

Undergraduate Catalog Addendum



CLARK ATLANTA UNIVERSITY
School of Education

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EDUCATIONAL PROGRAMS

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SCHOOL OF EDUCATION					
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School of Education

Office of the Dean

Clement Hall, Room 105

Telephone: (404) 880-8505

When Clark Atlanta University was created on July 1, 1988, by the consolidation of Atlanta University and Clark College, the education programs of the two institutions became a single unit. The University's School of Education, as a result, inherited the historical missions and achievements of its parent institutions, where the advanced level programs offered by Atlanta University and the basic programs offered by Clark College were combined and adjusted to offer education programs at both the undergraduate and graduate levels of study. Their parallel development and many contributions have established an enviable track record. The creation of structured, organizational units provided the autonomy and flexibility for the development of new degree programs and rapid adjustment of courses and programs to meet changing social and educational needs. Over the years, the school has maintained a positive impact on P-12 education by responding innovatively to meet their shifting demands.

The School of Education seeks to prepare leaders who are educators, researchers, and motivated critical thinking change agents dedicated to affecting the optimal manifestation of education in a multicultural society punctuated by international dimensions. Students are stimulated by an action-oriented, problem-solving curriculum designed to produce teacher candidates and teaching professionals who move innovatively to meet the shifting social and educational needs that occur in private and public schools and learning organizations. In addition to developing future educators and administrators, the school has garnered a reputation as a producer of educational leaders and specialists who are competent and transformative in a systemic approach that embodies the core of social justice and fosters critical thinking.

The mission of the School of Education at Clark Atlanta University is to prepare highly competent, autonomous, critical-thinking candidates for P-12 schools and various educational settings serving all students, particularly those belonging to culturally and linguistically diverse groups. The vision of the school is to continue to drive and elevate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

The school provides undergraduate and graduate level educational study and advanced learning opportunities through the departments of Curriculum and Instruction, Counselor Education, and Educational Leadership. The Department of Curriculum and Instruction offers undergraduate degrees in Elementary Education and Educational Studies-Child Development to accommodate the training interests and requirements of all students devoted to the discipline of education and teacher certification.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), NCATE which is now CAEP. This accreditation covers Elementary Education, Educational Studies-Child Development, Elementary Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure or other purposes.

The School's Educator Preparation Programs in Elementary Education, Elementary Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, Counselor Education, and Educational Leadership are approved by the Georgia Professional Standard Commission (GAPSC).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following School of Education's programs in the Department of Counselor Education at Clark Atlanta University: Community Education (MA) and School Counseling (MA)

Department of Curriculum and Instruction
Clement Hall, Room 218
Telephone: (404) 880-8485

The mission of the Department of Curriculum and Instruction is to prepare candidates to meet the educational needs of P-12 learners in a multicultural global society. The vision of the Department of Curriculum and Instruction is to prepare highly qualified candidates who will advance the academic achievement of students in diverse P-12 populations through experiential outreach and the effective use of technology-driven pedagogy in global settings.

Program of Study
Bachelor of Arts Degree in Elementary Education (122 Credits)

Program Description

The Bachelor of Arts in Elementary Education Degree Program prepares students to be certified to teach preschool to grade five (P-5). Applicants who are interested in eligibility for teacher certification should contact the department chair.

Student Learning Outcomes

Graduates of Elementary Education Degree Program will be able to:

1. Apply a broad knowledge of instructional strategies that draws upon content, pedagogical and cultural competence.
2. Develop and implement meaningful learning experiences that support academic achievement of diverse learners, their families, and communities.
3. Demonstrate classroom behaviors that are consistent with the ideals of fairness and the belief that all students can learn.
4. Apply authentic emerging models of best practices in diverse field settings based on research on teaching and learning for P-12 classrooms.

Admissions Requirements

In addition to the General Admissions Requirements as published in this Catalog, applicants to the program must submit the following:

1. Passing scores on the GACE Basic Skills assessments or evidence of meeting the exemption criteria as established by the Georgia Professional Standards Commission.
2. Acceptable written responses to questions relating to the conceptual framework of the School of Education.
3. A completed Department of Curriculum and Instruction admissions packet.

4. Documentation of national background check results consistent with teacher certification requirements.
5. Evidence of personal liability insurance prior to placement for all field experiences.
6. Candidates must obtain a pre-service certificate prior to Practicum I—the first clinical experience.
7. A 3.0 GPA

Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Elementary Education Degree Program must complete the following coursework:

Component I: General Education Core Course: 6 Credits

Education majors must take the following two courses to satisfy General Education Core requirement.

CEDC 262, Educational Technology (3)

CCPS 301, Educational Psychology (3)

Component II: Major Area of Study

Content and Pedagogical Knowledge: 45 Credits

CECE 200, Introduction to Early Childhood Education (3)

CECE 201 Literacy in Early Childhood I (3)

CECE 202 Literacy in Early Childhood II (3)

CECE 206, Foundations of Mathematics (3)

CEDF 211, Foundations of Education: The Urban Reality (3)

CECE 302, Child Development: The Urban Learner (3)

CECE 415, Methods of Teaching Reading (3)

CECE 426, Integrated Teaching of Elementary Mathematics and Science (3)

CECE 452, Integrated Teaching of Social Studies and Language Arts (3)

CEDC 360, Educational Measurement (3)

CECE 404, Early Childhood Curriculum and Methods (3)

CHPE 404, Methods of Teaching Early Childhood Health and Physical Education (3)

CEDC 408, Multicultural and Global Education (3)

CEDS 425, Introduction to Exceptional Education (3)

CECE 498, Developing Family and Community Relationships (3)

Pedagogical Skills: 33 Credits

CECE 213, Practicum I: Observing and Exploring (3)

CECE 313, Practicum II: Planning and Implementing (3)

CECE 316, Practicum III: Instructing Connecting, and Assessing (3)

CECE 444, Pre-Service Teaching – Elementary Education Residency I (12)**

CECE 445, Pre-Service Teaching – Elementary Education Residency II (12)**

***Pre-service Teaching is a sixteen-week, full-time professional experience in the field that precludes the candidate taking any other courses or working. Participation in a weekly seminar is required. Prerequisites include passing the relevant Georgia Assessments for the Certification of Educators content tests and satisfying all other degree requirements.*

Note: A minimum final grade of “C” or higher is required for all courses on the planned program in the Curriculum and Instruction Program.

Summary of discipline and cognate courses

Plan of Study for the Bachelor of Arts Degree in Elementary Education (122 Credits)

Freshman Year - 1st Semester: 16 hrs.	Freshman Year - 2nd Semester: 16 hrs.
CGED 100 First -Year Seminar (1)	CGED 101 First-Year Seminar (1)
CFLS 101 Elementary Spanish OR CFLF 101 Elementary French (3)	CBIO 101 Biological Science OR other course that satisfies the core requirement in Biology (3)
CSTA 101 Fundamentals of Speech (3)	CMAT 106 Pre-Calculus II (3)
CENG 105 College Composition I (3) AREA D	CECE 200 Introduction to Early Childhood Education (3)
CMAT 105 Pre-Calculus I (3) AREA C	CENG 106 College Composition II (3)
CHIS 212 History of the United States Since 1865 (3)	CEDC 262 Educational Technology (3)
	Prerequisite for Major Courses (Pass GACE Program Admission Assessment) Georgia PSC Requirement
Sophomore Year - 1st Semester: 15 hrs.	Sophomore Year - 2nd Semester: 15 hrs.
CECE 206 Foundations of Mathematics for Teachers (3)	CECE 202 Literacy in Early Childhood Education II (3)
CEDF 211 Foundations of Education (The Urban Reality) (3)	CCPS 301 Educational Psychology (3)
CECE 213 Practicum I Observing and Exploring (3)	CECE 302 Child Development: The Urban Learner (3)
CECE 201 Literacy in Early Childhood Education I (3)	CEDC 360 Educational Measurement (3)
CART 150 Art Appreciation (3)	Elective (3)
Junior Year - 1st Semester 18 hrs.	Junior Year - 2nd Semester: 18 hrs.
CECE 313 Practicum II: Planning and Instructing (3)	CECE 316 Practicum III: Instructing and Assessing (3)
CECE 415 Methods of Teaching Reading and Writing in ECE (3)	CHPE 404 Methods of Teaching Early Childhood Health and Physical Education (3)
CECE 426 Integrated Teaching of Elementary Math and Science (3)	CEDC 408 Multicultural and Global Educ. (3)
CECE 452 Integrated Teaching of Social Studies and Language Arts (3)	CEDS 425 Introduction to Exceptional Education (3)
CECE 404 Early Childhood Curriculum and Methods (3)	CECE 498 Developing Family and Community Relations (3)
Elective (3)	Elective (3)
Senior Year - 1st Semester: 12 hrs.	Senior Year - 2nd Semester: 12 hrs.
CECE 444 Pre-Service Teaching Elementary Education Residency I (12)	CECE 445 Pre-Service Teaching Elementary Education Residency II (12)
Concurrent course work not permitted.	Concurrent course work not permitted.
All other course work must be completed first.	All other course work must be completed first.
Passing GACE #001 and #002 also a prerequisite.	Passing GACE #001 and #002 also a prerequisite.

Summary of discipline and cognate courses

Major courses (required) 66 credit hours

Major related course (required) 12 credit hours

General Education Requirements: Minimum 30 credit hours; maximum 36 credit hours

General Education required credit hours: 30
 Credit hours of electives: 9
 First-Year Seminar: 2

Total Credit Hours 122 Hours

General Education Requirements

- A. Humanities/Fine Arts; 3-9 6 hrs.
 At least one course from this area (3) (See attached Planned Program)
- B. Social/Behavioral Sciences; 3-9 3 hrs.
 At least one course from this area (3)
- C. Natural Science/Mathematics/Statistics 3-9 9 hrs.
 At least one course from this area (3-4)
- D. Communication 3-9 9 hrs.
 At least one course from this area (3)
- E. Financial/Technological 3-9 3 hrs.
 At least one course from this area (3)

And at least one additional course from areas A, B, C, D, or E.

Area (Credit Hours 3-9 in each area)	Department Required General Education Courses	Department Recommended General Education Courses
A. Humanities/Fine Arts (3-9)	CHIS 212 History of the United States Since 1865 CART 150 Art Appreciation (3)	
B. Social/Behavioral Sciences (3-9)	CCPS 301 Educational Psychology (3)	
C. Natural Science/Mathematics/Statistics (3-9)	CMAT 105 Pre-Calculus I (3) CMAT 106 Pre-Calculus II (3)	CBIO 101 Biological Science OR other course that satisfies the core Natural Science (3)
D. Communication (3-9)	CENG 105 College Composition I (3) CENG 106 College Composition II (3) CSTA 101 Fundamentals of Speech (3)	CFLS 101 Elementary Spanish OR CFLF 101 Elementary French
E. Financial/Technological (3-9)	CEDC 262 Educational Technology	

Number of additional credit hours student will need to meet General Education Requirement: 0

Program of Study

Bachelor of Arts Degree in Educational Studies—Child Development (122 Credits)

Program Overview

In the 21st century, public classroom teaching is only one of innumerable opportunities in the field of education open to college graduates. Those educated to be imaginative agents of change in the ongoing challenge to find new solutions to persistent problems, will always find ways to make significant educational contributions. Urban America offers educational career options that do not require certification. While the Department of Curriculum and Instruction maintains as its primary focus the preparation of classroom teachers, it also has a degree option for those who choose not to pursue the Teacher Education Program. The Educational Studies Program is designed for students who wish to prepare for non-certification career options in education. Some other career options are in the following fields:

Child Care: Day care programs; Preschool programs; after school programs.

Community Organizations: Scouting; YMCA and YWCA; Boys and Girls Clubs; Service organizations (e.g., Kiwanis, Lions, etc.).

Educational Programs not in Schools: Science Museums; Arts Councils (e.g., Fulton County Arts Council School Arts Program, etc.); Educational Divisions of Arts Agencies (e.g., High Museum of Art, Alliance Theater School of Education, Hammonds House, etc.); Religious education; Government education (e.g., Peace Corps, Teach for America, etc.); Education in the military; and Health care education.

Mass Media: Educational television: production, program development, research; Distance teaching/learning: production, course and lesson development; Print media: educational reporting for magazines/newspapers.

Publishing: Publishing companies (esp. publishers of education materials); Staff of Learned Societies Journals (National Council of Teachers of English, etc.).

Other: University/school marketing; University/school recruiting; University/school development programs; Staff development within organizations; Sports/recreation organization staff (Little League/Pop Warner); Social Service Agencies; Research facilities; Vocational education; Adult education; Literacy programs.

Students pursuing the **Bachelor of Arts Degree in Education** may elect to concentrate in **Elementary Education or Educational Studies-Child Development**. Students must declare in which area of concentration and/or specialty area they wish to matriculate.

Admission Requirements

Applicants for the **Bachelor of Arts Degree in Educational Studies-Child Development** must meet the general requirements of the University and the School of Education as outlined in the appropriate sections of the Undergraduate Catalog.

Mission

While the mission of the Department of Curriculum and Instruction is to prepare classroom teachers, it also offers options for those who choose non-traditional education careers. Among these are the following:

- Child Development Center Directors
- Child Development Services Specialists
- Early Childhood Educational Media Programmers
- Early Childhood Creative Learning Specialists

- Instructional Technologist for Early Childhood
- Post-baccalaureate studies in Elementary Education.

The Educational Studies—Child Development Program is organized around four components.

Component I provides the general education core which all students pursuing undergraduate degrees at the University must complete.

Component II includes the Elementary Content Core;

Component III includes courses which make up the Educational Studies Specialty Area, and Component IV contains the field experiences unique to the specialty area. Specialty content and field experiences are presented under the respective program option.

Specialty Area: Early Childhood Center Director/Manager

This specialty area prepares candidates to assume leadership roles in child development centers and within public or private agencies. Matriculated students will develop skills in supervising staff; communicating effectively with parents and other stakeholders; developing curricula for children and parent training; identifying community resources that serve young children; budgeting; advocating for children with policy makers; and directing all center operations. Ongoing engagement of matriculated students with urban learners adds the dimension of increased capability in working with and sensitivity to the needs of young children in urban settings.

Specialty Area: Child Development Specialist

The Educational Studies Program with a specialty in child development links the study of early childhood education curriculum content with an emphasis on child psychology. This combination enables the candidate to address the psychological, social, and emotional development of the young. It further serves as a building block for academic achievement. Graduates can work with classroom teachers and families to channel the children's psychological strengths to enhance teaching and learning and promote desirable social skills and dispositions. Competence in administering and interpreting individuals and group psychological tests is also developed.

Specialty Area: Early Childhood Educational News Media Specialist

The individual completing this program is prepared to work within an organization in news writing and reporting; production of educational programs; and educational public relations. These tasks will be undertaken with a focus on young children (birth to age 5.)

Specialty Area: Creative Learning Specialist

The candidate who completes the creative learning specialist program will be prepared to work in environments that promote children's creative growth and development. These graduates will be able to use their knowledge and skills in organizing creative activities for local park systems; leading recreational activities for children in summer, weekend and afterschool camps; organizing creative programs such as children's theatre in local schools and faith-based organizations; developing unique early childhood programs for community venues including museums, galleries, arts festivals, and other special sites (e.g., Carter Presidential Center, Coca Cola, Aquarium, and King Center); working with teachers and day care workers to develop creative learning programs; and providing staff development and parent training for teachers. Additionally, the graduate will be prepared to use creative arts therapy in appropriate programs.

Specialty Area: Instructional Technologist for Early Childhood

The Educational Studies Program candidate with a specialty in instructional technology will be prepared to serve as a staff trainer and apply his/her skills to the application of technology in a child development center, i.e., producing videos, making bulletin boards, uploading instructional tapes, and conducting training in the use of media. The graduate will have knowledge and skills necessary to serve as a capable media specialist in day care centers, YMCAs, YWCAs, Boys and Girls Clubs of America and other non-traditional settings.

Educational Outcomes

Program Objectives:

1. Ensure that candidates attain a broad academic background in liberal arts, mathematics, and the natural and social sciences commensurate with educational industries.
2. Provide candidates with opportunities to hone their critical thinking and communication skills in ways specific to professions outside of classroom teaching.
3. Demonstrate the development of plans and delivery of aligned outcomes using well-vetted theories and best practices within the field of education.
4. Offer candidates learning experiences designed to enhance their understanding of the practical and experiential application of knowledge gained within college courses.
5. Define opportunities for candidates to synthesis and apply information learned within their college classrooms in professional settings that serve diverse student populations, their families and communities.

Student Learning Outcomes:

Educational Studies—Child Development degree candidates will:

1. Demonstrate a broad understanding of liberal arts, mathematics, and the natural and social sciences as defined by educational industry standards.
2. Exhibit critical thinking levels of proficiency, verbal and written, within real-world settings that serve populations of diverse students, their families and communities.
3. Model, through role playing, the effects of disposition on enhancing the educational outcomes of organizations that serve diverse populations of students and their families.
4. Display an understanding of the ways that family life, community dynamics and socioeconomic circumstances influence learning by children.
5. Prepare comprehensive real world capstone demonstration scenarios that require planning, delivery and assessment of familial and community needs specific to the education of young children.
6. Graduate at a Level 10 in the Georgia Staff Development System Career Level

Degree Requirements

In addition to General Education Core requirements, students pursuing the **Bachelor of Arts Degree in Educational Studies-Child Development** must complete a program of required courses that includes the following:

1. A series of required courses taken in blocks in a cohort.
2. A planned program of electives suitable to the matriculated student's specialty area and career goal.
3. CEDC 492, Cooperative Education I and CEDC 493, Cooperative Education II. A required full-time, two semester capstone experience within an appropriate agency during the student's final year of study.

Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the Educational Studies—Child Development Degree Program must complete the following:

Component I: General Education Core Courses

Education majors must take the following two courses to satisfy General Education Core requirement.

CEDC 262, Educational Technology (3)

CCPS 301, Educational Psychology (3)

Component II: Major Area of Study

Content and Pedagogical Knowledge: 54 Credits

CECE 200, Introduction to Early Childhood Education (3)

CECE 201, Literacy in Early Childhood Education I (3)

CECE 206, Foundations of Mathematics for Teachers (3)

CEDF 211, Foundations of Education: Urban Reality (3)

CECE 214, Professional Engagement I: Observing and Exploring (3)

CEDC 303, Human Relations (3)

CECE 304, Classroom Management (3)

CECE 314, Creative Development (4)

CECE 315, Professional Engagement II: Planning and Instructing (3)

CECE 404, Early Childhood Curriculum and Methods (3)

CECE 405, Preschool Program Development (3)

CECE 414 Professional Engagement III: Instructing, Connecting and Assessing (3)

CECE 415, Methods of Teaching Reading and Writing (3)

CEDC 401, Infants and Toddlers Development (3)

CHPE 404, Methods of Teaching Early Childhood Health and Physical Education (3)

CEDC 408, Multicultural and Global Education (3)

CHPE 413, Health Education Curriculum and Methods (3)

CEDS 425, Introduction to Exceptional Education (3)

Cognate Elective Courses: 9 Credits

A planned program of cognate elective courses (3 courses) suitable to candidate's career goals must be approved by the student's advisor and may include courses from any of the four schools of the University.

CXXX XXX, Cognate Elective (3)

CXXX XXX, Cognate Elective (3)

CXXX XXX, Cognate Elective (3)

Professional Skills: 24 Credits

CEDC 492 Cooperative Education I (12)

CEDC 493, Cooperative Education II (12)

**Cooperative Education requires Educational Studies candidates to spend two full semesters working in an education related agency appropriate to their concentration, specialty area, or career goal. Experiences are supervised and monitored by the University professor and an onsite supervisor. A weekly seminar is required. Candidates are required to submit evaluations and reports that may include action research.

**Plan of Study for the Bachelor of Arts Degree in
Educational Studies—Child Development
(122 Credits)**

Freshman Year – 1st Semester	Freshman Year - 2nd Semester
CGED 100 First-Year Seminar (1)	CGED 101 First-Year Seminar (1)
CFLS 101 Elementary Spanish OR CFLS 101 Elementary French (3)	CBIO 101 Biological Science OR other course that satisfies the core requirement in Biology (3)
CSTA 101 Fundamentals of Speech (3)	CMAT 106 Pre-Calculus II (3)
CENG 105 College Composition I (3)	CECE 200 Introduction to Early Childhood Education (3)
CMAT 105 Pre-Calculus I (3)	CENG 106 College Composition II (3)
CHIS 212 History of the United States Since 1865 (3)	CEDC 262 Educational Technology (3)
Sophomore Year 1st Semester	Sophomore Year - 2nd Semester
CECE 206 Foundations of Mathematics for Teachers (3)	*CCPS 301 Educational Psychology (3)
CEDF 211 Foundations of Education (The Urban Reality) (3)	CEDC 303 Human Relations (3)
CECE 214 Professional Engagement I: Observing and Exploring (3)	CECE 304 Classroom Management (3)
CECE 201 Literacy in Early Childhood Education I (3)	CECE 314 Creative Development (3)
CART 150 Art Appreciation (3)	Elective (3) CECE 302 Child Development: The Urban Learner recommended by the Department
Junior Year 1st Semester	Junior Year - 2nd Semester
CECE 315 Professional Engagement II: Planning and Instructing (3)	CEDC 401 Infants and Toddlers Development (3)
CECE 405 Preschool Program Development (3)	CECE 404 Early Childhood Curriculum and Methods (3)
CEDC 408 Multicultural and Global Educ. (3)	CHPE 404 Methods of Teaching Early Childhood Health and Physical Education (3) (ES)
CHPE 413 Health Education Curriculum and Methods (3)	CECE 414 Professional Engagement III: Instructing, Connecting, and Assessing (3)
CECE 415 Methods of Teaching, Reading, and Writing (3)	CEDS 425 Introduction to Exceptional Education (3)
ELECTIVE (3)	ELECTIVE (3)
Senior Year - 1st Semester 12 hrs.	Senior Year - 2nd Semester: 12 hrs.
CEDC 492 Cooperative Education I (12)	CEDC 493 Cooperative Education II (12)
All other course work must be completed first.	All other course work must be completed first.

General Education Courses for Educational Studies – Child Development

General Education Core Curriculum

Please check all General Education course recommendations for this Major

- Note: Departments may “recommend” Non-Department GE courses, but may not “require” GE courses outside of your Department without approval from the Office of the Provost.

Area A: Humanities/Fine Arts 9 total hours required from this section	Check box for courses “recommended” for your Majors	Required course within your department for your Majors, if so type REQ
HISTORY		
CHIS 201 The United States, Africa and the World I	<input type="checkbox"/>	
CHIS 202 The United States, Africa and the World II	<input type="checkbox"/>	
CHIS 211 History of the United States before 1865	<input type="checkbox"/>	
CHIS 212 History of the United States since 1865	<input checked="" type="checkbox"/>	REQ
HUMANITIES		
CART 150 Art Appreciation	<input checked="" type="checkbox"/>	REQ
CHUM 228 Early Period: 1500 – 1914	<input type="checkbox"/>	
CHUM 230 Modern Period: World War I - Present	<input type="checkbox"/>	
CMUS 119 World Music	<input type="checkbox"/>	
CMUS 120 Music Appreciation	<input type="checkbox"/>	
CSTA 252 Theatre Appreciation	<input type="checkbox"/>	
PHILOSOPHY / RELIGION		
CPHI 105 Critical Thinking	<input type="checkbox"/>	
CPHI 221 Introduction to Philosophy	<input type="checkbox"/>	
CPHI 241 Philosophy of Religion	<input type="checkbox"/>	
CPHI 262 Science, Technology and Human Values	<input type="checkbox"/>	
CREL 101 The Biblical Heritage	<input type="checkbox"/>	
CREL 103 African American Religious Experiences I	<input type="checkbox"/>	
CREL 104 African American Religious Experiences II	<input type="checkbox"/>	
CREL 250 Comparative Religion	<input type="checkbox"/>	
Area B. Social / Behavioral Sciences (3-9 hours required)	Check box for courses “recommended” for your Majors	Required course within your department for your Majors, if so type REQ
POLITICAL SCIENCE		
CPSC 106 Politics and Global Issues	<input type="checkbox"/>	
CPSC 219 American Government and Politics	<input type="checkbox"/>	
PSYCHOLOGY		
CPSY 211 General Psychology	<input type="checkbox"/>	
CPSY 218 Human Growth and Development	<input type="checkbox"/>	

CRIMINAL JUSTICE / SOCIOLOGY		
CSCJ 105 Culture and Society	<input type="checkbox"/>	
CSCJ 215 Introduction to Sociology	<input type="checkbox"/>	
CSCJ 218 Contemporary Social Problems	<input type="checkbox"/>	
CSCJ 216 Introduction to Anthropology	<input type="checkbox"/>	
Area C. Natural Science/Mathematics/Statistics (3-9 hours required)	Check box for courses “recommended” for your Majors	Required course within your department for your Majors, if so type REQ
BIOLOGICAL SCIENCES		
CBIO 101 Biological Science (non-science majors)	<input checked="" type="checkbox"/>	REQ
CBIO 111 General Biology I	<input type="checkbox"/>	
CBIO 112 General Biology II	<input type="checkbox"/>	
CHEMISTRY		
CCHE 111 General Chemistry I	<input type="checkbox"/>	
CCHE 112 General Chemistry II	<input type="checkbox"/>	
MATHEMATICS		
CMAT 104 Finite Mathematics	<input type="checkbox"/>	
CMAT 105 Pre-Calculus I	<input checked="" type="checkbox"/>	REQ
CMAT 106 Pre-Calculus II	<input checked="" type="checkbox"/>	REQ
CMAT 109 College Algebra for Business and Economics	<input type="checkbox"/>	
CMAT 110 Applied Calculus for Business and Economics	<input type="checkbox"/>	
CMAT 111 Calculus I	<input type="checkbox"/>	
CMAT 112 Calculus II	<input type="checkbox"/>	
PHYSICS		
CPHY 102 Physical Science (non-science majors)	<input type="checkbox"/>	
CPHY 111 General Physics	<input type="checkbox"/>	
CPHY 121/L Mechanics Lecture and Lab	<input type="checkbox"/>	
CPHY 122 Electricity and Magnetism Lecture and Lab	<input type="checkbox"/>	
CPHY 123 Optics and Modern Physics Lecture and Lab	<input type="checkbox"/>	
Area D. Communications (3-9 hours required)	Check box for courses “recommended” for your Majors	Required course within your department for your Majors, if so type REQ
ENGLISH		
CENG 105 College Composition I	<input checked="" type="checkbox"/>	Required for all Majors
CENG 106 College Composition II	<input checked="" type="checkbox"/>	Required for all Majors
CENG 201 World Literature I	<input type="checkbox"/>	
CENG 202 World Literature II	<input type="checkbox"/>	
FOREIGN LANGUAGE		

CFLF 101 Elementary I (French)	<input checked="" type="checkbox"/>	REQ
CFLF 102 Elementary II (French)	<input type="checkbox"/>	
CFLF 201 Intermediate I (French)	<input type="checkbox"/>	
CFLF 202 Intermediate II (French)	<input type="checkbox"/>	
CFLS 101 Elementary I (Spanish)	<input checked="" type="checkbox"/>	REQ
CFLS 102 Elementary II (Spanish)	<input type="checkbox"/>	
CFLS 201 Intermediate I (Spanish)	<input type="checkbox"/>	
CFLS 202 Intermediate II (Spanish)	<input type="checkbox"/>	
SPEECH		
CSTA 101 Fundamentals of Speech	<input checked="" type="checkbox"/>	REQ
Area E. Financial / Technological (3-9)	Check box for courses “recommended” for your Majors	Required course within your department for your Majors, if so type REQ
ART		
CART 227 Computer Imaging (Art and Fashion Majors only)	<input type="checkbox"/>	
BUSINESS		
CBUS 250 Personal Finance	<input type="checkbox"/>	
COMPUTER SCIENCE		
CCIS 100 Information Technology and Computer Applications	<input type="checkbox"/>	
CCIS 101 Introduction to Computing	<input type="checkbox"/>	
CCIS 253 Scientific Computing for Simulation, Analysis and	<input type="checkbox"/>	
Visualization (STEM Majors)		
CCIS 104 Business Programming	<input type="checkbox"/>	
CCIS 105 Programming Principles I	<input type="checkbox"/>	
CCIS 121 Introduction Computer Systems	<input type="checkbox"/>	
ECONOMICS		
CECO 107 Introduction to Economics	<input type="checkbox"/>	
CECO 250 Principles of Economics	<input type="checkbox"/>	
CECO 251 Principles of Macroeconomics	<input type="checkbox"/>	
EDUCATION		
CEDC 262 Educational Technology	<input checked="" type="checkbox"/>	REQ

Summary of Discipline and Cognate Courses for Educational Studies – Child Development

“Major”/department courses (required):	<u>51</u> credit hours (Grade of C or higher required)
“Minor” related courses (required):	<u>18</u> credit hours
Major/CGED “related” courses:	3 credit hours (CFLS or CFLF 101 foreign language)
General Education (required):	<u>36</u> credit hours
Other University Requirements:	<u>2</u> credit hours (First Year Seminar 100 & 101)
General/Free Electives:	<u>9</u>
Total Credit Hours <u>122</u>	