			1. data literacy 2. research 3. data analysis 4.collaborative activities 5. technology 6. prof. dispositions
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	
Knowledge of Instruction & Assessment (7015)					X	X				1, 3, 5
Knowledge of Content (7100)	X									1
Knowledge of Curriculum and Professional Practice (7300)		X		X			X	X	X	2, 3, 4, 6
Knowledge of Research (7200)				X						3
Knowledge of Student (7070)			X							4

Table CF- 2
Alignment of Key Assessments in Tier I
with the Conceptual Framework Tenets and Their Related Service Competencies

Key Assessments in Tier I	Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies									Service Competencies
	1.0 Enthusiastic Engagement in Learning Knowledge of: 1.1: Content 1.2: Curriculum 1.3: Learners			2.0 Exemplary Professional Teaching Practices Skills of: 2.1: Planning 2.2: Instruction 2.3: Assessment			3.0 Caring and Supportive Classrooms and Learning Communities Dispositions of: 3.1: Reflection 3.2: Connections 3.3: Action			1. data literacy 2. research 3. data analysis 4.collaborative activities 5. technology 6. prof. dispositions
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	
Collaboration & Communication (7075)							X	X	X	2, 3, 4, 6
Management & Operations (7085)							X	X	X	2, 3, 4, 6
Improving Professional Skills (7380)	X	X	X	X	X	X				1, 3, 4, 5
Technology (7400)	X	X	X	X	X	X				1, 3, 4, 5
Leadership (7410)	X	X	X	X	X	X	X	X	X	1, 2, 3, 4, 5, 6

LaGrange College Policies

The LaGrange College Education Department complies with all policies outlined in the college bulletin and the student handbook. The college bulletin and the student handbook can be found on the LaGrange College website: www.lagrange.edu

HONOR CODE

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The cooperation of all members of the College community is needed to promote an environment of academic integrity, scholarship, and discipline.

The Honor Code may be augmented for individual course needs, provided that any additions are listed in the course syllabus and do not detract from the letter or spirit of the Honor Code or jurisdiction of the Honor Council.

STUDENT CONDUCT / SOCIAL CODE

As a member of the student body at LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence, and will adhere to an honorable standard of conduct.

As an educational institution, the College is concerned not only with the formal in-class education of its students, but also with each student's welfare and growth into mature individuals who conduct themselves responsibly as citizens.

Like the Honor Code, the Social Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The Social Code attempts to instill in every member of the student body a sense of moral and community responsibility. As such, LaGrange College expects its students to adhere to community standards. Likewise, if someone fails to live up to these codes of conduct, the College expects students to report violations of the Social Code to the Social Council. In this way, students assume the obligation of upholding the integrity of their community and of ethically preparing themselves for the world beyond college.

STATEMENT OF EQUALITY OF ACCESS

LaGrange College does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, so specified by federal laws and regulations. The coordinator for compliance with section 504 of the Rehabilitation Act of 1972 as amended, is Lindsay Shaughnessy.

**MED in Curriculum & Instruction INITIAL
Advisement Sheet - SUMMER COHORT
13 Month Program of Study: Course requirements – 30 Semester Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO THE PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 4 • Completed admissions application • Received approval of Department Chair <p>Have a minimum TOEFL score of 550 if English is not primary language</p>			<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Summer</i>	EDUC 6090	Research Preparation	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 6066 with a passing grade of 70% or above
	EDUC 6066	Issues in Curriculum and Instruction	3		
	EDUC 6035	Social Foundations	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Fall</i>	EDUC 6015	Educational Assessment & Decision-Making in the Content Areas	3		<ul style="list-style-type: none"> • Designate Internship Supervisor & submit completed application • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction and Assessment in EDUC 6015 with a passing grade of 70% or above
	EDUC 6100	Theories of Constructivist Learning	3		

Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
Spring A	EDUC 6080	Education of Culturally Diverse Students in the Content Areas	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Students in EDUC 6080 with a passing grade of 70% or above
Spring B	EDUC 6200	Internship in the Content Area	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Research in EDUC 6200 with a passing grade of 70% or above Completed Key Assessments Knowledge of Content and Knowledge of Professional Practice in EDUC 7300 with a passing grade of 70% or above
	EDUC 7300	Professional Practices	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
Second Summer	EDUC 6050	Historical Perspectives in Education	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above
	EDUC 6065	Reading in the Content Area	3		
	TRANSITION POINT 3 COMPLETION OF THE PROGRAM				TRANSITION POINT 4 POST COMPLETION OF THE PROGRAM
	<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS Completed 30 credit hours of coursework Completed 25 hours of internship in C & I Have an overall GPA of 3.0 or above Completed Program Exit Survey Attempted GACE in C & I (#300) 				<ul style="list-style-type: none"> Passed GACE in C & I (#300) Completed First-Year Survey

**DUAL MED Initial and EDS Advanced in Curriculum & Instruction
Advisement Sheet – SUMMER COHORT
26 Month Program of Study: Course requirements – 60 Credit Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO C & I PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 4 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 			<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Summer</i>	EDUC 6090	Research Preparation	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 6066 with a passing grade of 70% or above
	EDUC 6066	Issues in Curriculum and Instruction	3		
	EDUC 6035	Social Foundations	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Fall</i>	EDUC 6015	Educational Assessment & Decision-Making in the Content Areas	3		<ul style="list-style-type: none"> • Designate Internship Supervisor & submit completed application • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction and Assessment in EDUC 6015 with a passing grade of 70% or above
	EDUC 6100	Theories of Constructivist Learning	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Spring A</i>	EDUC 6080	Education of Culturally Diverse Students in the Content Areas	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Students in EDUC 6080 with a passing grade of 70% or above
<i>First Spring B</i>	EDUC 6200	Internship in the Content Area	3		
	EDUC 7300	Professional Practices	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 6050	Historical Perspectives in Education	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above

	EDUC 6065	Reading in the Content Area	3		
TRANSITION POINT 3 COMPLETION OF THE C&I PROGRAM					
	<ul style="list-style-type: none"> • SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS • Completed 30 credit hours of coursework • Completed 25 hours of internship in C & I 		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Program Exit Survey • Attempted and Passed GACE in C & I 		
TRANSITION POINT 4 ENTRY INTO EDS PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 5 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 		<input type="checkbox"/> Entrance Requirements Met	

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	TRANSITION POINT 5 <i>PROGRESS THROUGHOUT THE PROGRAM</i>
Second Summer	EDUC 7090z	Research Methods	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above
	EDUC 7040	Adult Learning	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
Second Fall	EDUC 6070	School Law	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Instruction in EDUC 7020 with a passing grade of 70% or above
	EDUC 7020	Leading Professional Learning Communities	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
Second Spring A	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Students in EDUC 7070 with a passing grade of 70% or above
Second Spring B	EDUC 7380	Improving Professional Skills	3		
	EDUC 7075	Collaborating & Communication in a School Environment	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Professional Practices in EDUC 7380 with a passing grade of 70% or above Completed Key Assessment Knowledge of Content in EDUC 7075 with a passing grade of 70% or above
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	
Third Summer	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Curriculum in EDUC 7035 with a passing grade of 70% or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		
	EDUC 7350	Curriculum Theories & Philosophies	3		
TRANSITION POINT 6 <i>COMPLETION OF THE PROGRAM</i>					TRANSITION POINT 7 <i>POST COMPLETION OF THE PROGRAM</i>
<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS Completed 30 credit hours of coursework Have an overall GPA of 3.0 or above Completed Program Exit Survey 					<ul style="list-style-type: none"> Completed First-Year Survey

**MED in Curriculum & Instruction INITIAL with Tier I
Advisement Sheet – SUMMER COHORT
24 Month Program of Study: Course requirements – 46 Credit Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 <i>ENTRY INTO C & I PROGRAM</i>		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 4 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 			<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 2 <i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer I</i>	EDUC 6090	Research Preparation	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 6066 with a passing grade of 70% or above
	EDUC 6066	Issues in Curriculum and Instruction	3		
	EDUC 6035	Social Foundations	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Fall</i>	EDUC 6015	Educational Assessment & Decision-Making in the Content Areas	3		<ul style="list-style-type: none"> • Designate Internship Supervisor & submit completed application • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction and Assessment in EDUC 6015 with a passing grade of 70% or above
	EDUC 6100	Theories of Constructivist Learning	3		

Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
<i>First Spring A</i>	EDUC 6080	Education of Culturally Diverse Students in the Content Areas	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Students in EDUC 6080 with a passing grade of 70% or above
<i>First Spring B</i>	EDUC 6200	Internship in the Content Area	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Research in EDUC 6200 with a passing grade of 70% or above Completed Key Assessments Knowledge of Content and Knowledge of Professional Practice in EDUC 7300 with a passing grade of 70% or above
	EDUC 7300	Professional Practices	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
<i>Second Summer</i>	EDUC 6050	Historical Perspectives in Education	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above
	EDUC 6065	Reading in the Content Area	3		
TRANSITION POINT 3 COMPLETION OF THE C&I PROGRAM					
	<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS Completed 30 credit hours of coursework Completed 25 hours of internship in C & I 		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Program Exit Survey Attempted and Passed GACE in C & I (#300) 		
TRANSITION POINT 4 ENTRY INTO TIER I PROGRAM		<ul style="list-style-type: none"> Hold a Master's degree from an accredited IHE Minimum GPA of 3.0 Hold current or renewable teaching certification Verification of Special Needs course Passing of Education Leadership Ethics Assessment (#380) 		<input type="checkbox"/> Entrance Requirements Met	

Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 5 PROGRESS THROUGHOUT THE PROGRAM
<i>Second Summer</i>	EDUC 7400	Internship in Educational Leadership I (Technology)	1		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment in EDUC 7400 with a passing grade of 70% or above
	EDUC 7085	Management and School Operations	3		
<i>Second Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment in EDUC 7410 with a passing grade of 70% or above
	EDUC 7410	Internship in Educational Leadership II	3		
<i>Second Spring</i>	EDUC 7075	Collaborating & Communicating in a School Environment	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessments in EDUC 7075 with a passing grade of 70% or above Completed Key Assessments in EDUC 7380 with a passing grade of 70% or above
	EDUC 7380	Improving Professional Skills	3		
TRANSITION POINT 6 ENTRY INTO TIER I CLINICAL PRACTICE					
	<ul style="list-style-type: none"> COMPLETE 25 CREDIT HOURS OF COURSEWORK HAVE AN OVERALL GPA OF 3.0 OR ABOVE 				<ul style="list-style-type: none"> SATISFACTORY DISPOSITION EVALUATION BY FACULTY
TRANSITION POINT 7 EXIT TIER I CLINICAL PRACTICE					
	<ul style="list-style-type: none"> COMPLETED 250 INTERNSHIP HOURS THAT CROSS ALL STANDARDS AND LEVELS COMPLETE RESEARCH PROJECT COMPLETE EXIT INTERVIEW 				<ul style="list-style-type: none"> SATISFACTORY DISPOSITION EVALUATION BY FACULTY SATISFACTORY COMPLETION OF LEADERSHIP PORTFOLIO KEY ASSESSMENT
TRANSITION POINT 8 TIER I PROGRAM EXIT					
	<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS AND PORTFOLIO COMPLETION OF FIELD HOURS 				<ul style="list-style-type: none"> Completed Program Exit Survey ATTEMPTED GACE IN EDUCATIONAL LEADERSHIP (#301)

**MED in Curriculum & Instruction INITIAL with Tier I
Advisement Sheet – SPRING COHORT
23 Month Program of Study: Course requirements – 46 Credit Hours**

Name: _____

ID# _____

Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO C&I PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 4 • Completed admission application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language • Verification of Special Needs course • Completion of Leadership Ethics Assessment (#380) 			<input type="checkbox"/> Entrance Requirements Met
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Spring B</i>	EDUC 7075	Collaborating & Communicating in a School Environment	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment in EDUC 7075 with a passing grade of 70% or above • Completed Key Assessment in EDUC 7380 with a passing grade of 70% or above
	EDUC 7380	Improving Professional Skills	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer</i>	EDUC 6090	Research Preparation	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 6066 with a passing grade of 70% or above
	EDUC 6066	Issues in Curriculum and Instruction	3		
	EDUC 6035	Social Foundations	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Fall</i>	EDUC 6015	Educational Assessment & Decision-Making in the Content Areas	3		<ul style="list-style-type: none"> • Designate Internship Supervisor & submit completed application • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction and Assessment in EDUC 6015 with a passing grade of 70% or above
	EDUC 6100	Theories of Constructivist Learning	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Spring A</i>	EDUC 6080	Education of Culturally Diverse Students in the Content Areas	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Students in EDUC 6080 with a passing grade of 70% or above

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Spring B</i>	EDUC 6200	Internship in the Content Area	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessments in EDUC 6200 and EDUC 7300 with a passing grade of 70% or above
	EDUC 7300	Professional Practices	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 6050	Historical Perspectives in Education	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above
	EDUC 6065	Reading in the Content Area	3		
TRANSITION POINT 3 COMPLETION OF THE C&I PROGRAM					
	<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS Completed 30 credit hours of coursework Completed 25 hours of internship in C&I 		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Program Exit Survey Attempted and Passed GACE in C & I 		
TRANSITION POINT 4 ENTRY INTO TIER I PROGRAM		<ul style="list-style-type: none"> Hold a Master's degree from an accredited IHE Minimum GPA of 3.0 Hold current or renewable teaching certification Verification of Special Needs course Passing of Leadership Ethics Exam 		<input type="checkbox"/> Entrance Requirements Met	
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>TRANSITION POINT 5 PROGRESS THROUGH THE PROGRAM</i>
<i>Second Summer</i>	EDUC 7400	Internship in Educational Leadership I (Technology)	1		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessments in EDUC 7400 and EDUC 7085 with a passing grade of 70% or above
	EDUC 7085	Management and School Operations	3		
<i>Second Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment in EDUC 7410 with a passing grade of 70% or above
	EDUC 7410	Internship in Educational Leadership II	3		
TRANSITION POINT 6 ENTRY INTO TIER I CLINICAL PRACTICE					
	<ul style="list-style-type: none"> COMPLETE 25 CREDIT HOURS OF COURSEWORK HAVE AN OVERALL GPA OF 3.0 OR ABOVE 		<ul style="list-style-type: none"> SATISFACTORY DISPOSITION EVALUATION BY FACULTY 		
TRANSITION POINT 7 EXIT TIER I CLINICAL PRACTICE					
	<ul style="list-style-type: none"> COMPLETED 250 INTERNSHIP HOURS THAT CROSS ALL STANDARDS AND LEVELS COMPLETE RESEARCH PROJECT COMPLETE EXIT INTERVIEW 		<ul style="list-style-type: none"> SATISFACTORY DISPOSITION EVALUATION BY FACULTY SATISFACTORY COMPLETION OF LEADERSHIP PORTFOLIO KEY ASSESSMENT 		

TRANSITION POINT 8
TIER I PROGRAM EXIT

- **SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS AND PORTFOLIO**
- **COMPLETION OF FIELD HOURS**

- Completed Program Exit Survey
- **PASS GACE IN EDUCATIONAL LEADERSHIP (#301)**

**Education Specialist in Curriculum & Instruction INITIAL
Advisement Sheet - SUMMER COHORT
14 Month Program of Study: Course requirements – 30 Semester Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

<i>ENTRY INTO THE PROGRAM TRANSITION POINT 1</i>		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 5 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 			<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Summer</i>	EDUC 7090	Research Methods	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessments Knowledge of Curriculum in EDUC 7035 with a passing grade of 70% or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	
<i>Fall</i>	EDUC 7100	Research Topics and Methodology	3		<ul style="list-style-type: none"> • Designate Internship Supervisor & submit completed application. • Have an overall GPA of 3.0 or above • Completed Key Assessments Knowledge of Curriculum and Knowledge of Research in EDUC 7100 with a passing grade of 70% or above
	EDUC 7200	Directed Research Seminar	3		

Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Spring A</i>	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Student in EDUC 7070 with a passing grade of 70% or above
<i>Spring B</i>	EDUC 7010	Designing Professional Learning Experiences	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Instruction and Assessment in EDUC 7010 with a passing grade of 70% or above. Complete Key Assessments Knowledge of Content and Knowledge of Professional Practice in EDUC 7300 with a passing grade of 70% or above
	EDUC 7300	Professional Practice	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above
	EDUC 7360	Curriculum Advocacy	3		
TRANSITION POINT 3 COMPLETION OF THE PROGRAM					TRANSITION POINT 4 POST COMPLETION OF THE PROGRAM
<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS Completed 30 credit hours of coursework Completed 25 hours of internship in C & I Have an overall GPA of 3.0 or above Completed Program Exit Survey Attempted GACE in C & I (#300) 					<ul style="list-style-type: none"> Passed GACE in C & I (#300) Completed First-Year Survey

**Education Specialist in Curriculum & Instruction INITIAL with Tier I
Advisement Sheet - SUMMER COHORT
24 Month Program of Study: Course requirements – 46 Semester Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO THE PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at the Level 5 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 			<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Summer</i>	EDUC 7090	Research Methods	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		
	EDUC 7350	Curriculum Theories and Philosophies	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Fall</i>	EDUC 7100	Research Topics and Methodology	3		<ul style="list-style-type: none"> • Designate Internship Supervisor & submit completed application. • Have an overall GPA of 3.0 or above • Completed Key Assessments Knowledge of Curriculum and Knowledge of Research in EDUC 7100 with a passing grade of 70% or above
	EDUC 7200	Directed Research Seminar	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Spring A</i>	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Student in EDUC 7070 with a passing grade of 70% or above • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction and Assessment in EDUC 7010 with a passing grade of 70% or above. • Completed Key Assessments Knowledge of Content and Knowledge of Professional Practice in EDUC 7300 with a passing grade of 70% or above
<i>First Spring B</i>	EDUC 7010	Designing Professional Learning Experiences	3		
	EDUC 7300	Professional Practice	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above
	EDUC 7360	Curriculum Advocacy	3		
TRANSITION POINT 3					

COMPLETION OF THE C & I PROGRAM					
<ul style="list-style-type: none"> • SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS • Completed 30 credit hours of coursework • Completed 25 hours of internship in C & I 			<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Program Exit Survey • Attempted and Passed GACE in C & I (#300) 		
TRANSITION POINT 4 ENTRY INTO TIER I PROGRAM		<ul style="list-style-type: none"> • Hold a Master's degree from an accredited IHE • Minimum GPA of 3.0 • Hold current or renewable teaching certification • Verification of Special Needs course • Passing of Education Leadership Ethics Assessment (#380) 	<input type="checkbox"/> Entrance Requirements Met		
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 5 PROGRESS THROUGH THE PROGRAM
<i>Second Summer</i>	EDUC 7400	Internship in Educational Leadership I (Technology)	1		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Technology in EDUC 7400 with a passing grade of 70% or above • Completed Key Assessment Management & Operations in EDUC 7085 with a passing grade of 70% or above
	EDUC 7085	Management and School Operations	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
<i>Second Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Leadership Portfolio in EDUC 7410 with a passing grade of 70% or above
	EDUC 7410	Internship in Educational Leadership II	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
<i>Second Spring B</i>	EDUC 7075	Collaborating & Communicating in a School Environment	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Collaboration & Communication in EDUC 7075 with a passing grade of 70% or above • Completed Key Assessment Improving Professional Skills in EDUC 7380 with a passing grade of 70% or above
	EDUC 7380	Improving Professional Skills	3		

TRANSITION POINT 6 <i>ENTRY INTO TIER I CLINICAL PRACTICE</i>	
<ul style="list-style-type: none"> • COMPLETE 25 CREDIT HOURS OF COURSEWORK • HAVE AN OVERALL GPA OF 3.0 OR ABOVE 	<ul style="list-style-type: none"> • SATISFACTORY DISPOSITION EVALUATION BY FACULTY
TRANSITION POINT 7 <i>EXIT TIER I CLINICAL PRACTICE</i>	
<ul style="list-style-type: none"> • COMPLETED 250 INTERNSHIP HOURS THAT CROSS ALL STANDARDS AND LEVELS • COMPLETE RESEARCH PROJECT • COMPLETE EXIT INTERVIEW 	<ul style="list-style-type: none"> • SATISFACTORY DISPOSITION EVALUATION BY FACULTY • SATISFACTORY COMPLETION OF LEADERSHIP PORTFOLIO KEY ASSESSMENT
TRANSITION POINT 8 <i>TIER I PROGRAM EXIT</i>	
<ul style="list-style-type: none"> • SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS AND PORTFOLIO • COMPLETED OF FIELD HOURS 	<ul style="list-style-type: none"> • Completed Program Exit Survey • PASS GACE IN EDUCATIONAL LEADERSHIP (#301)

**Education Specialist in Curriculum & Instruction INITIAL with Tier I
Advisement Sheet - SPRING COHORT
23 Month Program of Study: Course requirements – 46 Semester Hours**

Name: _____

ID# _____

Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO THE PROGRAM		<ul style="list-style-type: none"> Graduated from an accredited IHE Hold current or renewable teaching certification at a Level 5 Completed admissions application Received approval of Department Chair 	<ul style="list-style-type: none"> Have a minimum TOEFL score of 550 if English is not primary language Verification of Special Needs course Pass the Leadership Ethics Assessment (#380) 	<input type="checkbox"/> Entrance Requirements Met	
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Spring B</i>	EDUC 7075	Collaborating & Comm. in School Environment	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Collaboration & Communications in EDUC 7075 with a passing grade of 70% or above Completed Key Assessment Improving Professional Skills in EDUC 7380 with a passing grade of 70% or above
	EDUC 7380	Improving Professional Skills	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer</i>	EDUC 7090	Research Methods	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		
	EDUC 7350	Curriculum Theories and Philosophies	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Fall</i>	EDUC 7100	Research Topics and Methodology	3		<ul style="list-style-type: none"> Designate Internship Supervisor & submit completed application. Have an overall GPA of 3.0 or above Completed Key Assessments Knowledge of Curriculum and Knowledge of Research in EDUC 7100 with a passing grade of 70% or above
	EDUC 7200	Directed Research Seminar	3		

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Spring A</i>	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Student in EDUC 7070 with a passing grade of 70% or above
<i>Second Spring B</i>	EDUC 7010	Designing Professional Learning Experiences	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Instruction and Assessment in EDUC 7010 with a passing grade of 70% or above. Completed Key Assessments Knowledge of Content and Knowledge of Professional Practice in EDUC 7300 with a passing grade of 70% or above
	EDUC 7300	Professional Practice	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Technology in EDUC 7400 with a passing grade of 70% or above Completed Key Assessment Management & Operations in EDUC 7085 with a passing grade of 70% or above
	EDUC 7400	Internship in Educational Leadership I (Technology)	1		
	EDUC 7360	Curriculum Advocacy	3		
	EDUC 7085	Management & School Operations	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Leadership Portfolio in EDUC 7410 with a passing grade of 70% or above
	EDUC 7410	Internship Educational Leadership II	3		
TRANSITION POINT 3		TRANSITION POINT 4		TRANSITION POINT 5	
<i>ENTRY INTO TIER I CLINICAL PRACTICE</i>		<i>EXIT TIER I CLINICAL PRACTICE</i>		<i>C&I AND TIER I PROGRAM EXIT</i>	
<ul style="list-style-type: none"> COMPLETE 30 CREDIT HOURS IN C&I COURSEWORK COMPLETE 25 CREDIT HOURS OF TIER I COURSEWORK HAVE AN OVERALL GPA OF 3.0 OR ABOVE SATISFACTORY DISPOSITION EVALUATION BY FACULTY 		<ul style="list-style-type: none"> COMPLETE 250 INTERNSHIP HOURS THAT CROSS ALL STANDARDS AND LEVELS COMPLETE RESEARCH PROJECT COMPLETE EXIT INTERVIEW SATISFACTORY DISPOSITION EVALUATION BY FACULTY SATISFACTORY COMPLETION OF LEADERSHIP PORTFOLIO KEY ASSESSMENT 		<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS AND PORTFOLIO COMPLETION OF 25 HOURS OF C&I INTERNSHIP COMPLETE PROGRAM EXIT SURVEY FOR BOTH PROGRAMS GACE IN C&I (#300) AND PASS EDUCATIONAL LEADERSHIP (#301) 	

**Education Specialist in Curriculum & Instruction ADVANCED
 Advisement Sheet - SUMMER COHORT
 14 Month Program of Study: Course requirements – 30 Semester Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 <i>ENTRY INTO THE PROGRAM</i>		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 5 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 			<input type="checkbox"/> Entrance Requirements Met
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>TRANSITION POINT 2</i> <i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer</i>	EDUC 7090	Research Methods	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 7035 with a passing grade of 70% or above.
	EDUC 7035	Leadership in Curriculum and Instruction	3		
	EDUC 7040	Adult Learning	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction in EDUC 7020 with a passing grade of 70% or above.
	EDUC 7020	Leading Professional Learning Communities	3		

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Spring A</i>	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Student in EDUC 7070 with a passing grade of 70% or above.
<i>Spring B</i>	EDUC 7380	Improving Professional Skills	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Knowledge of Professional Practices in EDUC 7380 with a passing grade of 70% or above. Completed Key Assessment Knowledge of Content in EDUC 7075 with a passing grade of 70% or above.
	EDUC 7075	Collaborating & Communication in a School Environment	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above
	EDUC 7360	Curriculum Advocacy	3		
TRANSITION POINT 3 COMPLETION OF THE PROGRAM				TRANSITION POINT 4 POST COMPLETION OF THE PROGRAM	
<ul style="list-style-type: none"> Satisfactory evaluation on all key assessments Completed 30 credit hours of coursework Have an overall GPA of 3.0 or above Completed Program Exit Survey 				<ul style="list-style-type: none"> Completed First-Year Survey 	

**Education Specialist in Curriculum & Instruction ADVANCED with Tier I
Advisement Sheet - SUMMER COHORT
19 Month Program of Study: Course requirements – 37 Semester Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO THE PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 5 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 	<input type="checkbox"/> Entrance Requirements Met		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Summer</i>	EDUC 7090	Research Methods	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 7035 with a passing grade of 70% or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		
	EDUC 7040	Adult Learning	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction in EDUC 7020 with a passing grade of 70% or above
	EDUC 7020	Leading Professional Learning Communities	3		
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Spring A</i>	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Student in EDUC 7070 with a passing grade of 70% or above
<i>Spring B</i>	EDUC 7380	Improving Professional Skills	3		
	EDUC 7075	Collaborating & Communication in a School Environment	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Professional Practices in EDUC 7380 with a passing grade of 70% or above. • Completed Key Assessment Knowledge of Content in EDUC 7075 with a passing grade of 70% or above.
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	
<i>Second Summer</i>	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Technology in EDUC 7400 with a passing grade of 70% or above
	EDUC 7400	Internship in Educational Leadership I (Technology)	1		
	EDUC 7360	Curriculum Advocacy	3		
TRANSITION POINT 3 COMPLETION OF THE PROGRAM				<ul style="list-style-type: none"> • Satisfactory evaluation on all key assessments • Completed 30 credit hours of coursework • Have an overall GPA of 3.0 or above 	

TRANSITION POINT 4 ENTRY INTO TIER I PROGRAM				<ul style="list-style-type: none"> • Hold a Master's degree from an accredited IHE • Minimum GPA of 3.0 • Hold current or renewable teaching certification • Verification of Special Needs course • Pass the Leadership Ethics Assessment (#380) 	<ul style="list-style-type: none"> • Completed Program Exit Survey
<input type="checkbox"/> Entrance Requirements Met					
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	TRANSITION POINT 5 PROGRESS THROUGHOUT THE PROGRAM
<i>Second Summer</i>	EDUC 7085	Management and School Operations	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Management & Operations in EDUC 7085 with a passing grade of 70% or above
<i>Second Fall</i>	EDUC 7410	Internship in Educational Leadership II	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Leadership Portfolio in EDUC 7410 with a passing grade of 70% or above
TRANSITION POINT 6 ENTRY INTO TIER I CLINICAL PRACTICE					
	<ul style="list-style-type: none"> • COMPLETE 25 CREDIT HOURS OF COURSEWORK • HAVE AN OVERALL GPA OF 3.0 OR ABOVE 		<ul style="list-style-type: none"> • SATISFACTORY DISPOSITION EVALUATION BY FACULTY 		
TRANSITION POINT 7 EXIT TIER I CLINICAL PRACTICE					
	<ul style="list-style-type: none"> • COMPLETED 250 INTERNSHIP HOURS THAT CROSS ALL STANDARDS AND LEVELS • COMPLETE RESEARCH PROJECT • COMPLETE EXIT INTERVIEW 		<ul style="list-style-type: none"> • SATISFACTORY DISPOSITION EVALUATION BY FACULTY • SATISFACTORY COMPLETION OF LEADERSHIP PORTFOLIO KEY ASSESSMENT 		
TRANSITION POINT 8 TIER I PROGRAM EXIT					
	<ul style="list-style-type: none"> • SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS AND PORTFOLIO • COMPLETION OF FIELD HOURS 		<ul style="list-style-type: none"> • COMPLETED PROGRAM EXIT SURVEY • PASS GACE EDUCATIONAL LEADERSHIP (#301) 		

**Education Specialist in Curriculum & Instruction ADVANCED
Advisement Sheet - SPRING COHORT
18 Month Program of Study: Course requirements – 30 Semester Hours**

Name: _____ ID# _____ Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO THE PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 5 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 			<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Spring B</i>	EDUC 7380	Improving Professional Skills	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Professional Practices in EDUC 7380 with a passing grade of 70% or above
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer</i>	EDUC 7090	Research Methods	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 7035 with a passing grade of 70% or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		
	EDUC 7040	Adult Learning	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction in EDUC 7020 with a passing grade of 70% or above
	EDUC 7020	Leading Professional Learning Communities	3		

Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
Second Spring A	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Student in EDUC 7070 with a passing grade of 70% or above
Second Spring B	EDUC 7075	Collaborating & Communication in a School Environment	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Content in EDUC 7075 with a passing grade of 70% or above
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
Second Summer	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above
	EDUC 7360	Curriculum Advocacy	3		
TRANSITION POINT 3 COMPLETION OF THE PROGRAM				TRANSITION POINT 4 POST COMPLETION OF THE PROGRAM	
<ul style="list-style-type: none"> • Satisfactory evaluation on all key assessments • Completed 30 credit hours of coursework • Have an overall GPA of 3.0 or above • Completed Program Exit Survey 				<ul style="list-style-type: none"> • COMPLETED FIRST-YEAR SURVEY 	

**Education Specialist in Curriculum & Instruction ADVANCED with Tier I
Advisement Sheet - SPRING COHORT
18 Month Program of Study: Course requirements – 37 Semester Hours**

Name: _____

_____ ID#

Advisor: Dr. Sharon Livingston

TRANSITION POINT 1 ENTRY INTO THE PROGRAM		<ul style="list-style-type: none"> • Graduated from an accredited IHE • Hold current or renewable teaching certification at a Level 5 • Completed admissions application • Received approval of Department Chair • Have a minimum TOEFL score of 550 if English is not primary language 			<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.	Grade	TRANSITION POINT 2 PROGRESS THROUGHOUT THE PROGRAM
<i>First Spring</i>	EDUC 7380	Improving Professional Skills	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Professional Practices in EDUC 7380 with a passing grade of 70% or above
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer</i>	EDUC 7090	Research Methods	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Curriculum in EDUC 7035 with a passing grade of 70% or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		
	EDUC 7040	Adult Learning	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Fall</i>	EDUC 6070	School Law	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Instruction in EDUC 7020 with a passing grade of 70% or above
	EDUC 7020	Leading Professional Learning Communities	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Spring A</i>	EDUC 7070	Internship in Curriculum	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed Key Assessment Knowledge of Student in EDUC 7070 with a passing grade of 70% or above
Semester	Course #	Course Title	Sem. Hrs.	Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Spring B</i>	EDUC 7075	Collaborating & Communication in a School Environment	3		<ul style="list-style-type: none"> • Completed Key Assessment Knowledge of Content in EDUC 7075 with a passing grade of 70% or above
<i>Second Summer</i>	EDUC 7050	Comparative Education	3		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above

	EDUC 7400	Internship in Educational Leadership I (Technology)	1		<ul style="list-style-type: none"> Completed Key Assessment Technology in EDUC 7400 with a passing grade of 70% or above
	EDUC 7360	Curriculum Advocacy	3		
TRANSITION POINT 3 <i>COMPLETION OF THE PROGRAM</i>					<ul style="list-style-type: none"> Satisfactory evaluation on all key assessments Completed 30 credit hours of coursework Have an overall GPA of 3.0 or above Completed Program Exit Survey
TRANSITION POINT 4 <i>ENTRY INTO TIER I PROGRAM</i>		<ul style="list-style-type: none"> Hold a Master's degree from an accredited IHE Minimum GPA of 3.0 Hold current or renewable teaching certification Verification of Special Needs course Pass the Leadership Ethics Assessment (#380) 			<input type="checkbox"/> Entrance Requirements Met
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>	<i>Grade</i>	TRANSITION POINT 5 <i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 7085	Management and School Operations	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Management & Operations in EDUC 7085 with a passing grade of 70% or above
<i>Second Fall</i>	EDUC 7410	Internship in Educational Leadership II	3		<ul style="list-style-type: none"> Have an overall GPA of 3.0 or above Completed Key Assessment Portfolio in EDUC 7410 with a passing grade of 70% or above
TRANSITION POINT 6 <i>ENTRY INTO TIER I CLINICAL PRACTICE</i>					
<ul style="list-style-type: none"> COMPLETE 25 CREDIT HOURS OF COURSEWORK HAVE AN OVERALL GPA OF 3.0 OR ABOVE 			<ul style="list-style-type: none"> SATISFACTORY DISPOSITION EVALUATION BY FACULTY 		
TRANSITION POINT 7 <i>EXIT TIER I CLINICAL PRACTICE</i>					
<ul style="list-style-type: none"> COMPLETED 250 INTERNSHIP HOURS THAT CROSS ALL STANDARDS AND LEVELS COMPLETE RESEARCH PROJECT COMPLETE EXIT INTERVIEW 			<ul style="list-style-type: none"> SATISFACTORY DISPOSITION EVALUATION BY FACULTY SATISFACTORY COMPLETION OF LEADERSHIP PORTFOLIO KEY ASSESSMENT 		
TRANSITION POINT 8 <i>TIER I PROGRAM EXIT</i>					
<ul style="list-style-type: none"> SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS AND PORTFOLIO COMPLETION OF FIELD HOURS 			<ul style="list-style-type: none"> COMPLETED PROGRAM EXIT SURVEY PASS GACE EDUCATIONAL LEADERSHIP (#301) 		

**Tier I: Educational Leadership
Transition Points and Required Courses**

Transition Points			
Program Entry	Clinical Practice Entry	Clinical Practice Exit	Program Completion
Minimum of Master's Degree	Passing grades for all courses taken	Completed 250 internship hours at appropriate bands and across all standards	Completion of all field hours
Current Teaching Certificate	Minimum GPA of 3.0	Complete Key Assessment Project	Satisfactory scores on key program assessments
Verification of Special Needs Course	Satisfactory dispositions evaluation by faculty	Complete Exit Interview	Complete All Portfolio (Key Assessment) Requirements
Minimum GPA of 3.0		Satisfactory dispositions evaluation by mentor	Passed GACE exam
Completion of Ethics for Leadership Exam			
Transcript Analysis to Determine Pre-Requisite Requirements			

Pre-Requisite Course Requirements – satisfied through transcript analysis.

- School Law (3 credit hours)
- Curriculum Theories and Philosophies (3 credit hours)
- Research Methods (3 credit hours)
- Management and Analysis of Educational Data (3 credit hours)

Required Courses

- EDUC 7380 Improving Professional Skills (3 hours) -Spring
- EDUC 7075 Collaborating in a School Environment (3 hours) – Spring
- EDUC 7499 Internship in Technology (1 hour) – Summer
- EDUC 7085 Management and School Operations (3 hours) – Summer
- EDUC 7410 Internship in Educational Leadership II (3 hours) – Fall
- EDUC 7420 Internship in Educational Leadership III (1 hour) – as needed to complete field hours

Responsibilities of Each Stake Holder in the Collaborative Design, Delivery, and Evaluation of Field Experiences and Clinical Practice in Initial Programs

Stakeholders	Responsibilities of Each Stakeholder
College Teaching Faculty Members	Provides assignments and tasks within courses that will enhance learning skills and techniques of teaching content at appropriate grade levels; helps candidates plan lessons; provides opportunities for candidates to reflect upon their teaching performance and gives them feedback about this performance.
The Director of Field Placement	Determines candidate placements; monitors and assesses the roles and responsibilities of candidates, cooperating teachers, intern supervisors, and College supervisors; conducts orientation sessions with candidates, cooperating teachers, and intern supervisors; serves as primary contact among candidates, cooperating teachers, intern supervisors, College teaching faculty members, and College supervisors.
School Principals	Works with the Director of Field Placement to ensure proper placement of candidates; periodically monitors internships; informs candidates about school policies and regulations.
Mentors	Provides candidates with opportunities to practice techniques and skills; offers frequent evaluation with praise, constructive criticism, and suggestions of alternate techniques; assesses candidate skills in relation to the provided task; provides verbal and written feedback; encourages responsibility by entrusting opportunities to candidates as they demonstrate competencies; discusses philosophies of student guidance and disciplinary techniques; gives candidates an opportunity to observe other teachers/administrators in the school.

Terms and Acronyms Used in the Education Department at LaGrange College

Candidate – individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, or teachers continuing their professional development

Competencies – identified components of proficiency at the service level

Curriculum and Instruction (M.Ed., Ed.S) – graduate program for certified teachers designed to increase their knowledge and experience in issues related to P-12 curriculum and instruction

Dispositions – assessing the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development, as well as the educator’s own professional growth

GACE (Georgia Assessment for the Certification of Educators) - tool used to assess the knowledge and skills of prospective Georgia public school educators, GACE is aligned with state and national standards for educator preparation and with state standards for the P-12 student curriculum

Internship – experiences at identified grade bands that allow candidates the opportunity to demonstrate knowledge of coursework in a school setting

Pedagogical knowledge – general concepts, theories, and research about effective teaching/service

Tier I Educational Leadership (non-degree)- graduate program prepares completers for administrative roles below the principal’s position

APPENDICES Table of Contents

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The Code of Ethics for Educators

Effective October 15, 2009

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(b) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(c) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(e) "Revocation" is the invalidation of any certificate held by the educator.

(f) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(g) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(h) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(i) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(j) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) **Standard 1: Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;

4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and

2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;

2. information submitted to federal, state, local school districts and other governmental agencies;

3. information regarding the evaluation of students and/or personnel;

4. reasons for absences or leaves;

5. information submitted in the course of an official inquiry/investigation; and

6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;

2. failing to account for funds collected from students or parents;

3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);

4. co-mingling public or school-related funds with personal funds or checking accounts; and

5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

2. sharing of confidential information restricted by state or federal law;

3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. violation of other confidentiality agreements required by state or local policy.

(h) **Standard 8: Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) **Standard 9: Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

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

(j) **Standard 10: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) **Standard 11: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and

2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);

2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);

3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);

5. suspension or revocation of any professional license or certificate;

6. violation of any other laws and rules applicable to the profession; and

7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

Time Log for Tier I Internship

Candidate: _____

Supervisor: _____

All candidates are required to complete 250 documented internship hours. These hours must be completed across 4 bands (Elementary, Middle School, High School, and Central Office), with a minimum of 50 hours documented in each band.

Utilize the form below to document your work:

Date:	Event/Action	Educational Leadership Standard Addressed	Band (E, M, H, CO)	Hours

- Add additional lines as needed

Band	Number of Hours Accumulated
ELEMENTARY	
MIDDLE SCHOOL	
HIGH SCHOOL	
CENTRAL OFFICE	
TOTAL HOURS	

I certify that the information above accurately reflects my internship hours for this program.

Candidate Signature: _____ Date: _____

I certify that the candidate has completed internship hours as indicated above.

Supervisor Signature: _____ Date: _____

Confidential Professional Development Plan

Teacher Candidate: _____

School Placement/Grade Level: _____

Cooperating Teacher _____ College Supervisor _____

Specific Objectives for Improvement:

Activities and Time Line:

Criteria for Measurement of Progress:

Record of Participation in Recommended Activities:

Record of Performance on Specified Criteria:

Signatures

Evaluator: _____ Date: _____

Teacher Candidate: _____ Date: _____

(Teacher Candidate's signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided below and/or attached to the evaluator's copy. Initial and date here if comments are attached:

_____)

Teacher Candidate's comments: