Education

Certification Programs
Elementary Education Major
Early Childhood (grades P-5) certification (BA)
Early Childhood (grades P-5) certification (BS)
Middle Grades (grades 4-8) certification
Secondary Education Minor
A program leading to secondary (grades 6-12) certification for students with a major in one of the following:
- English
- History
- Mathematics Education
- Natural Science (Broad Fields)
Post-Baccalaureate Program. A program leading to teacher certification for individuals who already possess a B.A. degree.

Certification Endorsement Program
ESOL Minor. An ESOL endorsement will be added to the teaching certificate if this minor is combined with one of the certification programs listed above.

Non-Certification Programs
Non-Certification Education Minor
Non-Certification Education Major/Minor for International Students
Non-Certification Secondary Education Minor in Bible (Biblical Studies Major)
ESOL Minor. Available for students not seeking teacher certification.

Master of Education Program
To obtain an M.Ed. catalog, contact:
Master of Education Program
Covenant College
14049 Scenic Highway
Lookout Mountain, GA 30750-4164
(800) 677-3626
med@covenant.edu

Teacher Education Program
The purpose of the Teacher Education Program is to prepare competent teachers who practice their craft according to biblical precepts in any and every educational setting. To do this, students examine carefully, in the light of God’s Word, various principles and practices proposed by both secular and Christian educators. Students then apply their convictions. 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:

Shared Vision
13. Framework. Apply a biblical worldview to the nature and needs of learners, content and professional knowledge, and instructional competence.
14. Professional Growth. Be an ethical, reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively pursues opportunities to grow professionally.
15. Community. Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

Nature and Needs of Learners
16. Student Development. Utilize knowledge of human learning and development to provide learning opportunities that support students’ physical, intellectual, emotional, social, and spiritual growth.
17. Diversity. Create instructional opportunities that are adapted to the needs of diverse learners, including learning differences related to culture, language, gender and ability.

Content and Professional Knowledge
18. Content. Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and create learning experiences that make these aspects of the subject matter meaningful for students.
19. Technology. Use appropriate technology in the teaching and learning process.

Instructional Competence
20. Planning. Plan instruction based upon knowledge of subject matter, curriculum goals and standards, student differences, and the social and cultural characteristics of the community.
22. Instructional Strategies. Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
23. Assessment. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, emotional, and social development of the student.
24. **Communication.** Use effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Certification Programs of Study**

Covenant’s programs of study that lead to certification in the state of Georgia are based on a Christian view of the teaching-learning process. Students receive a solid foundation in the content of each program along with a blend of teaching-method training and hands-on classroom experience. Graduates are equipped to effectively teach in a range of public and private school settings.

**Elementary Education Major: Early Childhood (Grades P-5) (BA & BS)**

Students who complete the Elementary Education: Early Childhood Program and pass the relevant GACE test are certified to teach in the state of Georgia in pre-school to fifth grade classroom settings. Students prepare to teach each of the academic disciplines in a developmentally appropriate way for the early grades student. For information on the BS program, see page 133.

**Elementary Education Major: Middle Grades (Grades 4-8)**

Students who complete the Elementary Education: Middle Grades Program and pass the relevant GACE test are certified to teach in the state of Georgia in grades 4-8 in their areas of concentration. Two areas of concentration are chosen from among the following: language arts, social studies, mathematics, or science.

**Secondary Education Minor (Grades 6-12)**

Students who complete one of the Secondary Education Programs and pass the relevant GACE test gain an education minor and are certified to teach in grades 6-12. Students combine professional education courses with an academic major in one of the following areas: English, history, mathematics, or natural science (broad fields).

**Post-Baccalaureate Program**

Normally, students must have completed an undergraduate degree with a major in English, mathematics, history, biology, chemistry, or physics in order to be admitted to the program. Student transcripts and work experience are evaluated to determine the appropriate course of study to complete the requirements for certification at the secondary level in one of the teaching fields. Those wishing to complete the requirements for a middle grades certificate must have sufficient coursework in two areas of concentration.

**Certification Endorsement Program of Study**

**ESOL Minor**

The Education Department offers a minor in ESOL (English to Speakers of Other Languages). It is designed to serve two student populations: students admitted to the Teacher Education Program (TEP), and students who are not in the TEP but who are interested in teaching English to speakers of other languages. Students who are admitted to the TEP and pursue this minor will gain an endorsement to their teaching certificate that will allow them to teach in an ESOL program in Georgia public schools. Students not in the TEP may find that the ESOL minor will equip them to find employment teaching English either in this country or abroad.

**Prior to Teacher Education Approval**

Prior to Teacher Education Program approval, a student who is pursuing teacher certification may only enroll in the following courses:

- EDU 215. Technology for Educators
- EDU 221. Introduction to Teaching
- EDU 222. Educational Psychology
- EDU 234. Teaching in a Pluralistic Society
- EDU 366/367. Literature for Children in the Early/Middle Grades
- EDU 350. The Educational Thought and Practice of Charlotte Mason
- EDU 371. Applied Linguistics for ESOL Teachers
- EDU 372. Methods and Materials for ESOL Teachers
- EDU 373. Practicum for ESOL Teachers

**Schedule for Completion of Teacher Education Program**

Please note: As of fall 2006, The Georgia Professional Standards Commission (PSC) is instituting the Georgia Assessments for the Certification of Educators™ (GACE™), a new program to assess the knowledge and skills of individuals seeking certification as Georgia public school educators. These new GACE tests replace the Praxis I and II tests formerly required.
Gate 1: Approval to Teacher Education Program
(Freshman or Sophomore year)

☐ Pass the GACE Basic Skills Assessment Test or be exempt on basis of SAT/ACT scores. (An SAT exemption requires a minimum composite score—Verbal plus Math—of 1000; an ACT exemption requires a minimum composite score—English plus Math—of 43. If students choose to retake the SAT or ACT, scores from different administrations may be combined.) Students who are not exempt should arrange to take the GACE Basic Skills Assessment Test as early in their freshman year as possible, or even during the summer before enrolling in college. See www.gace.nesinc.com to register.

☐ Complete EDU 215 Technology for Educators with a grade of C- or better. During this course, you will begin your electronic Professional Portfolio in LiveText.

☐ Register at www.college.livetext.com. (This will happen while enrolled in EDU 215.)

☐ Complete EDU 221 Introduction to Teaching with a grade of C- or better.

☐ Have a personal interview with a faculty member of the Education Department and achieve at least the required minimum score (70%) on the Faculty Recommendation Form.

☐ Submit a completed Teacher Education Program Application.

☐ Receive a recommendation from the Office of Student Development.

☐ Ask reference to complete and submit the TEP Application Personal Reference Form on your behalf.

☐ Complete 30 hours of field work during EDU 221 Introduction to Teaching.

☐ Achieve a cumulative institutional GPA of 2.50 or better.

☐ Receive official notice of approval to enter the Teacher Education Program from the Teacher Application Committee.

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

☐ Complete EDU 222 Educational Psychology with a grade of C- or better. (This should be taken in the freshman or sophomore year.)

☐ Submit completed Student Teaching Application to the Administrative Assistant of the Education Department at the beginning of the junior year.

☐ Ask a professor under whom two or more education courses were taken to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.

☐ Ask a second professor (for secondary, must be in the major discipline) to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.

☐ Complete at least 58 semester units of credit.

☐ Maintain a cumulative institutional GPA of 2.50 or better.

☐ Receive official notice of initial approval to student teach.

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

☐ At the beginning of the semester that is prior to the student teaching semester, register for the mid-semester test date of the GACE test relevant to your certification area. See www.gace.nesinc.com to register.

☐ Take the GACE test in the middle of the semester that is prior to the student teaching semester.

☐ Prior to exam week in the semester preceding the student teaching semester, submit your electronic Professional Portfolio for a progress check to the education professor who is assigned to be the College Supervisor of your second student teaching practicum.

☐ Complete all education courses with a grade of C- or better.

☐ Maintain a cumulative institutional GPA of 2.50 or better.

☐ Receive official notice of final approval to student teach.

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

☐ Submit GACE scores to Administrative Assistant of the Education Department.

☐ Submit completed Certification Application to Administrative Assistant of the Education Department before the end of the final semester.

☐ Submit a self-evaluation of both student teaching practicums.

☐ Confirm that all other Placement File materials have been submitted.

☐ One month prior to graduation, submit the completed electronic Professional Portfolio to the College Supervisor of your second practicum.

☐ Complete a Survey of Graduating Seniors in one of the final sessions of Student Teaching Seminar.

The Professional Portfolio

The Professional 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 Professional Portfolio is developed and maintained electronically through LiveText and will be available to candidates throughout their program and during their initial job search upon graduation.

The completion of the Professional Portfolio is a requirement for the successful completion of the Teacher Education Program. Guidelines for portfolio development are included in the Teacher Education Program Handbook and in the Student Teaching Handbook.

**LiveText**

College LiveText edu solutions™ is a suite of web-based tools. Education students use LiveText to submit course assignments online for review/assessment as well as to develop personalized electronic Professional Portfolios. Through LiveText, students have access to unitedstreaming™ which offers 15,000 chaptered video clips, all correlated to state educational standards, that students can add as resources to LiveText lesson plans, projects, WebQuests, and portfolios.

**Senior Block (for Early Childhood and Middle Grades Programs only)**

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

**Student Teaching**

Student teaching is an important and demanding part of the Teacher Education Program and students should consider student teaching to be equivalent to full time employment. Ordinarily, students will be largely free from other demands on their time so that they may fully concentrate on their roles as student teachers. On occasion, other responsibilities, such as work study, varsity athletics, or incomplete academic work, will need to be undertaken. In such cases, students are to let the Chair of the Education Department know what the additional responsibilities are. When the faculty of the Education Department deems that the students' outside responsibilities are incompatible with student teaching, those students may be asked to lessen those responsibilities prior to student teaching.

Students residing in campus facilities are not guaranteed housing during the college’s spring break. The Education Department will work with student teachers on an individual basis as needed about housing needs during that break.

**Student Teaching at a Distance**

The professional semester is divided into two parts to allow for a more varied and total practicum experience. To achieve this, students are placed in two different student teaching settings. The first practicum must be done locally under college supervision, but the second practicum may be done in a school at some distance from the college. Arrangements must be worked out with the prior approval of the Education Department. An application for such a request is to be completed on the form available in the Education Office. This application must be submitted by December 1 or May 1 of the semester immediately prior to student teaching. All submitted applications will be brought to the Education Department for consideration for both initial and final approval. If preliminary approval is granted, the candidate must understand that such approval is tentative and that final approval can only be granted at the conclusion of the first practicum and at the recommendation of the supervising college professor.

If a student desires to be considered for an exception to this policy, (i.e., to have both student teaching experiences at a distance), 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.

**Requirements for Georgia Teacher Certification**

The Education Department prepares students for teacher
certification in the state of Georgia. Certification is not a function of Covenant, but of the state of Georgia. Currently, in order to be recommended for a Georgia Level 4 certificate, students must satisfactorily complete one of our teacher education programs approved by the Georgia Professional Standards Commission and demonstrate sufficient content knowledge in the area of certification by obtaining an acceptable score on the relevant GACE content field test. In addition, employment by a school or school system may include and be contingent upon a background check.

The Georgia Professional Standards Commission will issue a teaching certificate only to those applicants possessing a Social Security number. International students may obtain a “temporary” Social Security number by contacting the Social Security Office.

Ordinarily, all courses in the professional education sequence must be taken as classroom courses. Not more than six hours of the professional education courses may be transferred from another institution.

Planning a program leading to certification should begin in the freshman year since required courses must be taken early in the college program in order to avoid scheduling conflicts later on. Persons desiring certification in a state in addition to Georgia should also begin planning early in the program in order to meet requirements of the state concerned. Information on the certification requirements in all states can be found on the Internet.

Students wishing to be certified at the elementary level must select either the early childhood P-5 or middle grades 4-8 certification program early in their college career. Preparation programs differ for the two levels; students must pay careful attention to the requirements of the program in which they are interested.

Students wishing certification at the secondary level (grades 6-12) must meet the requirements of a major in an academic discipline and also the requirements of the teaching minor in education. These requirements may be found under the appropriate major: English, history, mathematics, or natural science (broad fields science.)

In addition to the GACE exam, all students with a secondary education minor must take the Major Field Achievement Test in their major subject area.

### Intercultural Opportunities

Students may choose to explore teaching in an intercultural context (both national and international) in the following courses: EDU 296/396 May Practicum, and EDU 495-496 or 497-498 Teaching Practicums I and II. Ordinarily the first teaching practicum (EDU 495 for elementary students and EDU 497 for secondary students) is arranged in a local school. Students wishing to do both student teaching practicums in another location must apply to the department one year in advance, and submit a rationale for the request. See Student Teaching at a Distance above for details and/or contact the Education Department.

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

### Voluntary Field Experiences

The college provides additional opportunities to work in schools through its Internship Office. The Education Department encourages students to pursue additional field work beyond what is required in the Teacher Education Program, and suggests that students contact the Internship Office for help in being placed in a school.

### Transfer Students

Transfer students must take the following courses at Covenant College, even if comparable courses have been transferred in. (If comparable courses have been transferred in, students may choose between taking these courses for three credit units or for zero credit units.)

EDU 221. Introduction to Teaching (three units)

EDU 222. Educational Psychology (three units)

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

These requirements exist due to the perspectival nature of these courses.

### Course Requirements for Certification Programs

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

(For information about the BS program, please see page 133.)

#### General Education Core

**Biblical Basis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 111 or 129. Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIB 142 or 148. New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIB 277-278. Christian Doctrine</td>
<td>6</td>
</tr>
</tbody>
</table>

**Tools for Learning**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111. English Composition</td>
<td>3</td>
</tr>
</tbody>
</table>
Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.

Foreign Language I, II ................................................. 8
(Note: Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.)

Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)

Natural Creation
NSC 115. Science in Perspective or other lab science course ................................................................. 4
MAT 111. Math for Educators I .................................... 3
(Note: If a student takes this course and subsequently changes majors, that student will also need to take either MAT 122. Concepts in Mathematics or MAT 141. College Algebra to fulfill the college core math requirement. Conversely, if a student has taken MAT 122 before changing to an education major, that student is exempt from MAT 111 and may proceed directly to taking MAT 112.)

MAT 112. Math for Educators II .................................. 3
(Note: These two math courses are required for all P-5 majors, no exemptions permitted.)

Cultural Contexts
COR 100. The Christian Mind .................................... 2
COR 225-226. Cultural Heritage of the West I, II ............. 6
COR 227. Art and Music in the Cultural Heritage of the West ................................................................. 2
HIS 111D. United States History (including GA history) .... 3
HIS 325 Twentieth Century World History ..................... 3
COR 325. Global Trends for the 21st Century .................... 3
Social Science Elective (This requirement met by Professional Education course requirement PSY 303. Developmental Psychology listed below.)

COR 337. Intercultural Experience .............................. 1
COR 340. Christ and Culture Seminar .......................... 1

Physical Education
PE 151. Concepts in Physical Education ........................ 2
PE 152. Aerobics .......................................................... 1

General education core subtotal ................................... 57

Teaching Field
ENG 235. Introduction to Linguistics ............................ 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

Skills in the Early Grades ............................................. 3
EDU 335. Physical Education in the Early Grades .......... 2
EDU 366. Literature for Children in the Early Grades .... 3
EDU 345. Art for Children in the Early Grades or
EDU 352. Teaching Music in the Early Grades ............. 2
EDU 444. 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

Teaching Field subtotal ................................................ 33

Professional Education
EDU 215. Technology for Educators .......................... 3
EDU 221. Introduction to Teaching .............................. 3
EDU 222. Educational Psychology .............................. 3
EDU 234. Teaching in a Pluralistic Society ......................... 3
EDU 361. Education of Exceptional Children .................... 3
EDU 370. History and Philosophy of American Education ................................................................. 3
EDU 410. Educational Assessment: Early Grades ............ 1
EDU 495. Practicum I ‘S’ ........................................... 7-1/2
EDU 496. Practicum II ‘S’ .......................................... 7-1/2
EDU 489. Student Teaching Seminar .......................... 1
PSY 303. Developmental Psychology (This course is to be taken prior to or, at the very least, concurrently with, Educational Psychology) ................................................. 4

Professional education subtotal ................................... 39

Grand total ............................................................... 129

Note: COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or English composition courses. One or more elective courses may need to be taken in order to bring the total number of credit units up to the 126 units required for graduation.

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

General Education Core

Biblical Basis
BIB 111 or 129. Old Testament .................................. 3
BIB 142 or 148. New Testament ............................... 3
BIB 277-278. Christian Doctrine ............................... 6

Tools for Learning
ENG 111. English Composition ................................... 3
Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.

Foreign Language I, II ................................................. 8

Foreign Language I, II ................................................. 8
(Note: Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempt from the foreign language requirement.)

Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)

Natural Creation

NSC 115. Science in Perspective or NSC 105. Problems of Physical Science ......................................................... 4
(Note: If science is one of your concentrations, this course will fulfill both the college science core requirement and a teaching field requirement.)

MAT 111. Math for Educators I ........................................... 3
(unless exempt from the college core math requirement.)
(Note: If math is one of your concentrations, this course must be taken even if you’re exempt from the college core math requirement. Also note: If a student takes this course and subsequently changes majors, that student will also need to take either MAT 122. Concepts in Mathematics or MAT 141. College Algebra to fulfill the college core math requirement. Conversely, if a student has taken MAT 122 before changing to an education major, that student is exempt from MAT 111 and may proceed directly to taking MAT 112.)

Cultural Contexts

COR 100. The Christian Mind ........................................... 2
COR 225-226. Cultural Heritage of the West I, II .................. 6
COR 227. Art and Music in the Cultural Heritage of the West ................................................................. 2

HIS 325. Twentieth Century World History ........................ 3
(Note: If history is one of your concentrations, this course will fulfill both the college history core requirement and the teaching field requirement.)

COR 325. Global Trends for the 21st Century ........................ 3
Social Science Elective (Recommended: PSY 303. Developmental Psychology) ........................................... 3
COR 337. Intercultural Experience ...................................... 1
COR 340. Christ and Culture Seminar .................................. 1

Physical Education

PE 151. Concepts in Physical Education ................................ 2
PE 152. Aerobics ................................................................. 1

General education core subtotal ..................................... 54

Teaching Field (General)

EDU 318. Reading and Writing in the Content Areas .......... 3
EDU 415. Content and Skills in the Middle Grades ............. 3
EDU 445. Essentials of Instruction ..................................... 3
EDU 480. Senior Integration Paper ..................................... 2

Teaching Field (Concentrations)

Students must complete two of the following concentrations.

Language Arts

ENG 201. Introduction to Literary Studies ......................... 3
ENG 236. Grammar for Teachers .................................... 3
EDU 316. Teaching Reading in the Middle Grades ............. 3
EDU 318. Reading and Writing in the Content Area ........... 3
ENG 367. Literature for Children in the Middle Grades ...... 3

Social Studies

HIS 111D. U.S. History to 1877 & Georgia History .......... 3
HIS 112. U.S. History since 1877 .................................... 3
HIS 213. Formation of Europe .......................................... 3
HIS 325. Contemporary Global History ........................... 3
EDU 330. Social Studies Content and Skills: Middle Grades and Secondary .................................................. 3

Mathematics

MAT 111. Mathematics for Elementary Teachers I ........... 3
MAT 112. Mathematics for Elementary Teachers II .......... 4
MAT 141. College Algebra ................................................ 4
MAT 142. Pre-calculus Mathematics .................................. 4

Science

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

Minimum Teaching Field subtotal .................................. 41

Professional Education

EDU 215. Technology for Educators ................................. 3
EDU 221. Introduction to Teaching .................................. 3
EDU 222. Educational Psychology ................................... 3
EDU 234. Teaching in a Pluralistic Society ......................... 3
EDU 322. Nature and Needs of the Early Adolescent Learner ................................................................. 3
EDU 361. Education of Exceptional Children .................... 3
EDU 370. History and Philosophy of American Education .............................................................................. 3
EDU 411. Educational Assessment: Middle Grades and Secondary .......................................................... 3
EDU 495. Practicum I ‘S’ .................................................... 7-1/2
EDU 496. Practicum II ‘S’ .................................................... 7-1/2
EDU 490. Student Teaching Seminar ................................ 1

Professional education subtotal ...................................... 38

Grand total .................................................................. 126-127

(Grand total doesn’t equal the three subtotals because some teaching field concentration courses count towards general education requirements or general teaching field requirements.)

Note: COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or math and/or English
composition courses. One or more elective courses may need to be taken in order to bring the total number of credit units up to the 126 units required for graduation.

Secondary Education Minor, (6-12) Certification

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

See certification requirements under each major.

Course Requirements for Certification Endorsement Program

**ESOL Minor**
The Education Department offers a minor in ESOL (English to Speakers of Other Languages). TEP students who pursue this minor will gain an endorsement to their teaching certificate that will allow them to teach in an ESOL program in Georgia public schools.

- EDU 221. Introduction to Teaching ........................................ 3
- EDU 234. Teaching in a Pluralistic Society ............................. 3
- EDU 371. Applied Linguistics for ESOL Teachers ................. 3
- EDU 372. Methods and Materials for ESOL Teachers .......... 3
- EDU 373. ESOL Practicum ................................................ 3

Total .................................................................................. 15

**Note:** It is always advisable to take EDU 221 first and EDU 222 second. After that, students with a Non-Certification Education Minor are exempt from the usual course prerequisites for education courses. At pre-registration time, the student should e-mail the Records Office, draw attention to the minor being pursued, and request a Banner override to enable him/her to pre-register for the education course(s) desired.

Non-Certification Education Major/Minor for International Students

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

Non-Certification Secondary Education Minor in Bible

This program is designed to prepare teachers of Bible for grades 6-12. This is not a certification program (Georgia does not certify in Bible), but the professional education courses are taken, including the student teaching practicums. See program requirements under the Biblical Studies major.

An alternative to this program would be to combine a Bible major with the 15-credit Non-Certification Education Minor described above.

**ESOL Minor**
The Education Department offers a minor in ESOL (English to Speakers of Other Languages). Students not in the TEP may find that the ESOL minor will equip them to find employment teaching English either in this country or abroad.

- EDU 221. Introduction to Teaching ..................................... 3
- EDU 234. Teaching in a Pluralistic Society .......................... 3
- EDU 371. Applied Linguistics for ESOL Teachers ............ 3
- EDU 372. Methods and Materials for ESOL Teachers ........ 3
- EDU 373. ESOL Practicum ................................................. 3

Total .................................................................................. 15

Education Courses

Because of separate programs for early grades and middle grades certification, courses have been designed to meet the special needs and interests of either early grades or middle grades. In some cases only one section of such courses will be taught with both early and middle grades teachers
included; assignments and tasks will differ according to the certification level.

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. Students will purchase a LiveText subscription for this course and will use it to begin their electronic Professional Portfolios. (Note: If a student transfers in a course comparable to this one, that student must also take ICS 120 Christian View of Technology for one unit. If a student takes this course and then subsequently changes majors, this course may still be considered to have fulfilled the core technology course requirement.) Prerequisites: A student must be a declared education major or minor or an IDS major with an education component. Three units.

221. Introduction to Teaching
A course designed to provide an introduction to and exploration of teaching as a profession. A Christian philosophical framework is developed to enable the students to critically examine the relevant issues in teaching. Approximately 30 hours of field experience are included in the course, so that students have ample opportunity to experience the practical aspects of teaching in a classroom. A major purpose of the field work is to help the student to ascertain possible gifts for teaching and to understand through firsthand experience the nature and magnitude of the task of teaching. Directed field-based experience is required. (Students who transfer in a course comparable to this one must take this course for three units or for one unit.) Prerequisite: none. $10 fee. Three units.

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. Students who are pursuing teacher certification must take the GACE Basic Skills Assessment Test (or be exempt from this test) in order to receive course credit and a grade for this course. (Students who transfer in a course comparable to this one must take this course for three units or for one unit.) Prerequisite: EDU 221. Three units.

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 221. Three units.

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: EDU 222 and TEP approval. Taken in Senior Block. $10 fee. Two units.

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. Prerequisite: EDU 222 and TEP approval. Three units.

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: EDU 315 and TEP approval. Taken in Senior Block. Two units.

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: EDU 222 and TEP approval. Offered in the spring semester of even numbered years. Three units.

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: EDU 222 and TEP approval. Three units.

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: EDU 222 and TEP approval. Taken in Senior Block. Three units.

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: EDU 222 and TEP approval. Taken in Senior Block. $25 fee. Three units.

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: EDU 222 and TEP approval. Three units.

330. Social Studies Content and Skills: Middle Grades and Secondary
A survey of social studies content and skills in the middle school and in secondary education. The three areas of civics, economics, and geography will be emphasized: 1) Civics: A study of American national politics. Emphasis is on the social context, constitutional foundations, processes, and functions of American politics. 2) Geography: An analysis of the earth's principal culture regions from a geographic perspective: Europe, C.I.S, Middle East, East, South and South-East Asia, Australia and New Zealand, Oceania, and South, Central, and North America. These areas will be examined in the light of several foundational geographic themes: the location of physical and cultural features; society-land relationships, cultural landscapes, and patterns of spatial interaction among and within regions. 3) Economics: The market economy is studied, examining the determinants of resource allocation, income distribution, prices, production, income and employment levels, and economic growth. Prerequisite: EDU 222 and TEP approval. Offered in the spring semester of even numbered years. Three units.

335. Physical Education in the Early Grades
A theory and methods emphasis focusing on basic motor learning through sequential movement education principles, childhood growth and development, and their significance to the overall learning and growth of children P-5. Special attention is given to the needs of exceptional and handicapped children. The school health program is studied. Students will teaching laboratories for students in local schools. Prerequisite: EDU 222 and TEP approval. Two units.

340. Curriculum and Methods in the Secondary School
A course designed to help prospective secondary teachers develop and refine the skills necessary to be effective classroom teachers in grades 6-12. Candidates examine curricula and complete assignments in their specific subject area, and develop a unit plan and lesson plans that address relevant local, state and national standards. A 30 hour fieldwork experience in a local school is included. Prerequisite: EDU 222 and TEP approval. $10 fee. Four units.

345. Art for Children in the Early Grades
Essential techniques, methods and materials in classroom organization and the operational phases of an art program. A study of the elements of design and the organization of the basic elements. Prerequisite: EDU 222 and TEP approval. Taught in the fall semester of even numbered years. $6 fee. Two units.
350. The Educational Thought and Practice of Charlotte Mason
A course designed to introduce students to Charlotte Mason, a former 19th and early 20th century British educator. Mason’s ideas spawned an educational movement in England, and through the correspondence school to thousands around the world. Recently her ideas have enjoyed a revival among Christian schools and homeschools in the United States. Students will study her ideas within their historical, philosophical, and theological contexts. Prerequisite: none. Three units.

352. Teaching Music in the Early Grades
A course designed to present the rudiments of pedagogical theory and practice for the teaching of music in the early grades. Topics will include Orff, Kodaly, Discipline-based Music Instruction, and traditional methodologies. A basic understanding of music theory and history will also be introduced. Prerequisite: EDU 222 and TEP approval. Taught in the fall semester of odd numbered years. Two units.

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: EDU 222 and TEP approval. Three units.

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. Also listed as ENG 366/367. Prerequisite: none. $5 fee. Three units.

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. (Students who transfer in a course comparable to this one must take this course for three units or for one unit.) Prerequisite: EDU 222 and TEP approval. $5 fee. Three units. ‘W’

371. Applied Linguistics ESOL Teachers
Students review the principles of language structure, the processes of first and second language acquisition, and the issues involved in assessing language proficiency with special attention paid to the application of linguistic knowledge to the multilingual and multicultural setting. Prerequisite: none. Three units.

372. Methods and Materials for ESOL Teachers
Students become familiar with current second language classroom research, effective methods and materials with an emphasis on adapting these methods and materials to a specific classroom setting. Prerequisite: none. Three units.

373. ESOL Practicum
Practical teaching experience for preservice individuals who will be teaching English to speakers of other languages. Prerequisite: EDU 371 and 372. $7 fee. Three units.

296/396. May Practicum
A concentrated full-time practicum in a school of the student’s choice. Opportunity is given to participate in a variety of classroom activities for a period of two or three weeks. Activities include a daily log, working with individuals and groups of students, teaching, and other classroom-related experiences. This course is taken in the May term. Arrangements are made with the Education Department. Prerequisite: EDU 222 and TEP approval. Units 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. Units to be determined.

410. Educational Assessment: Early Grades
A course designed to introduce the basic theory and practice of educational assessment in the middle grades and in secondary education. 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 in Senior Block. Prerequisite: EDU 222 and TEP approval. One unit.

411. Educational Assessment: Middle Grades and Secondary
A course designed to introduce the basic theory and practice of educational assessment in the middle grades and in secondary education. 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. Prerequisite: EDU 222 and TEP approval. One unit.

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: EDU 222 and TEP approval. Three units.

444. Essentials of Instruction in the Early Grades
445. 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. Prerequisite: EDU 222 and TEP approval. Three units.

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: EDU 222 and TEP approval. Two units.

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. During the semester to follow, each student will further develop and integrate this paper into his/her professional portfolio. Prerequisite: EDU 222 and TEP approval. Taken in Senior Block. $10 fee. Two units.

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. One unit.

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. $30 fee in fall semester/$20 fee in spring semester. Fifteen units. ‘S’

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

**Freshman**

**Fall**
Old Testament ......................................................... 3
The Christian Mind .................................................... 2
English Composition (unless exempt) ................. 3
Introduction to Teaching ........................................ 3
Math for Educators I ............................................... 3
Concepts in P.E. .................................................... 2

**Spring**
New Testament ....................................................... 3
Math for Educators II ............................................. 3
Social Science Elective: Developmental Psychology ... 4
US History (incl. GA history) ............................. 3
Aerobics ............................................................ 1
Technology for Educators ................................. 3

**Sophomore**

**Fall**
Doctrine I .......................................................... 3
Cultural Heritage of West I ................................. 3
Educational Psychology ....................................... 3
Science in Perspective or other lab science ............ 4
Language (unless exempt) ..................................... 4

**Spring**
Doctrine II .......................................................... 3
Cultural Heritage of West II ............................... 3
Art and Music in the Cultural Heritage of the West .. 2
Language (unless exempt) ..................................... 4
Linguistics Course .................................................. 3
Junior

Fall
- Twentieth Century World History ........................................ 3
- Education of Exceptional Children ....................................... 3
- History and Philosophy of American Education ...................... 3
- Physical Education in the Early Grades ................................ 2
- Art for Children in the Early Grades or Teaching Music in the Early Grades ......................................................... 2

Spring
- Global Trends ...................................................................... 3
- Christ and Culture Seminar ................................................. 1
- Intercultural Experience ..................................................... 0-3
- Teaching Reading in the Early Grades .................................. 3
- Literature for Children in the Early Grades ......................... 3
- Teaching in a Pluralistic Society ............................................ 3
- Essentials of Instruction in the Early Grades ......................... 3

Senior

Fall
- Language Arts Content and Skills in the Early Grades .......... 2
- Assessing and Correcting Reading Difficulties ..................... 2
- Math Content and Skills in the Early Grades ......................... 3
- Social Studies Content and Skills in the Early Grades ......... 3
- Science Content and Skills in the Early Grades .................. 3
- Organization and Management of the Early Grades .............. 2
- Senior Integration Paper .................................................. 2

Spring
- Student Teaching Practicum I ............................................. 7-1/2
- Student Teaching Practicum II .......................................... 7-1/2
- Student Teaching Seminar ................................................ 1

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

Freshman

Fall
- Old Testament ..................................................................... 3
- The Christian Mind ............................................................ 2
- English Composition (unless exempt) .................................. 3
- Introduction to Teaching .................................................... 3
- Math for Educators I (unless exempt) .................................. 3 (or 4)
- Concepts in P.E. ............................................................... 2

Spring
- New Testament ................................................................... 3
- Social Science Elective ...................................................... 3
- Science in Perspective or Problems of Physical Science .. 4
- Aerobics ............................................................................ 1
- Technology for Educators .................................................. 3
- Concentration course ....................................................... 3

Sophomore

Fall
- Doctrine I ............................................................................ 3
- Cultural Heritage of West I ................................................. 3
- Language (unless exempt) .................................................... 4
- Educational Psychology ..................................................... 3

Spring
- Doctrine II ......................................................................... 3
- Cultural Heritage of West II .............................................. 3
- Art and Music in the Cultural Heritage of the West ............ 2
- Language (unless exempt) .................................................... 4
- Nature & Needs of the Early Adolescent Learner .......... 3
- Intercultural Experience .................................................... 0-3
- Concentration course ....................................................... 3

Junior

Fall
- Twentieth Century World History ........................................ 3
- Teaching in a Pluralistic Society ........................................... 3
- History and Philosophy of American Education .................. 3
- Education of Exceptional Children ...................................... 3
- Concentration course ....................................................... 3

Spring
- Global Trends ...................................................................... 3
- Christ and Culture Seminar ................................................. 1
- Teaching Reading in the Middle Grades (if Language Arts concentration) or other concentration course ................. 3
- Reading and Writing in the Content Areas (if Language Arts concentration) or other concentration course ............... 3
- Social Studies Content and Skills: Middle Grades and Secondary (if Social Studies concentration) or other concentration course .................................................... 3
- Essentials of Instruction in the Middle Grades ...................... 3

Senior

Fall
- Middle Grades Content and Skills ...................................... 3
- Educational Assessment ..................................................... 1
- Concentration course ....................................................... 3
- Concentration course ....................................................... 3
- Concentration course ....................................................... 3
- Senior Integration Paper .................................................. 2

Spring
- Student Teaching Practicum I ............................................. 7-1/2
- Student Teaching Practicum II .......................................... 7-1/2
- Student Teaching Seminar ............................................... 1