Education

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Teacher Education Programs

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.

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
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-BA degree: grades P-5 -- traditional undergraduate program. Leads to Early Childhood GA and ACSI certification.

Elementary Education major-BS degree: grades P-5 -- adult degree completion program. BS 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-BA degree for international students: grades P-5
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.
**Education Studies major—BA degree:**
A stand-alone major and is also designed to prepare students to pursue the Master of Arts in Teaching degree for certification in the middle grades areas of: Language Arts, Mathematics, Science, and/or Social Studies. Two content areas are required in the major and for certification purposes.

**Education Minor:**
Available to all students, but specifically recommended for students intending to enroll in the MAT program for secondary and all levels certifications.

**Graduate School of Education**

**Master of Arts in Teaching Program (MAT)**
Students interested in teaching in the following fields should complete a BA 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 Studies
Completion of the Education Studies major plus the MAT 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 MAT degree leads to GA and ACSI certification in that area:
- Biblical Studies (ACSI certification only)
- Biology
- Chemistry
- Economics
- English
- History
- Mathematics
- Physics
- Political Science

**All levels: grades P-12.** Completion of a major in one of the following areas plus the MAT degree leads to GA and ACSI certification in that area:
- Art
- French
- German Studies (German)
- Music
- Spanish
- Theatre (Drama)

See each major for further information about the MAT program.

Students with questions about the Master of Arts in Teaching Program should contact Dr. Jim Drexler in Brock Hall 303 (jdrrexler@covenant.edu).

For additional information contact:
mat@covenant.edu
800.677.3626
706.419.1427
www.mat.covenant.edu

**Master of Education (MEd)**
The Master of Education degree is offered for school teachers, curriculum directors, and administrators in a K-12 setting with a minimum of one year of K-12 school experience, and who have ongoing teaching or administrative responsibilities.

Two specializations are offered: Educational Leadership and Integrated Curriculum and Instruction. Certification by the Association of Christian Schools International (ACSI) is available upon completion of the degree.

Courses are spread over most of the calendar year and include three phases: pre-campus, on-campus, and post-campus. The on-campus phase is held at Covenant for three weeks each summer. The degree is 30 hours and may be completed within three years.

For additional information contact:
med@covenant.edu
800.677.3626
706.419.1406
www.med.covenant.edu

**Teacher Certification**
The Early Childhood Education certification programs were re-approved and the MAT program approved by the Georgia Professional Standards Commission (GaPSC) in May 2011. Upon completion of these degree programs, passing the GACE Program Admission and Content Assessments, and a clear Personal Affirmation (see certification application form), graduates are eligible to receive an initial clear renewable teaching certificate for the state of Georgia, valid for five years. These graduates are considered program completers and must be recommended for certification within five years of completing the B.A., B.S. or M.A.T. per GaPSC Rule 505-3-.01. See [www.gapsc.com](http://www.gapsc.com) for information about the GaPSC and [www.gace.ets.org](http://www.gace.ets.org) 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 BA 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 Program Admission 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 Program Admission 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.
- Approval to enter the Teacher Education Program from the Teacher Application Committee.

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 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.livetext.com.)

Student Teaching
Two student teaching practica make up the Professional Semester, typically the last semester of the degree. 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. Success in the first practicum is considered in the process for approving a distance practicum. Most students complete both practica locally.

Student teaching should be considered equivalent to full-time employment. Students should be largely free from other demands on their time. Other responsibilities such as work study, varsity athletics, or incomplete academic work should be discussed with the Chair of the Education Department prior to the beginning of the practica. If the faculty of the Education Department deems that such responsibilities are incompatible with student teaching, those students may be asked to lesson those responsibilities.

Student Teaching at a Distance
Special application is required for those students who wish to student teach at a distance for the second practicum of student teaching. The Application for a Long Distance Practicum must be submitted by December 1 or May 1 of the semester immediately prior to student teaching. Applications are approved by the education department faculty for both initial and final approval. Final approval is based upon success in the first practicum and is not granted until the conclusion of the first practicum.

To be considered for an exemption to this policy (i.e. permission to student teach at a distance for both practica), a written proposal, including rationale, is submitted and presented to the Chair of the Education Department no later than the end of the semester, one year prior to the Professional Semester.

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 Intercultural Competencies Committee.

Teacher Placement Service
A variety of services are offered to Teacher Education Program students and alumni 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.

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 Christian Doctrine I ....................................... 3
BIB 278 Christian Doctrine II ..................................... 3
COR 100 The Christian Mind ....................................... 2
COR 225 Cultural Heritage of the West I ....................... 3
COR 226 Cultural Heritage of the West II ..................... 3
COR 325 Global Trends in 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 26 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 4.00 scale are exempted from the foreign language requirement.)
Natural Science Lab Distribution Requirement ................. 4
  General Education core subtotal .............................. 49

Teaching Field
EDU 266 Literature for Childrens .................................. 3
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 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
MAT 112 Mathematics for Educators II* ........................ 3
  * Note: Students may not be exempted from MAT 111 or 112. If a student has taken MAT 122 before changing to an education major, MAT 122 will satisfy the MAT 111 requirement and the student may proceed directly into MAT 112. If a student takes MAT 111 and subsequently changes majors, that student will still need to take either MAT 122 Concepts in Mathematics or MAT 141 College Algebra to fulfill the College core math requirement.
  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 Am 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
  Professional Education subtotal ............................... 49
  Total degree hours ................................................ 127

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 1/2 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.

In the semester before enrolling in Senior Fall Block, students must obtain a clear background check using the instructions provided by the Education Department.

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) through 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 Christian Doctrine I ........................................ 3
BIB 278 Christian Doctrine II ...................................... 3
COR 100 The Christian Mind ........................................ 2
COR 225 Cultural Heritage of the West I ...................... 3
COR 226 Cultural Heritage of the West II .................... 3
COR 325 Global Trends in 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 for 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
Fine Arts Distribution Requirement ............................ 3
Foreign Language I, II ................................................ 8
Humanities Distribution Requirement ........................... 3
Mathematics .......................................................... 3
MAT 122 Or above, AP Calculus or CLEP credit (see catalog/Registrar for minimum score requirements) for College Algebra or above, or exemption is permitted for students assigned a math placement level of 3, 4 or 5.
Natural Science Lab Distribution Requirement ............... 4
Social Science Distribution Requirement ........................ 3
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 361 Education of Exceptional Children ................. 3
EDU 480 Senior Integration Paper .............................. 2
One of the following:
  EDU 296/396 May Practicum, or
  EDU 342 Essentials of Instruction, or
  EDU 350 The Educational Thought and Practice of Charlotte Mason ............................... 3
Total Education courses ........................................... 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)
EDU 266 Literature for Children ................................. 3
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 266 Reading Film (FAR) .................................... 3
ENG 275 20th Century African American Literature, or
ENG 276 Literature Across Cultures ........................... 3
ENG 304 Advanced Composition, or
ENG 305 Theories of Composition .............................. 3
LIN 100 Studies in Language, or
LIN 150 Introduction to Linguistics ............................ 3
Total Language Arts Content Field .............................. 21

Mathematics (will fulfill the 3 hour core mathematics requirement; 15 additional field hours beyond the core hours. Requirement may not be exempted based on placement exam. Must complete all courses below)
MAT 111 Mathematics for Educators I ......................... 3
MAT 112 Mathematics for Educators II ....................... 3
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 U.S. History course required with D-GA Hist)
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
One of the following:
  HIS 322 Modern China and Japan, or
  HIS 328 Developing World, or
  HIS 332 Modern Middle East, or
  HIS 372 Modern Africa .......................................... 3
One of the following:
  HIS 218 Studies in U.S. Constitutional History, or
  HIS 305 Political Theory, or
  POL 202 American Government, or
  POL 217 Presidential Politics and Elections ............. 3
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
Two 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.
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. $6.00 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.

266 Literature for Children
This course is designed to explore the rich resources of children’s literature. Course participants will consider the value of literature for children, investigate the characteristics of specific genres, and develop criteria for selecting high-quality literature. Participants will consider how a biblical frame of reference informs censorship issues and will read widely across a range of genres and reading levels. Prerequisite: none. Spring semester. $5 fee. 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. Course participants examine how oral and written language develop and investigate goals, instructional strategies, and evaluation tools for teaching the six language arts: reading, writing, speaking, listening, viewing, and visually representing (NCTE). Pre-service teachers will be introduced to second language acquisition principles and learn methods for teaching English Language Learners. Directed field-based experience is required. Prerequisite: TEP approval. Taken in Senior Block. $23 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. Specifically this course addresses knowledge and skills needed to teach phonological awareness, phonics, fluency, vocabulary, comprehension and motivation within a comprehensive literacy framework. 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.

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
The course is an introduction to the theory and practice of teaching social studies in the early grades as a function of “placing social studies in the center” of student content learning. 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. Use of both Common Core and Georgia Performance Standards will focus student learning upon the development of an integrative unit plan that is multidisciplinary in nature and uses Lynn Erickson’s Concept-based Instruction as a scaffold. 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
Essentials of Instruction is designed to introduce the preservice teacher to professional knowledge and skills of planning with Common Core and Georgia Performance Standards. Instructional activities focus teacher learning upon the place and role of instructional planning on large and small scales – inclusive of curriculum design methodology using Lynn Erickson’s Concept-based Instruction to develop a multidisciplinary integrated unit plan, lesson plans, and affiliated assessments. Research based best practices for planning, managing for learning, assessment, and differentiation will inform principle and practice in the course. 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. Masons’ 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.

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; affective assessment; and standardized assessments. Course participants will reflect on current trends and practices in a high-stakes, standards-based environment using a biblical frame of reference. Prerequisite: TEP approval. Taken in Senior Block. One hour.

454 Organization and Management of the Early Grade Classroom
Organization and Management encourages students to develop knowledge, skills, and dispositions necessary for a structured, but caring classroom community of learners in the elementary school years. Special emphasis will be placed on the role of the Responsive Classroom model to inform and pattern understanding of the developmental, personal, and societal aspects of the world of children with practical implications for building classroom community, problem-solving for behavioral issues, and interacting around classroom values and rules, procedures, and scheduling. Students will draft a management plan based upon the principles and practices of the Responsive Classroom model. 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 during the Student Teaching semester. Two hours.

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

**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

**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 ....................................................................

**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 ....................................................................

**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 410 Educational Assessment .............................. 1
- EDU 454 Organization and Management of Early Grades .. 2

**Spring**
- EDU 480 Senior Integration Paper .............................. 2
- EDU 495 Student Teaching Practicum I ....................... 7-1/2
- EDU 496 Student Teaching Practicum II ..................... 7-1/2
- EDU 489 Student Teaching Seminar ........................... 1
Bachelor of Science
Adult Degree
Completion Program

Early Childhood
Education (P-5)
(BSECE)

About the Program
The Bachelor of Science in Early Childhood Education (BSECE) is designed to provide individuals with at least two years of college a pathway to earn a baccalaureate degree and an initial, clear renewable certificate in Early Childhood Education (P-5) from the Georgia Professional Standards Commission (GaPSC), valid for five years.

The Early Childhood Education certification programs were re-approved and the MAT program approved by the Georgia Professional Standards Commission (GaPSC) in May 2011. Upon completion of these degree programs, passing the GACE Program Admission and Content Assessments, and a clear Personal Affirmation (see certification application form), graduates are eligible to receive an initial clear renewable teaching certificate for the state of Georgia, valid for five years. These graduates are considered program completers and must be recommended for certification within five years of completing the BA, BS or MAT per GaPSC Rule 505.01.01.

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

Upon completion of this program, graduates are also eligible to receive a renewable certificate at the elementary (P-5) level, valid for five years from the Association of Christian Schools International. (See www.acsi.com).

Structure of the Program
Completing the BSECE program takes approximately 23 months with classes distributed over four semesters. Field experience is a vital part of the program linking college class discussions to classroom practice in the schools. Course field work occurs throughout the program in the classroom where the student is employed and in other classrooms in order to meet Georgia standards of experience in diverse settings and at differing grade levels. The professional teaching practicum in the final semester consists of two placements. The eight-week placement is in a grade chosen from one of the following grade level groupings: K, 1-3, 4-5. The four-week placement is in a grade from an alternate grade level grouping, choosing from: PreK-K, 1-3, 4-5.

The student teacher has the full teaching load for a minimum of three weeks of the eight-week placement and for two weeks of the four-week placement.

The eight-week placement may be in the classroom of employment, providing the student is employed in a self-contained K-5 classroom with a certified teacher. If a student’s classroom of employment is a state-approved PK program with a certified teacher and a certified principal over the building, that student may complete the shorter four-week practicum in their classroom of employment and the longer eight-week placement elsewhere. If a student’s classroom of employment is a PK program that is not state-approved or does not have a certified teacher and a certified principal, that student will need to leave his/her classroom of employment for the entire 12 weeks.

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.


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
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 active, reflective practitioner.
12. Community. Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

Schedule for Completion of BSECE Program

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 Program Admission 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 Program Admission Tests and Content Assessments are required for recommendation for certification for the GaPSC. These required assessments are incorporated into the Gates below.

Gate 1: BSECE Requirements for Admission to Covenant College and the Teacher Education Program (TEP)

- Be at least 23 years of age.
- Be currently employed full-time in an instructional role or other qualifying position
- Have at least one year’s previous experience working in an instructional role in a school setting.
- Submit passing scores on the GACE Program Admission Tests, 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.
- Have completed a minimum of 58 semester hours of undergraduate college credit with a minimum GPA of 2.5. No credit will be awarded for courses with grades below “C-”, for duplicate or remedial courses. The 58 semester hours should include the following courses for at least the amount of credit specified.
  - Developmental Psychology .................................................. 3
  - English Composition ...................................................... 3
  - Fine Arts Distribution Requirement ** ......................... 3
  - Mathematics Core Requirement ............................................ 3
  - Natural Science Distribution Requirement ** ........... 3
  - Social Science Distribution Requirement ** ............... 6
  - United States History ...................................................... 3

Total Designated Credits ................................................. 34
Plus additional elective credits ............................................. 24
Total credits required to enter program ............. 58

- Submit an application form with accompanying $25 fee.
- Submit official transcripts from each college or university attended.
- Submit a statement of faith.
- 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.
- Submit two recommendation forms (one completed by a current administrator, the other by any former employer or colleague).
- Submit the Verification of Experience and Employment form.
- Submit a Letter of Cooperation signed by yourself, by your principal (or director) and by your school district superintendent, if the school falls under the jurisdiction of a public school district.
- Submit the essay requested in the application materials, according to the instructions given.
- Obtain a clear background check using the instructions provided by the Education Department.

Provisional Admission: If all entrance requirements are not met, a candidate may be provisionally approved to the BSECE Teacher Education Program under these stipulations:

1. An applicant who has not taken the GACE Program Admission Tests, but has met all other admission requirements, may be considered for provisional TEP admission. Prior to admission, the applicant must show proof of registration for the next available GACE test.
2. An applicant who has taken the GACE Program Admission Tests but has not passed all sections, while meeting all other admission requirements, may be
considered for provisional TEP admission. If admitted provisionally, the applicant will work with the Director of the BSECE to develop an Individual Plan for Success (IPS). The IPS may include work in the Writing Center (at the student’s expense), and/or other appropriate steps. Dates for retaking the GACE will be specified in the IPS. The student will meet regularly with the Director to review and refine the IPS.

3. An applicant who does not meet the 2.50 GPA requirement, but has met all other requirements, may be considered for provisional admission.

4. An applicant who is lacking up to six credit hours of the required transfer credits, but who has met all other admission requirements, may be considered for provisional admission.

5. Passing scores on all sections of the GACE Program Admission Tests, completion of all required transfer credits, and a cumulative GPA of 2.50 or higher must be achieved before beginning the third semester of coursework.

6. The subcommittee of the Teacher Application Committee (TAC) will make decisions regarding any exceptions to these stipulations.

**NOTE REGARDING GPA**

- A minimum total institutional GPA of 2.50 must be maintained throughout the program.
- A student whose GPA falls below 2.50 at the conclusion of a semester must withdraw from the cohort and retake courses until his/her GPA is at least a 2.50.
- A student may retake a particular course in the program only once. If the student fails to achieve at least a “C-“ on the second attempt, that student will be dismissed from the program.
- If a student receives a grade below “C-“ in more than two courses, that student will be dismissed from the program.
- An appeal of a dismissal will be considered based on the evaluation of the student’s current and future capacity (including both ability and intent) to perform up to the level of the academic standards required to make progress in the completion of the degree program. The student will then be notified in writing of the action on the appeal taken by the subcommittee of the Teacher Application Committee (TAC). If an appeal is granted, the student will be permitted to re-enroll.

**Specific Guidelines about transferring in Teaching Field or Professional Education courses:**

- The following courses may *not* be transferred, due to their perspectival nature:
  - EDU 120 Foundations of Education
  - EDU 222, Educational Psychology
  - EDU 370 History and Philosophy of American Education
- Up to six other credits may be transferred providing they are 300 or 400 level courses from a four year college taken within the last five years.

**Please note:**

- A student must always check with the BSECE Director before registering for any course that he/she intends to transfer to Covenant College.
- If a student’s credit hours drop below 12 for any given semester, that student will not be eligible for financial aid.

**Gate 2: Initial Approval for Student Teaching**

Persons desiring to student teach must formally apply and be approved by the Teacher Application Committee prior to enrolling in EDU 492 Teaching Practicum Elementary Grades.

- Submit a completed Student Teaching Application. Applications will be distributed at the mid-point of the second semester of the program. Complete and submit to the Administrative Assistant of Education Department at that time.
- Ask a full-time Covenant College faculty member who has taught one of your BSECE courses to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
- Ask a teacher or principal who supervises your work in your school to complete and submit the Teacher/Principal Evaluation of Student Teacher Candidate form on your behalf.
- Maintain a minimum total institutional GPA of 2.50. (Note: This GPA must be maintained throughout the program.)
- Have full TEP approval. (No student who has provisional approval to the TEP will be permitted to begin student teaching.)
- Receive official notice of *initial* approval to student teach from the Teacher Application Committee.

**Gate 3: Final Approval for Student Teaching**

- Complete all education courses in the first three semesters 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 official notice of *final* approval to student teach.
Gate 4: Student Teaching and Exit from Program

- Complete all education courses with a grade of C- or better.
- Maintain a minimum total institutional GPA of 2.50.
- Take the GACE Early Childhood Education Content Tests at the beginning of the fourth and final semester.
- Submit a completed Georgia Certification Application to the Education Office.
- Confirm that all Placement File materials have been submitted to the Education Office.
- Complete a Survey of Graduating Seniors during the final class of EDU 489, Student Teaching Seminar.
- Complete the 62 credits for BSECE courses with a grade of at least “C-” in each.
- Have an additional 64 credits AND meet core requirements, one of which is 6 credits of Bible.
- Pass EDU 480 Senior Integration Paper.
- Pass EDU 489, Student Teaching Seminar.
- Pass EDU 492 Teaching Practicum I and 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 Teacher Education Program and is completed through LiveText.

LiveText

LiveText is a suite of web-based tools that are used to submit course assignments online for review/assessment as well as to develop the electronic Developmental Portfolio. (See www.livetext.com.)

Teacher Placement Service

A variety of services are offered to TEP students and alumni by the Teacher Placement Service. Services include assisting students in assembling a permanent credentials file, providing an annual teacher recruitment event, maintaining an electronic listing of teacher vacancies, and posting an electronic Directory of Teacher Education Graduates.

Course Requirements for a BS Degree in Early Childhood Education

General Education (Core) Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 251 Biblical Literature for Educators</td>
<td>3</td>
</tr>
<tr>
<td>BIB 252 Christian Doctrine for Educators</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Distribution Requirement **</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Distribution Requirement **</td>
<td>3</td>
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<tr>
<td>Social Science Distribution Requirement **</td>
<td>6</td>
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<tr>
<td>United States History</td>
<td>3</td>
</tr>
</tbody>
</table>

General Education (Core) subtotal * .......................... 30

* Note: Both Bible courses are taught with the BSECE program. Biblical Literature may be satisfied by transfer.

** See Core and Distribution Requirements on page 26. The Natural Science course is not required to have a laboratory component, but is preferred.

General Electives

Transfer or other Covenant elective courses.

General Electives .................................................. 34

Teaching Field

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 266 Literature for Children</td>
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<tr>
<td>EDU 313 Language Arts Content and Skills in the Early Grades</td>
<td>2</td>
</tr>
<tr>
<td>EDU 315 Teaching Reading in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 317 Assessing and Correcting Reading Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>EDU 324 Science Content and Skills in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326 Math Content and Skills in the Early Grades</td>
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</tr>
<tr>
<td>EDU 328 Social Studies Content and Skills in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 337 Teaching Art/Music/PE in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 342 Essentials of Instruction in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 454 Organization/Management of Early Grade Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDU 480 Senior Integration Paper</td>
<td>2</td>
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Teaching Field subtotal ........................................ 29

Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 120 Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>EDU 215 Technology for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU 222 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234 Teaching in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>EDU 310 Professional Development Experience I</td>
<td>0</td>
</tr>
<tr>
<td>EDU 311 Professional Development Experience II</td>
<td>0</td>
</tr>
<tr>
<td>EDU 312 Professional Development Experience III</td>
<td>0</td>
</tr>
<tr>
<td>EDU 361 Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 370 History and Philosophy of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 410 Educational Assessment</td>
<td>1</td>
</tr>
<tr>
<td>EDU 489, Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDU 492 Teaching Practicum: Elementary Grades</td>
<td>12</td>
</tr>
</tbody>
</table>

Professional Education subtotal ................................ 33

Degree total .................................................................. 126
Education Courses (EDU)

120 Foundations of Education
A study of various foundational principles that inform an understanding of the role of the teacher, the nature of the student, the law and education, and the mission of the school. Students evaluate these principles from a Christian perspective and apply the principles in school settings. Four 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. The course addresses social, ethical, legal, and human issues, and assists students in developing a Christian perspective on the use of technology. Three hours.

222 Educational Psychology
The central concern of this course is the question, “How do people learn?” To answer that question, a biblical view of human beings, their behavior, and their relationship to learning is the starting point. Through this 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. 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, 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. Three hours.

266 Literature for Children
This course is designed to explore the vast resources in children’s literature. Course participants will consider the value of literature for children, investigate the characteristics of specific genres, and develop criteria for selecting high-quality literature. Participants will consider how a biblical frame of reference informs censorship issues and will read widely across a range of genres and reading levels. Directed field-based experience is required. Three hours.

310 Professional Development Experience I
311 Professional Development Experience II
312 Professional Development Experience III
BSECE courses require fewer hours of seat time than traditional undergraduate college courses. These courses are designed to provide focused fieldwork related to each BSECE course in order to extend and integrate instruction with field experiences. Focused field experiences will provide BSECE students the opportunity to learn what it means to apply their faith to various classroom situations. The fieldwork assignments will be in grades PK-K, 1-3, and 4-5 in diverse school/student settings. EDU 310 is taken during the first semester of BSECE, EDU 311 during the second semester, and EDU 312 during the third semester. Each course is zero-credit and taken as pass/fail. A passing grade in each course is required for completion of the BSECE program.

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. Course participants examine how oral and written language develop and investigate goals, instructional strategies, and evaluation tools for teaching the six language arts: reading, writing, speaking, listening, viewing, and visually representing (NCTE). Pre-service teachers will be introduced to second language acquisition principles and learn methods for teaching English Language Learners. Directed field-based experience is required. 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 teaching 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. Specifically this course addresses knowledge and skills needed to teach phonological awareness, phonics, fluency, vocabulary, comprehension and motivation within a comprehensive literacy framework. Directed field-based experience is required. Three hours.

317 Assessing and Correcting Reading Difficulties
This course is designed to prepare classroom teachers to assess reading performance, identify reading difficulties, design instruction to remediate weaknesses, and promote increased reading achievement. Candidates will use informal and formal assessment tools to evaluate students in classrooms. Two 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. 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. Directed field-based experience is required. Three hours.

328 Social Studies Content and Skills in the Early Grades
The course is an introduction to the theory and practice of teaching social studies in the early grades as a function of “placing social studies in the center” of student content learning. 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. Use of both Common Core and Georgia Performance Standards will focus student learning upon the development of an integrative unit plan that is multidisciplinary in nature and uses Lynn Erickson’s Concept-based Instruction as a scaffold. 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. Three hours.

342 Essentials of Instruction in the Early Grades
Essentials of Instruction is designed to introduce the pre-service teacher to professional knowledge and skills of planning with Common Core and Georgia Performance Standards. Instructional activities focus teacher learning upon the place and role of instructional planning on large and small scales – inclusive of curriculum design methodology using Lynn Erickson’s Concept-based Instruction to develop a multidisciplinary integrated unit plan, lesson plans, and affiliated assessments. Research based best practices for planning, managing for learning, assessment, and differentiation will inform principle and practice in the course. Directed field-based experience is required. 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. 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. Three hours.

410 Educational Assessment
A course designed to introduce the basic theory and practice of educational assessment in the early grades. Topics will include a general perspective of assessment in schools and society; the development of traditional, performance, and product assessments; affective assessment; and standardized assessments. Course participants will reflect on current trends and practices in a high-stakes, standards-based environment using a biblical frame of reference. One hour.

454 Organization and Management of the Early Grade Classroom
Organization and Management encourages students to develop knowledge, skills, and dispositions necessary for a structured, but caring classroom community of learners in the elementary school years. Special emphasis will be placed on the role of the Responsive Classroom model to inform and pattern understanding of the developmental, personal, and societal aspects of the world of children with practical implications for building classroom community, problem-solving for behavioral issues, and interacting around classroom values and rules, procedures, and scheduling. Students will draft a management plan based upon the principles and practices of the Responsive Classroom model. Directed field-based experience is required. Two hours.

480 Senior Integration Paper
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. Two hours.
489. Student Teaching Seminar: Early Childhood (P-5)
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, reflection, and legal and ethical issues related to teaching. Pass/fail grading only. One hour.

492 Teaching Practicum: Elementary Grades
The professional teaching practicum in the final semester consists of two placements. The eight-week placement is in a grade chosen from one of the following grade level groupings: K, 1-3, 4-5 The four-week placement is in a grade from an alternate grade level grouping, choosing from: PreK-K, 1-3, 4-5 Pass/fail grading only. Prerequisite: Approval to student teach given by the Teacher Application Committee. Twelve hours.

Bible Courses

251 Biblical Literature for Educators
This course surveys biblical literature from the perspective of the unfolding of God’s covenants. In the Old Testament, emphasis is given to the promise made with Abraham. This promise is followed through the different periods of Old Testament history, concluding with the expectation of the prophet Malachi. The New Testament emphasizes the fulfillment found in the person of Jesus (Gospels). The “good news” of Jesus is taken throughout the Roman Empire (Acts and Epistles). The books of the Bible will be studied as they appear in this historical framework. Three hours.

252 Christian Doctrine for Educators
This discussion of Christian beliefs is centered around the following six topics: (1) the Bible, (2) the triune God, (3) sin and its effects, (4) Jesus (5) the Christian church, (6) the study of the last things. The topics will be studied from a scriptural and historical point of view. Three hours.

Example Two Year Program: BSECE
(builds on two years of previous college course work)

Semester One:
EDU 120 Foundations of Education.................................4
EDU 222 Educational Psychology ..................................3
EDU 234 Teaching in a Pluralistic Society ......................3
EDU 266 Literature for Children.................................3
EDU 310 Professional Development Experience I .......0
EDU 361 Education of Exceptional Children...............3

Semester Two:
BIB 252 Christian Doctrine for Educators ...................3
EDU 311 Professional Development Experience II ........0
EDU 315 Teaching Reading in the Early Grades ..........3
EDU 324 Science Content and Skills in the Early Grades ...3
EDU 326 Math Content and Skills in the Early Grades ....3
EDU 342 Essentials of Instruction in the Early Grades ....3
EDU 410 Educational Assessment ..............................1

Semester Three:
BIB 251 Biblical Literature for Educators ...................3
EDU 215 Technology for Educators ............................3
EDU 312 Professional Development Experience III ......0
EDU 313 Language Arts Content and Skills in EG .......2
EDU 317 Assessing and Correcting Reading Difficulties ....2
EDU 328 Social Studies Content and Skills in EG .......3
EDU 370 History and Philosophy of American Education ..3
EDU 454 Organization and Management in Early Grades ....2

Semester Four:
EDU 337 Teaching Art/Music/PE in the Early Grades ....3
EDU 480 Senior Integration Paper ..................................2
EDU 489, Student Teaching Seminar .........................1
EDU 492 Teaching Practicum: Elementary Grades .......12