

Education

Department Faculty

Amy Bagby
Jack Beckman
Rebecca Dodson
James Drexler
Daphne Haddad
Phillip Horton
Stephen Kaufmann
Rebecca Pennington
Elaine Tinholt
Bruce Young

Certification Programs

I. Teacher Certification: Georgia

The following programs lead to Georgia teacher certification:

A. Elementary Education Majors

- Early Childhood (grades P-5) certification, traditional undergraduate program. BA degree.
- Early Childhood (grades P-5) certification, adult degree completion program, BS degree. (See the Bachelor of Science in Early Childhood Education section at the back of the catalog for more details.)
- Middle Grades (grades 4-8) certification

B. Secondary Education Programs:

A program leading to secondary (grades 6-12) certification for students with a major in one of the following:

- English
- History
- Mathematics Education
- Natural Science (Broad Field Science)

*See certification requirements under each major.

C. Post-Baccalaureate Program. A program leading to teacher certification for individuals who already possess a baccalaureate degree.

These programs were re-approved by the Georgia Professional Standards Commission (GaPSC) in December 2004. Upon completion of any of these programs and passing scores on Georgia basic skills and content assessments, graduates are eligible to receive an initial clear renewable teaching certificate for the state of Georgia, valid

for five years.

The Georgia Assessments for the Certification of Educators™ (GACE™) are a component of every teacher education program within the State of Georgia. Passing scores on the GACE Basic Skills Tests are required to enter the Teacher Education Program at Covenant College; GACE Content Assessments scores are required upon completion of the program. Passing scores on both basic skills and content assessments are required for certification within the State of Georgia.

See www.gapsc.com for information about the GaPSC and www.gace.nesinc.com for information about GACE.

II. Teacher Certification: ACSI

The following programs lead to Association of Christian Schools International (ACSI) teacher certification:

A. All of the above GaPSC programs.

B. In addition, a program leading to secondary (grades 6-12) certification for students with a major in Biblical and Theological Studies. See certification requirements under the major. Students in this program are required to pass the GACE Basic Skills Test at the beginning of the program, but are not required to take an exit exam.

These programs were approved by ACSI in March 2007. Upon completion of any of these programs, graduates are eligible to receive a renewable ACSI certificate at either the elementary (K-8) or secondary (7-12) level, valid for five years. (See www.acsi.org)

Non-Certification Programs

Non-Certification Education Minor
Non-Certification Education Major/Minor for International Students

Master of Education Program

Information about the Master of Education Program is available on the website: www.med.covenant.edu.

To obtain a Master of Education catalog, contact:

Master of Education Program
Covenant College
14049 Scenic Highway
Lookout Mountain, GA 30750-4164
800.677.3626
med@covenant.edu
www.med.covenant.edu

Teacher Education Program Conceptual Framework

Purpose Statement:

The purpose of the Teacher Education Program at Covenant College is to prepare competent and compassionate teachers who practice their profession according to biblical guidelines in diverse educational settings. Candidates develop the knowledge, skills, and dispositions to become teachers who model life-long learning and faithful service to God as change-agents in society.

Teacher Standards:

Domain A: Knowledge

1. **Framework.** Apply a biblical worldview to the nature and needs of learners, the role of schools in society, content and professional knowledge, and instruction.
2. **Student Development.** Use knowledge of human learning and development to provide learning opportunities that support students' physical, intellectual, emotional, social, and spiritual growth.
3. **Content.** Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of the subject matter meaningful for students.

Domain B: Planning

4. **Planning.** Plan instruction based upon knowledge of subject matter, curriculum goals and standards, student differences, and the social and cultural characteristics of the community.
5. **Diversity.** Create instructional opportunities adapted to the needs of diverse learners, including differences related to culture, ethnicity, race, language, gender, social class, learning styles, and exceptionality.

Domain C: Instruction

6. **Instructional Strategies.** Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
7. **Technology.** Use technology in teaching and learning.

Domain D: Assessment

8. **Assessment.** Understand and use formal and informal assessment strategies to evaluate and ensure students' continuous intellectual, emotional, and social development.

Domain E: Classroom Environment

9. **Management.** Create and maintain a learning environment that encourages responsible care for others, collaborative inquiry, active engagement in learning, and self-motivation.
10. **Communication.** Use effective verbal, nonverbal, and media communication techniques to foster active

inquiry, collaboration, and supportive interaction in the classroom.

Domain F: Professional Growth

11. **Professional Growth.** Evaluate effects of choices and actions on others and actively pursue individual and collaborative opportunities to grow professionally as an ethical, reflective practitioner.
12. **Community.** Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

Prior to Teacher Education Approval

Prior to Teacher Education Program approval, a student may only enroll in the following EDU courses:

- EDU 121. Introduction to Teaching
- EDU 215. Technology for Educators
- EDU 222. Educational Psychology
- EDU 234. Teaching in a Pluralistic Society
- EDU 350. The Educational Thought and Practice of Charlotte Mason
- EDU 366-367. Literature for Children in the Early/Middle Grades

Schedule for Completion of the Teacher Education Program (TEP)

Note: The Teacher Education Program at Covenant College is governed by the Georgia Professional Standards Commission. Students participating in the Teacher Education Program at Covenant College must submit passing scores on the GACE Basic Skills Tests for entry into the program. Upon exiting from the program, students must submit scores for the GACE Content Assessment in their particular field of study. Passing scores on both GACE Basic Skills Tests and Content Assessments are required for recommendation for certification for the GaPSC. These required assessments are incorporated into the Gates below.

Gate 1: Approval to Teacher Education Program (Freshman or Sophomore year)

- Submit passing scores on the GACE Basic Skills Assessment, or acceptable SAT or ACT scores. Acceptable SAT scores: 1000 composite of Critical Reading and Math scores; acceptable ACT scores: 43 composite of English plus Math scores. Unless exempt, students should arrange to take the GACE Basic Skills Assessments as early in their freshman year as possible, or even during the summer before enrolling in college. See www.gace.nesinc.com to register.
- Complete EDU 121. Introduction to Teaching with a grade of C- or better.
- Have a personal interview with a faculty member of the Education Department and achieve at least the required minimum score (70%) on the Faculty Recommendation Form.
- Complete and submit a Teacher Education Program Application at the time of the faculty interview.
- Receive a recommendation from the Office of Student Development.
- Ask reference to complete and submit the TEP Application Personal Reference Form on your behalf.
- Complete 30 hours of field work during EDU 121. Introduction to Teaching.
- Achieve a minimum total institutional GPA of 2.50. Note: This GPA must be maintained throughout the program. If at any point a student's total institutional GPA slips below 2.50, that student will be given one semester to raise the GPA to a 2.50 to continue in the TEP. No grade below "C-" is acceptable in any course in the major, or in the education minor in the case of secondary programs.
- Receive approval to enter the Teacher Education Program from the Teacher Application Committee.

Gate 2: Initial Approval for Student Teaching (Junior Year)

- TEP approval.
- Complete and submit a Student Teaching Application to the Education Office at the beginning of the junior year.
- Ask a professor under whom one education course was taken to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
- Ask a second professor (for secondary, must be in the major discipline) to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
- Complete at least 58 semester hours of credit.
- Maintain a minimum total institutional GPA of 2.50.
- Receive initial approval to student teach.

Gate 3: Final Approval for Student Teaching (Senior Year)

- Complete all education courses with a grade of C- or better by noon, one week prior to student teaching.

- Maintain a minimum total institutional GPA of 2.50.
- Receive final approval to student teach.

Gate 4: Student Teaching and Exit from Program (Final semester)

- Take the GACE content assessments at the beginning of the student teaching semester.
- Complete and submit a Georgia Certification Application to the Education Office before the end of the final semester.
- Complete and submit an ACSI certification application to the Education Office if ACSI certification is also desired.
- Submit a self-evaluation of both student teaching practicums to College Supervisor.
- Confirm that all other Placement File materials have been submitted to the Education Office.
- One month prior to graduation, submit the completed Developmental Portfolio to the College Supervisor of your second practicum.
- Complete a Survey of Graduating Seniors in one of the final sessions of *Student Teaching Seminar*.

The Developmental Portfolio

The Developmental Portfolio is a collection of evidence that provides a record of the candidate's progress towards meeting the Education Department's teacher standards. This compilation of material synthesizes the candidate's coursework and fieldwork experiences and provides a summary of development from the candidate's perspective. It serves to encourage the candidate to be actively involved in monitoring and reflecting on his/her development as a teacher and provides assessment data for candidate and program improvement.

The completion of the Developmental Portfolio is a requirement for the successful completion of the Covenant College Teacher Education Program and is completed through LiveText.

LiveText

College LiveText edu solutions™ is a suite of web-based tools. Education students use LiveText to submit course assignments online for review/assessment as well as to develop electronic portfolios. (See www.college.livetext.com.)

Student Teaching

Student teaching is an important and demanding part of the Teacher Education Program and is considered equivalent to full-time employment. Ordinarily, students will be largely free from other demands on their time so that they may fully concentrate on their roles as student teachers. On occasion, other responsibilities, such as work study, varsity athletics,

or incomplete academic work, may need to be undertaken. In such cases, students should discuss their situation with the Chair of the Education Department. When the faculty of the Education Department deems that the students' outside responsibilities are incompatible with student teaching, those students may be asked to lessen those responsibilities prior to student teaching.

The professional semester consists of two different student teaching practicums to allow for a more varied and total practicum experience. The first practicum occurs locally under college supervision, and the second practicum may occur in a school at some distance from the College with approval from the department.

Student Teaching at a Distance

If a student wishes to student teach at a distance for the second practicum, arrangements must be worked out with the prior approval of the Education Department. Applications for a Long Distance Practicum are available on request from the Education Office. This application must be submitted to the Education Office by December 1 or May 1 of the semester immediately prior to student teaching. All submitted applications will be brought to the Education Department for consideration for both initial and final approval. If initial approval is granted, the candidate must understand that such approval is tentative and that final approval can only be granted at the conclusion of the first practicum and at the recommendation of the supervising college professor.

If a student wishes to be considered for an exception to this policy (i.e., if a student wishes to student teach at a distance for both practicums), a written proposal and rationale must be presented to the Education Department Chair no later than the end of the semester which is a full academic year prior to the professional semester. Such exceptions will only be granted when extreme duress is substantiated.

Transfer Courses

1. The following education course may be transferred into Covenant, if a comparable course has been taken elsewhere:

EDU 121. Introduction to Teaching (three hours)

Note: A student who transfers three credits for this course must also take EDU 121 for one credit at Covenant.

2. The following courses may *not* be transferred in, even if comparable courses have been taken elsewhere:

EDU 222. Educational Psychology (three hours)

EDU 370. History and Philosophy of American Education (three hours)

Requirements #1 and #2 exist due to the perspectival nature of these courses.

3. No more than six hours of the professional education courses may be transferred from another institution.

Intercultural Opportunities

Students may choose to explore teaching in an intercultural context (both domestic and international) in the following courses: EDU 296/396 May Practicum, and EDU 496 or 498 Teaching Practicums II. The first teaching practicum (EDU 495 or 497) occurs in a local school. Students wishing to student teach at a distance for both practicums must apply to the department one year in advance and submit a rationale for the request. Contact the Education Department for details.

In addition COR 337 Intercultural Experience may be taken concurrently with an education course with the permission of the Director of Experiential Studies.

Teacher Placement Service

A variety of services are offered to TEP students by the Teacher Placement Service. Services include assisting students in compiling a credentials file, providing an annual teacher recruitment event, providing an electronic listing of teacher vacancies for national and international schools, and providing an electronic Directory of Teacher Education Graduates. Graduates receive a lifetime membership to this service.

Course Requirements for GaPSC Certification Programs

Elementary Education Major, Early Childhood (P-5) Certification

General Education Core

BIB 111. Old Testament Introduction	3
BIB 142. New Testament Introduction.....	3
BIB 277-278. Christian Doctrine I, II.....	6
COR 100. The Christian Mind	2
COR 225-226. Cultural Heritage of the West I, II.....	6
COR 325. Global Trends for the Twenty-First Century	3
COR 337. Intercultural Experience	1
COR 340. Christ and Culture Seminar	1
ENG 111. English Composition	3

Must be completed during first year at Covenant.

Exemption permitted with credit from AP language/

composition.	
HIS 325. Twentieth-Century World History	3
PE 151. Concepts in Physical Education.....	2
PE 152. Personal Aerobics and General Fitness	1
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)	
Fine Arts Distribution Requirement	3
Foreign Language.....	8
Proficiency in one year of an elementary-level foreign language. (Note: Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.)	
Natural Science Lab Distribution Requirement	4
General education core subtotal	49

Teaching Field

EDU 313. Language Arts Content and Skills in the Early Grades.....	2
EDU 315. Teaching Reading in the Early Grades.....	3
EDU 317. Assessing and Correcting Reading Difficulties....	2
EDU 324. Science Content and Skills in the Early Grades	3
EDU 326. Math Content and Skills in the Early Grades	3
EDU 328. Social Studies Content and Skills in the Early Grades	3
EDU 337. Teaching Art, Music and Physical Education in the Early Grades	3
EDU 342. Essentials of Instruction in the Early Grades	3
EDU 366. Literature for Children in the Early Grades.....	3
EDU 454. Organization and Management of the Early Grade Classroom	2
EDU 480. Senior Integration Paper.....	2
HIS 111 or 112. History of the United States I or II	3
MAT 111. Mathematics for Educators I	3
(Note: If a student takes this course and subsequently changes majors, that student will also need to take either MAT 122 Concepts in Mathematics or MAT 141 College Algebra to fulfill the College core math requirement. Conversely, if a student has taken MAT 122 before changing to an education major, that student is exempt from MAT 111 and may proceed directly to taking MAT 112.)	
MAT 112. Mathematics for Educators II	3
(Note: These two math courses are required for all P-5 majors, no exemptions permitted.)	
Teaching Field subtotal	38

Professional Education

EDU 121. Introduction to Teaching	3
EDU 215. Technology for Educators	3
EDU 222. Educational Psychology	3
EDU 234. Teaching in a Pluralistic Society	3
EDU 361. Education of Exceptional Children	3

EDU 370. History and Philosophy of American Education ‘W’	3
EDU 410. Educational Assessment: Early Grades	1
EDU 495. Practicum I ‘S’	7-1/2
EDU 496. Practicum II ‘S’	7-1/2
EDU 489. Student Teaching Seminar.....	1
PSY 303. Developmental Psychology (This course is to be taken prior to or, at the very least, concurrently with EDU 222. Educational Psychology.)....	4
Professional education subtotal.....	39
Total degree hours	126

Note: COR 337. Intercultural Experience may be taken for 0-3 credit hours. It is also possible to be exempt from taking foreign language based on high school grades or placement scores. If either of these adjustments occurs, one or more elective hours may need to be taken in order to earn a minimum of 126 hours required for graduation.

Elementary Education Major, Middle Grades (4-8) Certification

General Education Core

BIB 111. Old Testament Introduction	3
BIB 142. New Testament Introduction.....	3
BIB 277-278. Christian Doctrine I, II.....	6
COR 100. The Christian Mind	2
COR 225-226. Cultural Heritage of the West I, II.....	6
COR 325. Global Trends for the Twenty-First Century	3
COR 337. Intercultural Experience	1
COR 340. Christ and Culture Seminar	1

ENG 111. English Composition

Must be completed during first year at Covenant. Exemption permitted with credit from AP language/ composition.

HIS 325. Twentieth-Century World History	3
MAT 111. Mathematics for Educators I.....	3
(unless exempt from the College core math requirement.)	
(Note: If math is one of the two chosen concentrations, a student must take this course even if exempt from the College core math requirement. Also note: If a student takes this course and subsequently changes majors, that student will also need to take either MAT 122. Concepts in Mathematics or MAT 141. College Algebra to fulfill the College core math requirement. Conversely, if a student has taken MAT 122 before changing to an education major, that student is exempt from MAT 111 and may proceed directly to taking MAT 112.)	
PE 151. Concepts in Physical Education.....	2
PE 152. Personal Aerobics and General Fitness.....	1
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)	

Fine Arts Distribution Requirement	3
Foreign Language.....	8
Proficiency in one year of an elementary-level foreign language. (Note: Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.)	
NSC 115. Science in Perspective or	
NSC 105. Physical Science.....	4
(Note: If science is one of the concentrations, this course will fulfill both the College science core requirement and a teaching field requirement.)	
Social Science Distribution Requirement (Recommended:	
PSY 303. Developmental Psychology).....	3
General education core subtotal.....	55

Teaching Field (General)

EDU 318. Reading and Writing in the Content Areas	3
EDU 343. Essentials of Instruction	3
EDU 415. Content and Skills in the Middle Grades.....	3

Teaching Field (Concentrations)

Students must complete at least 15 hours in each of two of the following concentrations:

Language Arts

ENG 201. Introduction to Literary Studies	3
ENG 236. English Syntax	3
EDU 318. Reading and Writing in the Content Areas	3
EDU 367. Literature for Children in the Middle Grades.....	3
ENG Literature Elective (A literature course to be chosen in consultation with faculty advisor.)	3

Social Studies

HIS 111D. U.S. History to 1877 & Georgia History.....	3
HIS 112. U.S. History since 1877	3
HIS 213. Formation of Europe, or	
HIS 214. Age of Europe	3
HIS 325. Twentieth Century World History	3
HIS Elective (A history course to be chosen in consultation with faculty advisor.)	3

Mathematics

MAT 111. Mathematics for Educators I	3
MAT 112. Mathematics for Educators II	4
MAT 141. College Algebra.....	4
MAT 142. Precalculus Mathematics	4

Science

BIO 111. General Biology	4
NSC 105. Physical Science or	
NSC 112. Astronomy	4
NSC 115. Science in Perspective	4
NSC 108. Problems in Geological Science or	
NSC 110. Problems of Physical Geography.....	4

Minimum Teaching Field subtotal **41**

Professional Education

EDU 121. Introduction to Teaching	3
EDU 215. Technology for Educators	3
EDU 222. Educational Psychology	3
EDU 234. Teaching in a Pluralistic Society	3
EDU 322. Nature and Needs of the Early Adolescent Learner	3
EDU 361. Education of Exceptional Children.....	3
EDU 370. History and Philosophy of American Education 'W'	3
EDU 411. Educational Assessment: Middle Grades and Secondary	1
EDU 495. Practicum I 'S'	7-1/2
EDU 496. Practicum II 'S'	7-1/2
EDU 490. Student Teaching Seminar.....	1
Professional education subtotal	38
Total degree hours	127-128

Senior Integration Paper 2
(Total degree hours doesn't equal the three subtotals because some teaching field concentration courses count towards general education requirements or general teaching field requirements.)

Note: COR 337. Intercultural Experience may be taken for 0-3 credit hours. It is also possible to be exempt from taking foreign language and/or math based on high school grades or placement scores. If either of these adjustments occurs, one or more elective hours may need to be taken in order to earn a minimum of 126 hours required for graduation.

Secondary Education Minor, (6-12)

Certification

- English
- Biblical Studies
- History
- Mathematics
- Natural Science Broad Fields

See certification requirements under each major.

Course Requirements for Non-Certification Education Programs

Non-Certification Education Minor

EDU 121. Introduction to Teaching	3
EDU 222. Educational Psychology	3

EDU 370. History and Philosophy of American Education.....	3
Education electives from the following:	
EDU 215. Technology for Educators, or	
EDU 234. Teaching in a Pluralistic Society, or	
EDU 315. Teaching Reading, or	
EDU 318. Reading and Writing in the Content Areas, or	
EDU 322. Nature and Needs of the Early Adol. Learner or	
EDU 337. Art, Music and PE in the Early Grades, or	
EDU 342/343. Essentials of Instruction in the EG/MG, or	
EDU 361. Education of Exceptional Children, or	
EDU 366/367. Literature for Children in the EG/MG, or	
EDU 396/296. May Practicum	6
Total hours for the minor	15

Note: It is always advisable to take EDU 121 first and EDU 222 second. After that, students with a Non-Certification Education Minor are exempt from the usual course prerequisites for education courses. At pre-registration time, the faculty advisor should email the Records Office, draw attention to the minor being pursued, and request a Banner override to enable pre-registration for the education course(s) desired.

Non-Certification Education Major/Minor for International Students

Non-certification versions of each of our degree programs are available for international students for whom English is their second language and who do not require Georgia teacher certification. These programs are identical to the certification programs except that the GACE exams are not required.

Education Courses

121. Introduction to Teaching

A course designed to provide an introduction to and exploration of teaching as a profession. A Christian philosophical framework is developed to enable the students to critically examine the relevant issues in teaching. Approximately 30 hours of field experience are included in the course, so that students have ample opportunity to experience the practical aspects of teaching in a classroom. A major purpose of the field work is to help the student to ascertain possible gifts for teaching and to understand through firsthand experience the nature and magnitude of the task of teaching. Directed field-based experience is required. (Students who transfer in a course comparable to this one may take this course for one hour.) Prerequisite: none. \$12 fee. Three hours.

215. Technology for Educators

This course prepares students to integrate technologies in teaching, learning, assessment, and the school curriculum. Students develop competence in planning and designing learning environments and experiences that use technologies, and in using technologies in professional growth and productivity. The course addresses social, ethical, legal and human issues, and assists students in developing a Christian perspective on the use of technology. Prerequisite: at least sophomore standing. Three hours.

222. Educational Psychology

The central concern of this course is the question, "How do people learn?" For answering that question, a biblical view of human beings, their behavior, and their relationship to learning is the starting point. Through the biblical framework, the major families of learning theory (behaviorism and cognitive-field psychology) are then examined to determine what things are acceptable and helpful to the Christian teacher. The last part of the course emphasizes the measurement and evaluation of learning. Prerequisite: EDU 121. \$6 fee. Three hours.

234. Teaching in a Pluralistic Society

A course providing students with information about categories of student diversity such as race, ethnicity, gender, socioeconomic status, religion, home language, and learning style. Contemporary research and practice related to these areas, drawn from the disciplines of education, history, psychology, anthropology, and sociology, are surveyed and evaluated. A variety of teaching strategies and resources are developed which embody a biblically informed understanding of the teaching-learning process, and which enable students to become effective teachers in heterogeneous classrooms. Directed field-based experience is required. Prerequisite: EDU 121. Three hours.

313. Language Arts Content and Skills in the Early Grades

An overview of the purpose and use of language from a Christian perspective forms the framework for this course. The student examines the goals, methods, materials, and evaluation in teaching, listening, speaking, handwriting, spelling, and writing. It should be taken concurrently with EDU 366. Directed field-based experience is required. Prerequisite: TEP approval. Taken in Senior Block. \$10 fee. Two hours.

315. Teaching Reading in the Early Grades

This course is designed to provide a foundation in the teaching of reading. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The content focuses upon those competencies which may be considered essential

regardless of the grade level taught. Direct application of the knowledge, skills, and attitudes will focus on the tasks confronting the reading teacher. Directed field-based experience is required. Prerequisites: TEP approval and junior standing. Spring semester. Three hours.

317. Assessing and Correcting Reading Difficulties

This course is designed to prepare classroom teachers to assess reading performance, identify reading difficulties, to design instruction to remediate weaknesses, and to promote increased reading achievement. Prospective teachers will use informal and formal assessment tools to evaluate students in a real classroom during scheduled field experiences. Prerequisite: TEP approval. Taken in Senior Block. Two hours.

318. Reading and Writing in the Content Areas

This course is designed to provide the middle grades and secondary teacher with an understanding of how the reading process interacts with learning in the subject areas. It includes use of assessment processes, development of instructional strategies and selection of literature and materials appropriate for use in grades 4-12. Special emphasis will be placed on reading in the content areas and strategies for struggling readers. Prerequisite: TEP approval. Offered in the spring semester of even numbered years. Three hours.

322. Nature and Needs of the Early Adolescent Learner

This course addresses the developmental needs of early adolescents and middle school program philosophy, organization, curriculum, and instruction. Current research and practice will be analyzed and evaluated from a biblically-informed perspective, with the goal of enabling candidates to become effective teachers whose work is shaped by a personal, thoughtful, and growing Christian philosophy of education. Directed field-based education is required. Prerequisite: TEP approval. Spring semester. Three hours.

324. Science Content and Skills in the Early Grades

The learner studies instructional procedures, materials, and evaluation in teaching biological and physical sciences in the elementary school. Prerequisite: TEP approval. Taken in Senior Block. \$10 fee. Three hours.

326. Mathematics Content and Skills in the Early Grades

This course focuses on the goals, methods, materials, and assessment procedures of mathematics instruction in the early grades. Two hours lecture; two hours laboratory. Directed field-based experience is required. Prerequisite: TEP approval. Taken in Senior Block. \$12 fee. Three hours.

328. Social Studies Content and Skills in the Early Grades

This course is an introduction to the theory and practice of teaching social studies in the early grades. Topics include educational research and practice related to social studies instruction in the early grades; theories about the nature of the learner, the teacher, and the classroom environment as they relate to the teaching of social studies; curriculum content (including Georgia history); planning and implementation of instruction; selection and use of instructional materials; and assessment. Social studies introduces students to the nations and peoples of the world, the cultures that they have constructed through the ages, and the many ways in which people interact with each other and with their environment. This course, therefore, will give students the opportunity to rigorously consider the implications of a biblical worldview for their own understanding of the world and its people and to consider its influence in shaping their teaching. Prerequisite: TEP approval. Taken in Senior Block. Three hours.

337. Teaching Art, Music and Physical Education in the Early Grades

A course designed to teach the rudiments of educational theory and practice in the fields of art, music and physical education. Students will focus on the following topics: 1) Art: essential techniques, methods and materials in classroom organization and the operational phases of an art program; 2) Music: instructional methodologies such as Orff, Kodaly and Discipline-based Music Instruction; 3) Physical Education: basic motor learning through sequential movement education principles. Prerequisite: TEP approval. Fall semester. \$6 fee. Three hours.

340. Curriculum and Methods in the Secondary School

A course designed to help pre-service secondary teachers develop and practice the abilities and skills necessary to be effective classroom teachers in grades 6-12. Candidates examine curricula and complete assignments in their specific subject area, and develop a unit plan and lesson plans that address relevant state and national standards. A thirty hour fieldwork experience in a local school also aids in preparation for the student teaching experience. This course is normally taken in the semester before student teaching. Prerequisites: TEP approval and senior standing. Fall semester. \$12 fee. Four hours.

342. Essentials of Instruction in the Early Grades

343. Essentials of Instruction in the Middle Grades

All teachers have certain beliefs, traits, behaviors, and practices that can either improve or inhibit learning in the classroom. Today there exists a growing body of literature on effective teaching. This course focuses on strategies that can lead teachers to choices and actions that should enhance learning. An effort is made to connect a Christian philosophy of education with a research-based instructional skills model. This model is relevant to the early/middle

grades and all subject matter. A two week practicum in a local school allows the student to apply what he or she is learning to the classroom. Prerequisites: TEP approval and junior standing. Spring semester. Three hours.

350. The Educational Thought and Practice of Charlotte Mason

A course designed to introduce students to Charlotte Mason, a latter 19th and early 20th century British educator. Mason's ideas spawned an educational movement in England, and through the correspondence school, to thousands around the world. Recently her ideas have enjoyed a revival among Christian schools and homeschools in the United States. Students will study her ideas within their historical, philosophical, and theological contexts. Prerequisite: none. Three hours.

361. Education of Exceptional Children

A course designed to introduce legal definitions and clinical characteristics of categories of exceptional children, with an emphasis on etiology, identification, assessment, and the provision of educational services, including services mandated by federal law. Topics include mental retardation, learning disabilities, physical disabilities, emotional problems, and giftedness. Directed field-based experience is required. Prerequisite: TEP approval. Three hours.

366. Literature for Children in the Early Grades

367. Literature for Children in the Middle Grades

A course designed to explore the vast resources in children's literature and to show appropriate ways of making literature a delight for young children. Directed field-based experience is required. Prerequisite: none. Spring semester. \$5 fee. Three hours.

370. History and Philosophy of American Education

A course designed to provide an overview of the leading ideas and institutional developments that have shaped the character of American education. Of particular interest are the influence of Puritanism on education, the rise of the public school movement, the legacy of John Dewey and the Progressive Movement, and the Christian school movement. Students will look at educational developments within their social, intellectual, and political contexts. Prerequisites: TEP approval and junior standing or instructor approval. Fall semester. \$6 fee. Three hours. 'W'

296/396. May Practicum

A concentrated full-time practicum in a school of the student's choice. Opportunity is given to participate in a variety of classroom activities for a period of two or three weeks. Activities include a daily log, working with individuals and groups of students, teaching, and other classroom-related experiences. This course is taken in the

May term. Arrangements are made with the Education Department. Prerequisite: TEP approval. Hours to be determined.

401. Special Topics

This course offers opportunities for study in various topics of interest within the field of education. These may be short-term courses offered during the semester or during the summer term. Topics will be decided upon by the Education Department faculty as need and interest arise. Some topics may be appropriate for the continuing education of teachers in the field. Hours to be determined.

410. Educational Assessment: Early Grades

A course designed to introduce the basic theory and practice of educational assessment in elementary schools. Topics include the role of assessment, the development of traditional, performance, and product assessments, grading and reporting, and standardized assessments. Taken in Senior Block. Prerequisite: TEP approval. One hour.

411. Educational Assessment: Middle Grades and Secondary

A course designed to introduce the basic theory and practice of educational assessment in middle and secondary schools. Topics include the role of assessment, the development of traditional, performance, and product assessments, grading and reporting, and standardized assessments. This course is normally taken concurrently with EDU 340. Prerequisites: TEP approval and senior standing. Fall semester. One hour.

415. Content and Methods for the Middle Grades

A course surveying content and pedagogy specific to the areas of middle grades concentration (language arts, mathematics, science, and social studies.) Activities include planning for instruction, selecting teaching strategies, and designing appropriate assessment. Directed field-based experience is required. Prerequisite: TEP approval. Fall semester. Three hours.

454. Organization and Management of the Early Grade Classroom

Students will examine classroom management from a Christian perspective with a special emphasis upon a biblical view of the nature of the child. Students examine eight models of discipline as well as developing their own management plan. On Tuesdays and Thursdays, students spend the entire day in a local school classroom where observations and application assignments will be completed. Prerequisite: TEP approval. Taken in Senior Block. Two hours.

480. Senior Integration Paper

Required of all elementary education majors, this course

includes a review of literature and the preparation of a paper that demonstrates personal and practical application of a Christian philosophy of education to the classroom processes of teaching and learning. Prerequisite: TEP approval. Taken in Senior Block. \$12 fee. Two hours.

489. Student Teaching Seminar: Early Childhood (P-5)

490. Student Teaching Seminar: Middle Grades (4-8)

491. Student Teaching Seminar: Secondary Education

This course integrates practical approaches and theory to real-life situations experienced during the student teaching experience. Content areas include school culture and classroom learning environment, classroom management, lesson design, implementation, and reflection, and legal and ethical issues related to teaching. Taken concurrently with Teaching Practicums I and II. Pass/fail grading only. One hour.

495-496. Teaching Practicum I and II: Elementary Education

497-498. Teaching Practicum I and II: Secondary Education

The professional semester is divided into two teaching practicums. Actual teaching experience is gained on a full day basis during these practicums. Pass/fail grading only. Prerequisite: approval to student teach given by the Teacher Application Committee. \$20 fee for EDU 495 and 497. Fifteen hours. ‘S’

Fall Block (for Early Childhood and Middle Grades Programs only)

The Fall Block is designed to integrate the theories and practices of essential content and pedagogy into a carefully planned and implemented series of courses and practicums for students in their senior year. The fall semester is divided into three sections (called Blocks) in which students are both exposed to key elements of instruction and provided with experiences which root those elements in classroom practice. Throughout the Fall Block, students are given two placements in local schools whereby the content of course work is operationalized from various assignments within the syllabi of the courses taught. With this in mind, the student experiences both the theory and practice of certain instructional areas.

Courses are offered on Monday, Wednesday and Friday for both morning and afternoon sessions. Students spend 1 ½ days per week (Tuesdays and Thursdays) engaged in fieldwork in real classrooms where planned activity applies course content in formal and informal ways. These activities are assessed according to criteria explained in each of the course syllabi. This schedule varies somewhat for middle grades programs.

A Fall Block Orientation Meeting is held for students at the beginning of the semester for the purpose of providing an overview.

Example Four Year Program: Early Childhood (P-5)

Freshman

Fall

BIB 111. Old Testament Introduction 3
 COR 100. The Christian Mind 2
 EDU 121. Introduction to Teaching 3
 ENG 111. English Composition 3
 MAT 111. Mathematics for Educators I..... 3
 PE 151. Concepts in Physical Education..... 2

Spring

BIB142. New Testament Introduction..... 3
 HIS 111 or 112. History of the United States I or II..... 3
 MAT 112. Mathematics for Educators II 3
 PE 152. Personal Aerobics and General Fitness..... 1
 Fine Arts Distribution Requirement 3
 Natural Science Lab Distribution Requirement..... 4

Sophomore

Fall

BIB 277. Christian Doctrine I..... 3
 COR 225. Cultural Heritage of West I 3
 EDU 215. Technology for Educators 3
 PSY 303. Developmental Psychology..... 4
 Foreign Language I (unless exempt) 4

Spring

BIB 278. Christian Doctrine II 3
 COR 226. Cultural Heritage of West II..... 3
 EDU 222. Educational Psychology 3
 EDU 366. Literature for Children in EG or Elective 3
 Foreign Language II (unless exempt)..... 4

Junior

Fall

EDU 337. Teaching Art, Music, and PE in Early Grades..... 3
 EDU 361. Education of Exceptional Children..... 3
 EDU 370. History and Philosophy of American Education . 3
 HIS 325. Twentieth Century World History..... 3
 Elective..... 3

Spring

COR 325. Global Trends.....	3
COR 337. Intercultural Experience	0-3
COR 340. Christ and Culture Seminar.....	1
EDU 234. Teaching in a Pluralistic Society	3
EDU 315. Teaching Reading in the Early Grades.....	3
EDU 342. Essentials of Instruction in the Early Grades	3
Elective.....	3

Senior**Fall**

Note: The following courses are required of all Elementary Education P-5 BA students. No other courses are taken during the Fall Block.

EDU 313. Language Arts Content and Skills in EG	2
EDU 317. Assessing and Correcting Reading Difficulties....	2
EDU 324. Science Content and Skills in the Early Grades...	3
EDU 326. Math Content and Skills in the Early Grades	3
EDU 328. Social Studies Content and Skills in EG	3
EDU 454. Organization and Management of Early Grades ..	2
EDU 410. Educational Assessment.....	1
EDU 480. Senior Integration Paper.....	2

Spring

EDU 495. Student Teaching Practicum I	7-1/2
EDU 496. Student Teaching Practicum II.....	7-1/2
EDU 489. Student Teaching Seminar	1

Example Four Year Program: Middle Grades (4-8)

Freshman**Fall**

BIB 111. Old Testament Introduction.....	3
COR 100. The Christian Mind	2
EDU 121. Introduction to Teaching	3
ENG 111. English Composition.....	3
MAT 111. Mathematics for Educators I (unless exempt or if chosen a math concentration).....	3-4
PE 151. Concepts in Physical Education.....	2

Spring

BIB 142. New Testament Introduction	3
NSC 115. Science in Perspective or NSC 105. Physical Science.....	4
PE 152. Personal Aerobics and General Fitness	1
Concentration course.....	3
Social Science Distribution Requirement.....	3

Sophomore**Fall**

BIB 277. Christian Doctrine I.....	3
COR 225. Cultural Heritage of West I.....	3

EDU 215. Technology for Educators	3
EDU 222. Educational Psychology	3
Foreign Language I (unless exempt)	4

Spring

BIB 278. Christian Doctrine II	3
COR 226. Cultural Heritage of West II.....	3
COR 337. Intercultural Experience	0-3
EDU 322. Nature & Needs of Early Adolescent Learner.....	3
Fine Arts Distribution Requirement	3
Foreign Language II (unless exempt).....	4

Junior**Fall**

EDU 234. Teaching in a Pluralistic Society	3
EDU 361. Education of Exceptional Children.....	3
EDU 370. History and Philosophy of American Education ..	3
HIS 325. Twentieth Century World History.....	3
Concentration course	3

Spring

COR 325. Global Trends.....	3
COR 340. Christ and Culture Seminar	1
EDU 318. Reading and Writing in the Content Areas.....	3
EDU 343. Essentials of Instruction in the Middle Grades....	3
Concentration courses	6

Senior**Fall Block**

EDU 411. Educational Assessment	1
EDU 415. Middle Grades Content and Skills.....	3
EDU 480. Senior Integration Paper	2
Concentration course	3
Concentration course	3
Concentration course	3

Spring

EDU 495. Student Teaching Practicum I	7-1/2
EDU 496. Student Teaching Practicum II	7-1/2
EDU 490. Student Teaching Seminar.....	1