

# Education

## Department Faculty

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## 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.

## Education Programs Undergraduate

**Elementary Education major: grades P-5** -- traditional undergraduate program. B.A. degree. Leads to Early Childhood GA and ACSI certification.

**Elementary Education major: grades P-5** -- adult degree completion program. B.S. degree. Leads to Early Childhood GA and ACSI certification. (See the Bachelor of Science in Early Childhood Education section at the back of the catalog for more details.)

**Non-Certification Elementary Education major: grades P-5 – for international students.** A non-certification version of the Elementary Education major is available for international students for whom English is their second language and who do not require GA teacher certification. The program is identical to the certification program except that the GACE exams are not required.

**Master of Arts in Teaching Program.** Students interested in teaching in the following fields should complete a B.A. degree with a major in that field at the undergraduate level, followed by completion of a fifth year in the Master of Arts in Teaching Program. These fields are:

- **Middle Grades: 4-8: Education Studies major.**  
The major includes concentrations in two of the following content areas:
  - Language Arts
  - Mathematics
  - Science
  - Social StudiesCompletion of the Education Studies major plus the M.A.T. degree, leads to GA and ACSI certification in those two content areas.
- **Secondary: grades 6-12.** Completion of a major in one of the following areas plus the M.A.T. degree leads to GA and ACSI certification in that area:
  - Biblical Studies (ASCI certification only)
  - Biology
  - Chemistry
  - Economics
  - English
  - French
  - History
  - Mathematics
  - Physics
  - Spanish
- **All levels: grades P-12.** Completion of a major in one of the following areas plus the M.A.T. degree leads to GA and ACSI certification in that area:
  - Art
  - Theatre (Drama)

See each major for further information about the M.A.T. program.

Students with questions about the Master of Arts in Teaching Program should contact Dr. Jim Drexler in Brock Hall 303 ([jdrexler@covenant.edu](mailto:jdrexler@covenant.edu)) for information. Also see: [www.mat.covenant.edu](http://www.mat.covenant.edu).

**Education Minor.** Available to all students, but specifically *recommended* for students intending to enroll in the M.A.T. program for secondary or all levels certification.

## Graduate School of Education

### Master of Arts in Teaching (M.A.T.)

### Master of Education (M.Ed.)

To obtain a Graduate School of Education catalog, contact:

Graduate School of Education  
Covenant College  
14049 Scenic Highway  
Lookout Mountain, GA 30750-4164  
800.677.3626  
[mat@covenant.edu](mailto:mat@covenant.edu)  
[www.mat.covenant.edu](http://www.mat.covenant.edu)

[med@covenant.edu](mailto:med@covenant.edu)  
[www.med.covenant.edu](http://www.med.covenant.edu)

## Teacher Certification

The Elementary Education certification programs were re-approved and the M.A.T. program approved by the Georgia Professional Standards Commission (GaPSC) in May 2011. Upon completion of any of these programs and passing the 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 both the GACE Basic Skills Tests and the GACE Content Assessments are required for certification.

See [www.gapsc.com](http://www.gapsc.com) for information about the GaPSC and [www.gace.nesinc.com](http://www.gace.nesinc.com) for information about GACE.

In addition, all certification programs listed above lead to Association of Christian Schools International (ACSI) teacher certification. 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](http://www.acsi.org))

## Schedule for Completion of the B.A. Elementary Education Program

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 Assessments in Early Childhood Education. 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)

The following are required:

- Completion of EDU 121. Introduction to Teaching with a grade of C- or better.
- A personal interview with a faculty member of the Education Department and at least the required minimum score (70%) on the Faculty Recommendation Form.
- Submission of Teacher Education Program Application at the time of the faculty interview.
- A recommendation from the Office of Student Development.
- A completed TEP Application Personal Reference Form.
- Completion of 30 hours of field work during EDU 121. Introduction to Teaching.
- A minimum total institutional GPA of 2.50. Note: A 2.50 GPA must be maintained throughout the program. If at any point a student's total institutional GPA falls 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.
- Approval to enter the Teacher Education Program from the Teacher Application Committee.

**NOTE: 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

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

The following are required:

- TEP approval.
- Submission of Student Teaching Application to the Education Office at the beginning of the junior year.
- A Professor Evaluation of Student Teacher Candidate from a professor under whom at least one education course was taken.
- A second Professor Evaluation of Student Teacher Candidate.
- Completion of at least 58 semester hours of credit.
- A minimum total institutional GPA of 2.50.
- Initial approval to student teach from the Teacher Application Committee.

### Gate 3: Final Approval for Student Teaching

(Senior Year)

The following are required:

- Completion of all education courses with a grade of C- or better by noon, one week prior to student teaching.
- A minimum total institutional GPA of 2.50.
- A background check.
- Final approval to student teach from the Teacher Application Committee.

### Gate 4: Student Teaching and Exit from Program

(Final semester)

The following are required:

- Completion of all education courses with a grade of "C-" or better letter grade.
- A minimum total institutional GPA of 2.50.
- The GACE Content Assessments in Early Childhood Education, usually taken at the beginning of the student teaching semester.
- Submission of Georgia Certification Application to the Education Office.
- Submission of all Placement File materials to the Education Office.
- Completion of a Survey of Graduating Seniors in one of the final sessions of EDU 489. Student Teaching Seminar.
- Passing grade for EDU 489. Student Teaching Seminar.
- Passing grades for EDU 495. Teaching Practicum I and EDU 496. Teaching Practicum II.

## 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 Elementary Education major and is completed through LiveText.

## LiveText

LiveText is a suite of web-based tools and is used to submit course assignments online for review/assessment as well as to develop the electronic Developmental Portfolio. (See [www.livertext.com](http://www.livertext.com).)

## Student Teaching

Student teaching is an important and demanding part of the Teacher Education Program and is considered equivalent to full-time employment. Students should be largely free from other demands on their time so as to focus 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.

The professional semester consists of two 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 Education 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. The 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. Initial approval is tentative and 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

Due to the perspectival nature of these 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)
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 Practicum in Education, and EDU 496 Teaching Practicum II. The first teaching practicum EDU 495, 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 chairperson of the Inter Cultural Competencies Committee.

## Teacher Placement Service

A variety of services are offered to Teacher Education Program 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. A \$20 course fee for EDU 495 or EDU 497 covers a lifetime membership to this service.

## Course Requirements for Elementary Education major, Early Childhood GaPSC (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.<br>Exemption permitted with credit from AP language/<br>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<br>page 26 for a list of approved courses.)  |           |
| Fine Arts Distribution Requirement .....  | 3         |
| Foreign Language.....   | 8         |
| Proficiency in one year of an elementary-level foreign<br>language. (Note: Students who have taken two years of the<br>same foreign language in high school and attained an<br>average grade of 2.67 or higher on a 4.0 scale are<br>exempted from the foreign language requirement.) |           |
| Natural Science Lab Distribution Requirement.....   | 4         |
| <b>General education core subtotal .....</b>  | <b>49</b> |

### Teaching Field

|   |   |
|---|---|
| EDU 313. Language Arts Content and Skills in the Early<br>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<br>the Early Grades.....                 | 3 |
| EDU 326. Math Content and Skills in<br>the Early Grades.....                    | 3 |
| EDU 328. Social Studies Content and<br>Skills in the Early Grades .....         | 3 |
| EDU 337. Teaching Art, Music and Physical Education<br>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<br>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<br>changes majors, that student will also need to take<br>either MAT 122 Concepts in Mathematics or<br>MAT 141 College Algebra to fulfill the College<br>core math requirement. Conversely, if a student has<br>taken MAT 122 before changing to an education<br>major, that student is exempt from MAT 111<br>and may proceed directly to taking MAT 112.) |           |
| MAT 112. Mathematics for Educators II.....   | 3         |
| (Note: MAT 111 and 112 are required for<br>all P-5 majors, no exemptions permitted.)   |           |
| <b>Teaching Field subtotal .....</b>   | <b>38</b> |

### 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<br>American Education 'W' ..... | 3          |
| EDU 405. Senior Field Experience.....                              | 1          |
| 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.....                             | 4          |
| <b>Professional education subtotal .....</b>                       | <b>40</b>  |
| <b>Total degree hours .....</b>                                    | <b>127</b> |

Note: COR 337. Intercultural Experience may be taken for 1-3 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.

### Senior Fall Block for Elementary Education

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

## Requirements for Education Studies Major

The Education Studies major is a non-certification major that will enable students to pursue certification in middle grades (4-8) though the Master of Arts in Teaching program. The major is open to anyone who wishes to pursue a general studies education major.

### General Education Core

|   |    |
|---|----|
| BIB 111. Old Testament Introduction.....  | 3  |
| BIB 142. New Testament Introduction.....  | 3  |
| BIB 277-278. Christian Doctrine I, II.....  | 6  |
| ENG 111. English Composition.....   | 3  |
| Foreign Language I, II.....   | 8  |
| Mathematics.....  | 3  |
| MAT 122. Or above, AP Calculus or CLEP credit ( <i>see catalog/Registrar for minimum score requirements</i> ) for College Algebra or above, or exemption is permitted for students assigned a math placement level of 3, 4, or 5. |    |
| PE 151. Concepts in Physical Education.....   | 2  |
| PE 152. Personal Aerobics and General Fitness.....  | 1  |
| 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  |
| HIS 325. Twentieth-Century World History.....   | 3  |
| Fine Arts Distribution Requirement.....   | 3  |
| Humanities Distribution Requirement.....  | 3  |
| Natural Science Lab Distribution Requirement.....   | 4  |
| Social Science Distribution Requirement.....  | 4  |
| Total General Education Core.....   | 58 |

### Major and Supporting Course Requirements

#### Education Courses

|   |     |
|---|-----|
| 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 296/396. Practicum in Education.....        | 2-3 |

|   |       |
|---|-------|
| EDU 361. Education of Exceptional Children..... | 3     |
| EDU 480. Senior Integration Paper.....          | 2     |
| Total Education courses.....                    | 19-20 |

**Content Fields—select two content fields from the following.** Each content field may fulfill one or more core requirement resulting in a different number of elective hours still remaining to reach 126 total degree hours:

**Language Arts** (will fulfill 6 hours of the core fine arts and humanities distribution requirements; 15 additional field hours beyond the core hours)

|   |    |
|---|----|
| ENG 201. Introduction to Literary Studies (HUM).....              | 3  |
| ENG 203. American Literature to 1865, or                          |    |
| ENG 204. American Literature 1865-1965, or                        |    |
| ENG 272. The American Novel.....                                  | 3  |
| ENG 236. English Syntax.....                                      | 3  |
| ENG 266. Reading Film (FAR).....                                  | 3  |
| ENG 275. 20 <sup>th</sup> Century African American Literature, or |    |
| ENG 276. Literature Across Cultures.....                          | 3  |
| ENG 304. Advanced Composition, or                                 |    |
| ENG 305. Practicum in Teaching Writing.....                       | 3  |
| EDU 367. Literature for Children in the Middle Grades.....        | 3  |
| Total Language Arts Content Field.....                            | 21 |

**Mathematics** (will fulfill the 3 hour core mathematics requirement; 15 additional field hours beyond the core hours. zRequirement may not be exempted based on placement exam. Must complete all courses below)

|   |    |
|---|----|
| MAT 111-112. Mathematics for Educators..... | 6  |
| MAT 141. College Algebra.....               | 4  |
| MAT 142. Pre-Calculus Mathematics.....      | 4  |
| MAT 145. Calculus.....                      | 4  |
| Total Mathematics Content Field.....        | 18 |

**Social Studies** (will fulfill the 3 hour core humanities distribution requirement; 18 additional field hours beyond the core hours)

|  |    |
|--|----|
| HIS 111D—U.S. History to 1877 and Georgia History.....       | 3  |
| HIS 112D—U.S. History since 1877 and Georgia History..       | 3  |
| (only one course needed with D)                              |    |
| HIS 150—Introduction to History.....                         | 3  |
| HIS 213—Formation of Europe, or                              |    |
| HIS 214—Age of Europe.....                                   | 3  |
| HIS 325. 20th Century World History (also fulfills core).... | 3  |
| <b>Two of the following:</b>                                 |    |
| HIS 322—Modern China and Japan, or                           |    |
| HIS 328—Developing World, or                                 |    |
| HIS 332—Modern Middle East, or                               |    |
| HIS 372—Modern Africa.....                                   | 6  |
| Total Social Science Content Field.....                      | 21 |

**Science** (will fulfill the 4 hour core natural science lab distribution requirement; 16 additional field hours beyond the core hours)

|   |    |
|---|----|
| BIO 111. General Biology .....              | 4  |
| NSC 105. Problems of Physical Science.....  | 4  |
| NSC 112. Astronomy.....                     | 4  |
| <b>Two</b> of the following:                |    |
| NSC 108. Concepts of Geology, or            |    |
| NSC 110. Concepts of Physical Geography, or |    |
| NSC 115. Science in Perspective .....       | 8  |
| Total Science Content Field .....           | 20 |

**Electives**--Vary depending upon content fields chosen and the core requirements fulfilled.

**Total Degree Hours:**

|                                   |            |
|-----------------------------------|------------|
| Total General Education Core..... | 58         |
| Total Education courses.....      | 19-20      |
| Two content fields.....           | 30-34      |
| Electives.....                    | 14-19      |
| <b>Total degree hours .....</b>   | <b>126</b> |

## Requirements for Minor in Education

Available to all students, but specifically *recommended* for students intending to enroll in the M.A.T. program for secondary or all levels certification. The two **bold** courses are *required* prerequisites for the M.A.T.:

|  |          |
|--|----------|
| EDU 121. Introduction to Teaching .....  | 3        |
| <b>EDU 222. Educational Psychology .....</b>   | <b>3</b> |
| EDU 234. Teaching in a Pluralistic Society.....  | 3        |
| <b>EDU 361. Education of Exceptional Children.....</b>   | <b>3</b> |
| One of the following (all are 3-hour courses)  |          |
| EDU 215. Technology for Educators, or  |          |
| EDU 296/396 May Practicum, or  |          |
| EDU 315. Teaching Reading in the Early Grades, or  |          |
| EDU 337. Art, Music, and PE in the Early Grades, or  |          |
| EDU 342. Essentials of Instruction, or   |          |
| EDU 350. The Educational Thought and Practice of Charlotte Mason, or                             |          |
| EDU 366. Literature for Children, or   |          |
| EDU 370. History and Philosophy of American Education ( <b>NOT</b> for pre-M.A.T. students)..... | 3        |
| Total hours for the minor .....  | 15       |

## 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. Thirty 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.

### 296/396. Practicum in Education

A concentrated full-time practicum in a school with opportunity to participate in a variety of classroom activities for a period of two or three weeks. Students write a daily log, work with individuals and groups of students, teach, and engage in other classroom-related experiences.

Arrangements are made with the Education Department. Prerequisite: EDU 121 and sophomore standing. Hours to be determined.

### **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.

**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 19<sup>th</sup> and early 20<sup>th</sup> 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'

**396. Practicum in Education**

See EDU 296 for description. Pre-requisite: EDU 121 and sophomore standing. 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.

**405. Senior Field Experience**

The Senior Field Experience is designed to integrate theory and practice. Students spend 140 hours in supervised fieldwork in classrooms where planned activities apply Senior Fall Block course content in formal and informal ways. Prerequisites: TEP approval and Early Childhood major. Taken in Senior Fall Block. Pass/Fail. One hour.

**410. Educational Assessment: Early Grades**

A course designed to introduce the basic theory and practice of educational assessment. Topics will include a general perspective of assessment in schools and society; the development of traditional, performance, and product assessments; writing assessment; affective assessment; and standardized assessments. Taken during the Student Teaching semester. Prerequisite: Approval to student teach. 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'

**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 |

Freshman

**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.....                       | 1-3 |
| 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 Senior 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 405. Senior Field Experience.....                      | 1 |
| EDU 454. Organization and Management of Early Grades .     | 2 |
| EDU 480. Senior Integration Paper .....                    | 2 |

**Senior**

**Spring**

|   |       |
|---|-------|
| EDU 410. Educational Assessment .....       | 1     |
| EDU 495. Student Teaching Practicum I.....  | 7-1/2 |
| EDU 496. Student Teaching Practicum II..... | 7-1/2 |
| EDU 489. Student Teaching Seminar .....     | 1     |