Education

Certification Programs

I. The following programs lead to Georgia teacher certification:
   A. Elementary Education Major
      Early Childhood (grades P-5) certification
      Middle Grades (grades 4-8) certification
   B. 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)
      *See certification requirements under each major.
   C. Post-Baccalaureate Program. A program leading to teacher certification for individuals who already possess a baccalaureate degree.

   These programs were re-approved by the Georgia Professional Standards Commission (PSC) in December 2004. Upon completion of any of these programs, including passage of content assessments, graduates are eligible to receive a clear renewable professional certificate, valid for five years.

II. The following programs lead to Association of Christian Schools International (ACSI) teacher certification:
   All of the above PSC programs.
   In addition, ACSI teacher certification will soon be offered in other content areas. Contact the Education Department for details.

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

Non-Certification Programs

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

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
www.covenant.edu/academics/grad

Teacher Education Program

Conceptual Framework

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:

Shared Vision

1. Framework. Apply a biblical worldview to the nature and needs of learners, content and professional knowledge, and instructional competence.
2. 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.
3. Community. Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

Nature and Needs of Learners

4. Student Development. Utilize knowledge of human learning and development to provide learning opportunities that support students’ physical, intellectual, emotional, social, and spiritual growth.
5. 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

6. 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.
7. Technology. Use appropriate technology in the teaching and learning process.

Instructional Competence

8. Planning. Plan instruction based upon knowledge of subject matter, curriculum goals and standards, student
differences, and the social and cultural characteristics of the community.

9. **Management.** Create and maintain a learning environment that encourages responsible care for others, collaborative inquiry, active engagement in learning, and self-motivation.

10. **Instructional Strategies.** Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

11. **Assessment.** Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, emotional, and social development of the student.

12. **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 our Conceptual Framework. 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. Any student who receives Georgia certification will also be eligible to receive ACSI certification.

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

Students who complete the Elementary Education: Early Childhood Program and pass the relevant GACE tests 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.

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

Students who complete the Elementary Education: Middle Grades Program and pass the relevant GACE tests 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 tests 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 a baccalaureate 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.

**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

**Schedule for Completion of the Teacher Education Program (TEP)**

**Note:** The Georgia Professional Standards Commission requires that all TEP students pass the Georgia Assessments for the Certification of Educators™ (GACE™) at both entry to and exit from the program. At entry to the TEP, a student must pass the GACE Basic Skills Assessments. (See Gate 1 below.) At exit from the TEP, a student must pass the relevant GACE Content Assessments. (See Gate 3 below.)

**Gate 1: Approval to Teacher Education Program**

- Freshman or Sophomore year

  - Pass the GACE Basic Skills Assessments or be exempt on the basis of SAT/ACT scores. (An SAT exemption requires a minimum composite score, critical reading 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 Assessments as early in their freshman year as possible, or even during the summer before enrolling in college. See www.gace.nesinc.com to register.

- Complete EDU 215. Technology for Educators with a grade of C- or better.
- 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. (EDU 222 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 one education course was taken to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
- Ask a second professor (for secondary, must be in the major discipline) to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
- Complete a background check. Practicum students in Hamilton County are required to be fingerprinted and have a background check. Since all seniors in the TEP have an initial field placement in the fall (either for Elem. Ed. Senior Block or for Secondary Methods) in an urban Hamilton County school, it is mandatory that each student be fingerprinted sometime during the junior year. Hamilton County has outlined a very specific procedure that must be followed. Information about this procedure will be emailed to each student in January of the junior year. This requirement must be completed by March 30.
- 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 content assessments relevant to your certification area. See www.gace.nesinc.com to register.
- Take the GACE content assessments 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 Professional Portfolio for a progress check to the professor of EDU 480 (for elementary education students) or of EDU 340 (for secondary education students).
- 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 a photocopy of your GACE Examinee Score Report to Administrative Assistant of the Education Department.
- Submit completed Georgia Certification Application to Administrative Assistant of the Education Department before the end of the final semester.
- Submit a completed ACSI certification application if ACSI certification is also desired.
- Submit a self-evaluation of both student teaching practicums to College Supervisor.
- Confirm that all other Placement File materials have been submitted.
- One month prior to graduation, submit the completed 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
Student teaching is an important and demanding part of the Teacher Education Program and is considered equivalent to full-time employment. Ordinarily, students will be largely free from other demands on their time so that they may fully concentrate on their roles as student teachers. On occasion, other responsibilities, such as work study, varsity athletics, or incomplete academic work, 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 residences 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.

The professional semester consists of two different student teaching practicums to allow for a more varied and total practicum experience. 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.

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

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

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 initial clear renewable 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 assessments. In addition, employment by a school or school system may include and be contingent upon a background check.

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.
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 exams, all students with a secondary education minor must take the Major Field Achievement Test in their major subject area.

**Requirements for ACSI Teacher Certification**

Any student who receives Georgia teacher certification for one of the PSC programs will also be eligible to receive ACSI teacher certification at either the elementary (K-8) or secondary (7-12) level.

In addition, ACSI teacher certification will soon be offered in other content areas. Contact the Education Department for details.

**Transfer Students**

Transfer students must take the following courses at Covenant College, even if comparable courses could be 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.

**Intercultural Opportunities**

Students may choose to explore teaching in an intercultural context (both domestic and international) in the following courses: EDU 296/396 May Practicum, and EDU 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.

**Teacher Placement Service**

A variety of services are offered to TEP students 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. Graduates receive a lifetime membership to this service.

**Course Requirements for PSC Certification Programs**

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

**General Education Core**

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

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

- HIS 325. Twentieth-Century World History ..................... 3
- PE 151. Concepts in Physical Education ......................... 2
- PE 152. Personal Aerobics and General Fitness ............... 1
- Fine Arts Distribution Requirement ............................ 3

(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)

**Foreign Language** ................................................. 8

Proficiency in one year of an elementary-level foreign language. (Note: Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.)

**Natural Science Lab Distribution Requirement** ........ 4

(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)

**General education core subtotal** ........................... 49
### Teaching Field

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Math for Educators I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 313</td>
<td>Language Arts Content and Skills in the Early ...</td>
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<tr>
<td>EDU 315</td>
<td>Teaching Reading in the Early Grades</td>
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</tr>
<tr>
<td>EDU 317</td>
<td>Assessing and Correcting Reading Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>EDU 324</td>
<td>Science Content and Skills in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Math Content and Skills in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 328</td>
<td>Social Studies Content and Skills in the Early ...</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Physical Education in the Early Grades</td>
<td>2</td>
</tr>
<tr>
<td>EDU 366</td>
<td>Literature for Children in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 345</td>
<td>Art for Children in the Early Grades or</td>
<td>2</td>
</tr>
<tr>
<td>EDU 352</td>
<td>Teaching Music in the Early Grades</td>
<td>2</td>
</tr>
<tr>
<td>EDU 444</td>
<td>Essentials of Instruction in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 454</td>
<td>Organization and Management of the Early Grade Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDU 480</td>
<td>Senior Integration Paper</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Teaching Field subtotal</strong></td>
<td><strong>39</strong></td>
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### Professional Education

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 215</td>
<td>Technology for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU 221</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDU 222</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Teaching in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>EDU 317</td>
<td>Assessing and Correcting Reading Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>EDU 352</td>
<td>Teaching Music in the Early Grades</td>
<td>2</td>
</tr>
<tr>
<td>EDU 361</td>
<td>Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 370</td>
<td>History and Philosophy of American Education ‘W’</td>
<td>3</td>
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<tr>
<td>EDU 410</td>
<td>Educational Assessment: Early Grades</td>
<td>1</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Practicum I ‘S’</td>
<td>7-1/2</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Practicum II ‘S’</td>
<td>7-1/2</td>
</tr>
<tr>
<td>EDU 489</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 303</td>
<td>Developmental Psychology (This course is to be taken prior to or, at the very least, concurrently with EDU 222. Educational Psychology.)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Professional education subtotal</strong></td>
<td><strong>39</strong></td>
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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.

### General Education Core

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIB 111</td>
<td>Old Testament Introduction</td>
<td>3</td>
</tr>
<tr>
<td>BIB 142</td>
<td>New Testament Introduction</td>
<td>3</td>
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<tr>
<td>BIB 277-278</td>
<td>Christian Doctrine I, II</td>
<td>6</td>
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<tr>
<td>COR 100</td>
<td>The Christian Mind</td>
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<tr>
<td>COR 225-226</td>
<td>Cultural Heritage of the West I, II</td>
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<tr>
<td>COR 325</td>
<td>Global Trends for the Twenty-First Century</td>
<td>3</td>
</tr>
<tr>
<td>COR 337</td>
<td>Intercultural Experience</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 325</td>
<td>Twentieth-Century World History</td>
<td>3</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Math for Educators I</td>
<td>3</td>
</tr>
</tbody>
</table>

(unless exempt from the College core math requirement.)

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PE 151</td>
<td>Concepts in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 152</td>
<td>Personal Aerobics and General Fitness</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts Distribution Requirement</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>General education core subtotal</strong></td>
<td><strong>55</strong></td>
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</tbody>
</table>

**Social Science Distribution Requirement (Recommended:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 303</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total degree hours** **127**
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 Areas ..........3
EDU 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 ‘W’ .........................................................3
EDU 411. Educational Assessment: Middle Grades and
Secondary ...........................................................1
EDU 495. Practicum I ‘S’ ........................................... 7-1/2
EDU 496. Practicum II ‘S’ ......................................... 7-1/2
EDU 490. Student Teaching Seminar ...........................1

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

Total degree hours ..............................................127-128

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
- Natural Science Broad Fields

See certification requirements under each major.

Course Requirements for ACSI Certification Programs
Course requirements for current ACSI certification programs
are the same as for PSC certification programs.

In addition, ACSI teacher certification will soon be
offered in other content areas. Contact the Education
Department for details.

Course Requirements for Non-Certification Education
Programs
Non-Certification Education Minor
EDU 221. Introduction to Teaching ..........................3
EDU 222. Educational Psychology .............................3
EDU 370. History and Philosophy of American
Education ...........................................................3
Education electives ..................................................6
Total hours for the minor .......................................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 faculty advisor should email the Records Office, draw
attention to the minor being pursued, and request a Banner
override to enable pre-registration for the education
course(s) desired.
Non-Certification Education Major/Minor for International Students

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

Education Courses

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. Prerequisite: none. 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 may take this course for one unit.) Prerequisite: EDU 221. 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 may take this course 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. Prerequisites: EDU 222 and TEP approval. Taken in Senior Block. $10 fee. Two units.

315. Teaching Reading in the Early Grades
316. Teaching Reading in the Middle Grades
This course is designed to provide a foundation in the teaching of reading. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The content focuses upon those competencies which may be considered essential regardless of the grade level taught. Direct application of the knowledge, skills, and attitudes will focus on the tasks confronting the reading teacher. Directed field-based experience is required. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: EDU 222 and TEP approval. Taken in Senior Block. 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. Prerequisites: 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: 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. 2) Geography: An analysis of the goa lts, methods, materials, and evaluation in teaching biological and physical sciences in the elementary school. Prerequisites: EDU 222 and TEP approval. 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 in local schools. Prerequisites: EDU 222 and TEP approval. Offered in the spring semester of even numbered years. Three units.

340. Curriculum and Methods in the Secondary School
A course designed to help pre-service secondary teachers develop and practice the abilities and skills necessary to be effective classroom teachers in grades 6-12. Candidates examine curricula and complete assignments in their specific subject area, and develop a unit plan and lesson plans that address relevant state and national standards. A thirty hour fieldwork experience in a local school aids in preparation for the student teaching experience. This course is normally taken in the semester before student teaching. Prerequisites: EDU 222, TEP approval, and senior standing. $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 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 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. Prerequisites: 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. 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 one unit.) Prerequisites: EDU 222 and TEP approval. $5 fee. Three units. ‘W’

296/396. May Practicum
A concentrated full-time practicum in a school of the student’s choice. Opportunity is given to participate in a variety of classroom activities for a period of two or three weeks. Activities include a daily log, working with individuals and groups of students, teaching, and other classroom-related experiences. This course is taken in the May term. Arrangements are made with the Education Department. Prerequisites: 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 elementary schools. Topics include the role of assessment, the development of traditional, performance, and product assessments, grading and reporting, and standardized assessments. Taken in Senior Block. Prerequisites: 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 middle and secondary schools. Topics include the role of assessment, the development of traditional, performance, and product assessments, grading and reporting, and standardized assessments. This course is normally taken concurrently with EDU 340. Prerequisites: 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. Prerequisites: EDU 222 and TEP approval. Three units.
**444. Essentials of Instruction in the Early Grades**

All teachers have certain beliefs, traits, behaviors, and practices that can either improve or inhibit learning in the classroom. Today there exists a growing body of literature on effective teaching. This course focuses on strategies that can lead teachers to choices and actions that should enhance learning. An effort is made to connect a Christian philosophy of education with a research-based instructional skills model. This model is relevant to the early/middle grades and all subject matter. A two week practicum in a local school allows the student to apply what he or she is learning to the classroom. Prerequisites: EDU 222 and TEP approval. Three units.

**445. Essentials of Instruction in the Middle Grades**

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.

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

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

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

**Freshman**

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<td>Old Testament Introduction</td>
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<td>The Christian Mind</td>
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<tr>
<td>English Composition (unless exempt)</td>
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<tr>
<td>Introduction to Teaching</td>
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<tr>
<td>Math for Educators I</td>
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<td>Concepts in Physical Education</td>
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<td>Math for Educators II</td>
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<tr>
<td>Developmental Psychology</td>
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<td>Personal Aerobics and General Fitness</td>
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<td>Technology for Educators</td>
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**Sophomore**

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<td>Christian Doctrine I</td>
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<td>Cultural Heritage of West I</td>
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<td>Educational Psychology</td>
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<td>Natural Science Lab course</td>
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<td>Foreign Language (unless exempt)</td>
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<td>Fine Arts course</td>
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<td>Intro. to Linguistics</td>
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**Junior**

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<td>Education of Exceptional Children</td>
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<tr>
<td>History and Philosophy of American Education</td>
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<td>Global Trends</td>
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<td>Christ and Culture Seminar</td>
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<td>Intercultural Experience</td>
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**495-496. Teaching Practicum I and II: Elementary 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’

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

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

**Freshman**

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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
Educational Assessment ......................................................1
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 Introduction ..............................................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 Physical Education ....................................2

Spring
New Testament Introduction ..............................................3
Social Science course .......................................................3
Science in Perspective or Problems of Physical Science ......4
Personal Aerobics and General Fitness ............................1
Technology for Educators ...............................................3
Concentration course ......................................................3

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

Spring
Christian Doctrine II .......................................................3
Cultural Heritage of West II .............................................3
Fine Arts course ..............................................................3
Foreign 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 ...........................................3
Teaching Reading in the Middle Grades (if Language Arts concentration) or other concentration course ..........3
Reading and Writing in the Middle Grades (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