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# LaGrange College

## Course Catalog - Education and Clinical Mental Health Counseling

### EDMA 3202 - Teaching Mathematics II

This course is framed by the Georgia Standards of Excellence for Grades K-5 and is for the future elementary school teacher. Teacher candidates enrolled in this course

will engage in learning content and pedagogy related to the following math domains: Numbers and Operations: Base Ten, Counting and Cardinality, Operations and Algebraic Thinking. This course will prepare teacher candidates for the Certification of Educators (GACE) Exam for Elementary Education.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- offered in spring terms
- 

## **EDST 1101 - Teaching English to Second Language Learners**

Participants in this course examine the principles of teaching English to second language learners. Students explore the educational contexts in which English is taught and learned. Strategies for teaching language development and skills are explored as students develop lesson plans and practice a variety of teaching strategies. Current and persistent issues in the field of TESOL are also discussed and debated with the goal of producing program completers who can serve as agents of change. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

**Grade Basis:** AL

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Fall
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## **EDST 1102 - Testing and Assessment of English Language Learners**

Participants in this course examine the principles of rigorous, authentic course design and assessment principles. Students will develop proficiency in designing instructional materials and assessments appropriate for English Language Learners of varying language proficiency levels. As with all TESL courses, students explore the educational contexts in which English is taught and learned. Participants explore culture in a comparative and global context as they seek ways to best provide equal access to not only the acquisition of language, but also to the development of skills across multiple subject areas.

**Grade Basis:** AL

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Spring
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## **EDUC 1198 - Exploring Teaching**

This course serves as an introduction to the teaching profession and the context in which teaching and learning occurs. Students explore the history of the teaching profession along with current events that affect teachers and the environments in which they operate. Focus is placed on the challenges and possibilities inherent to life in classrooms as students explore the profession from a historical and sociological perspective. (This course cannot replace EDUC 1199.)

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms.
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## **EDUC 1199 - Foundation in Education**

An introduction to teaching and learning. This course addresses teacher behavior, teacher roles, teacher ethics and experiences, historical perspectives, philosophical foundations, approaches to curriculum development, the politics of education, school governance, school funding and legal issues, school environments, and living and learning in a diverse society. This course is a prerequisite for admission to the Education program and includes an initial school visitation experience.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms.
  - Criminal background check
- 

## **EDUC 3317 - Science Methods**

This course addresses science content, process skills, attitudes, and real-world applications that are developmentally appropriate for science and instruction. Effective teaching strategies that incorporate integrated and interdisciplinary approaches, technology, literature, multicultural education, and the Science Georgia Standards of Excellence are combined with theories of learning.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms.
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## **EDMA 3201 - Teaching Mathematics I**

This course is framed by the Georgia Standards of Excellence for Grades K-5 and is for the future elementary school teacher. Teacher candidates enrolled in this course will engage in learning content and pedagogy related to the following math domains: 1) Geometry, Measurement, and Data and 2) Numbers and Operations: Fractions, and Statistics and Probability. This course will prepare teacher candidates for the Certification of Educators (GACE ) Exam for Elementary Education.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms
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## **EDUC 3342 - Child Development Practicum**

A study of the principles of growth and development from conception through twelve (12) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field will be emphasized during the study of each area of development. A family and community field experience is required.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms
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## **EDST 3343 - Adolescent Development**

This course provides a foundation of knowledge on adolescent development and the theoretical and social contexts of adolescence. For background, a brief overview of the principles of growth and development of early childhood through twelve (12) years of age will be explored. Specific attention will be given to the influences on physical maturation, cognitive development, social skills, and personality development of the adolescent. Societal influences and the development of the teenage brain will be examined.

**Grade Basis:** L  
**Credit hours:** 3.0  
**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms.
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## **EDUC 3354 - Fundamentals of Reading Instruction I**

This course will serve as an introduction to reading instruction for teacher candidates. Topics included in this course will be: theories of reading development, children's literature appropriate for the young child and early literacy skills for Pre-K and Kindergarten students. IRA standards and the Georgia Standards of Excellence will provide a basis for lessons and field experiences in local schools.

**Grade Basis:** L  
**Credit hours:** 3.0  
**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms
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## **EDUC 3355 - Fundamentals of Reading Instruction II**

This course will prepare teacher candidates for teaching reading in the early elementary years (1st-2nd grade). Topics included in this course will be: phonics instruction, word recognition strategies, beginning comprehension strategies, children's literature appropriate for 1st and 2nd grade students, and an introduction to children's writing and the writing process. IRA standards and the Georgia Standards of Excellence are used in combination with various approaches to effective instruction and planning, including the use of technology, and will provide a basis for lessons and field experiences in local schools.

**Grade Basis:** L  
**Credit hours:** 3.0  
**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms
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## **EDUC 3356 - Integrating Specialty Areas into Classroom Instruction**

This course teaches the Elementary Education Certification candidate how to integrate the arts, health and physical education into instruction. Through collaboration with college faculty, elementary classroom teachers, and specialty area teachers, candidates

will understand, and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students; use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms
- 

## **EDUC 3360 - Adolescent Development Practicum**

A study of the principles of growth and development from thirteen (13) through eighteen (18) years of age. Specific attention will be given to the influences of family on physical maturation, cognitive development, social skills, and personality development. Major contributions from the leading authorities in the field are emphasized during the study of each area of development. A field experience is required.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms
- 

## **EDUC 4356 - Fundamentals in Reading III**

This course will prepare teacher candidates for teaching reading in the later elementary years (3rd-5th grade). Topics included in this course will be: comprehension strategies, integrating reading instruction in content area classes, identifying and correcting reading problems at the elementary level, children's literature appropriate for 3rd-5th grade students, and writing skills and processes appropriate for elementary students. IRA standards and the Georgia Standards of Excellence are used in combination with various approaches to effective instruction and planning and will provide a basis for lessons and field experiences in local schools.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms
- 

## **EDUC 4360 - Curriculum and Accountability in Elementary Grades**

This course addresses the practical aspects of curriculum development and lesson planning, along with the role of preparation and its contribution to successful classroom management. Using the Georgia Standards of Excellence, instructional, assessment, differentiation, and classroom management strategies will be studied and applied throughout the course.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms
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## **EDUC 4365 - Assessment and Accountability**

This course is designed to acquaint candidates with the basic principles of assessing learning using different techniques and strategies. Among the areas addressed are theory, methods, standardized tests, and fundamental statistical concepts. In addition, candidates study testing, grading, ethical considerations, and current issues in educational assessment.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms
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## **EDUC 4410 - Approaches and Issues in Educational Assessment**

This course is designed to introduce the teacher candidate to best practices in educational assessment. Measurement approaches are introduced to equip the teacher candidate with quantitative and qualitative skills needed for assessment for learning and assessment of learning.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms



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## **EDUC 4449 - Classroom Technology**

This course covers salient topics related to integrating technology into the K-12 classroom. This course explores the applications of Microsoft Office and various Web 2.0 tools used by classroom teachers to maximize instruction and student learning. The course requires students to develop a digital portfolio align with the ISTE standards for Educators to ensure candidate preparation to teach in flipped, hybrid or online learning environments. This course aligns with ISTE standards for Educators.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms

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## **EDUC 4457 - Social Studies Methods**

The interdisciplinary nature of social studies is the focus for the study of curriculum, methods, technology, and professional sources. Emphasis is on planning for and developing resources for instruction, including the development of a unit with emphasis on the NCSS standards and Georgia Standards of Excellence for Social Studies for a chosen grade level. This course includes a field experience component.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms

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## **EDUC 4459 - Special Needs and Exceptional Children**

A study of identification and diagnostic techniques for teachers related to areas of exceptionality among students and of alternative styles of teaching to meet special needs. The introduction to the Student Support Team (SST) process and the writing of eligibility reports and Individual Education Plans (IEP) are explored. The psychological and behavioral characteristics of exceptional children are studied. The importance of transition and other forms found within the exceptional children's categories are identified. Weekly field experiences in the exceptional children's areas are provided. A grade of "B" or better is required for this course.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms
- 

**EDUC 4461 - Diversity I: Race and Poverty**

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of poverty and social class. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to poverty & social class.

**Grade Basis:** L**Credit hours:** 1.0**Lecture hours:** 1.0**Restrictions:**

- Offered every other Fall term
- 

**EDUC 4462 - Diversity II: Gender and Identity**

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of race, gender, and sexual identity. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to race, gender, and sexual identity.

**Grade Basis:** L**Credit hours:** 1.0**Lecture hours:** 1.0**Restrictions:**

- Offered in Spring terms
- 

**EDUC 4463 - Diversity III: Language and Culture**

This course addresses a variety of diversity issues including psychological, physiological, and social conditions of different students as well as various strategies for working with children at risk. This section of the course will focus on the specific issues of culture and English Language Learners. Reflections for the content of this course will be written in conjunction with the assigned field placement. Topics include diversity as it relates to culture, and English language learners.

**Grade Basis:** L

**Credit hours:** 1.0

**Lecture hours:** 1.0

**Restrictions:**

- Offered every other Fall term
- 

## **EDUC 4480 - Senior Seminar**

This course is designed to explore current issues in elementary education. Teacher candidates choose topics, examine research, and present information in a workshop format. Another focus of the course is classroom management, lesson presentations, and peer critiques. In addition, teacher candidates have the opportunity to discuss field experiences in connection with Education's Conceptual Framework along with national and state standards.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms
- 

## **EDST 4481 - Senior Seminar in Education Studies**

This course examines what international education is today and how it was developed. Emphasis is placed on equipping students with the skills and knowledge needed to foster intercultural awareness and global citizenship in educational and workplace settings. An Education Studies Capstone assignment is also complete in this course.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Spring terms
- 

## **EDUC 4489A - Introduction to Clinical Practice I**

Introduction to Clinical Practice I is a field experience in one of the three elementary grade bands with pre-service teachers gradually assuming responsibility for small group instruction under the supervision of a cooperating teacher. Candidates are evaluated through a rigorous performance-based assessment process based on national standards. Candidates participate in classroom teaching and observation, planning evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor. Several seminars are held

in conjunction with these experiences and address a variety of topics. Portfolio elements required. A grade of "B" or better is required in this course.

**Grade Basis:** L

**Credit hours:** 1.0

**Lecture hours:** 1.0

**Restrictions:**

- offered in spring terms
- 

## **EDUC 4489B - introduction to Clinical Practice II**

Introduction to Clinical Practice II is a field experience in one of the three elementary bands with pre-service teachers gradually assuming responsibility for instruction under the supervision of a cooperating teacher. Candidates are evaluated through a rigorous performance-based assessment process based on national standards. Candidates participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences. Several seminars are held in conjunction with these experiences and a variety of topics are addressed. Portfolio elements are required. A grade of "B" or better is required in this course.

**Grade Basis:** L

**Credit hours:** 2.0

**Lecture hours:** 2.0

**Restrictions:**

- Offered in Fall terms
- 

## **EDUC 4489C - Introduction to Clinical Practice III**

Introduction to Clinical Practice III is a field experience in one of the three elementary bands with pre-service teachers gradually assuming responsibility for instruction under the supervision of a cooperating teacher. Candidates are evaluated through a rigorous performance-based assessment process based on national standards. Candidates participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences. Several seminars are held in conjunction with these experiences and a variety of topics are addressed. Portfolio elements are required. A post-planning experience is required. A grade of "B" or better is required in this course.

**Grade Basis:** L

**Credit hours:** 2.0

**Lecture hours:** 2.0

**Restrictions:**

- offered in spring terms

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## **EDUC 4490A - Elementary Education Clinical Practice**

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty, gradually assuming total responsibility for the class.

**Grade Basis:** L

**Credit hours:** 9.0

**Lecture hours:** 6.0

**Restrictions:**

- Offered in Fall terms

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## **EDUC 4490B - Elementary Education Clinical Practice**

This course provides a co-teaching experience for a minimum of thirteen (13) weeks. Pre-service teachers will be assigned to diverse public schools and gradually assume responsibility for working with groups and individuals. They participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences, with guidance provided by the clinical faculty and College supervisor, gradually assuming total responsibility for the class.

**Grade Basis:** L

**Credit hours:** 9.0

**Restrictions:**

- Offered in Spring terms

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## **EDUC 4490S - Field Experiences Seminar**

This course is designed to allow Elementary Education candidates an opportunity to complete field experience requirements necessary to successfully meeting certification requirements. Department chair permission is required.

**Grade Basis:** L

**Credit hours:** 1.0

**Lecture hours:** 1.0

**Restrictions:**

- Offered in Fall and Spring terms
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## **EDUC 5000 - Adolescent Development with Lab**

Taken in the first summer of the program, this course provides a foundation of knowledge on adolescent development with the theoretical and social contexts of adolescence to prepare the M.A.T. candidate for teaching in the middle schools. Instruction is delivered in whole group instruction or through small group seminars led by the professor to prepare M.A.T. candidates to assist master classroom teachers in the instruction of 4-8 grade-aged students in a three-week summer field experience operated by the college for area children. The objectives for the course are for the candidate to understand the major concepts, principles, theories, and research related to young adolescent development and developmentally responsive middle level programs and 121 schools, and to engage in practices and behaviors that develop their competence as professionals. Middle grades candidates will have supervised field experiences teaching 4-5 grade-aged children, whereas high school candidates will have supervised field experiences teaching 6-8 grade-aged children.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Summer
- 

## **EDUC 5000 - Adolescent Development with Lab**

Taken in the first summer of the program, this course provides a foundation of knowledge on adolescent development with the theoretical and social contexts of adolescence to prepare the M.A.T. candidate for teaching in the middle schools. Instruction is delivered in whole group instruction or through small group seminars led by the professor to prepare M.A.T. candidates to assist master classroom teachers in the instruction of 4-8 grade-aged students in a three-week summer field experience operated by the college for area children. The objectives for the course are for the candidate to understand the major concepts, principles, theories, and research related to young adolescent development and developmentally responsive middle level programs and schools, and to engage in practices and behaviors that develop their competence as professionals. Middle grades candidates will have supervised field experiences teaching 4-5 grade-aged children, whereas high school candidates will have supervised field experiences teaching 6-8 grade-aged children.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 5030A - Research in Curriculum and Instruction**

This course sequence focuses upon theory related to instructional planning, assessment, and decision making. The role of preparation and its contribution to successful classroom management will be examined. Candidates will research best practices in teaching and learning and evaluate models of effective lesson plan design and its impact on the classroom environment.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall semesters
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## **EDUC 5030B - Research in Curriculum and Instruction B**

This course sequence focuses upon theory related to instructional planning, assessment, and decision making. The role of preparation and its contribution to successful classroom management will be examined. Candidates will research best practices in teaching and learning and evaluate models of effective lesson plan design and its impact on the classroom environment. In EDUC 5030b, students will be placed in a classroom for a ten-day “opening school experience” to provide an authentic orientation to preplanning and the first days of school.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Summer
- 

## **EDUC 5050 - Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times**

Candidates will read and discuss articles and critiques by scholars who are concerned with issues of equity, social justice, community and responsibility in a democratic, multicultural society. Because teachers are advocates for curriculum, instruction, learning environments and opportunities that support the diverse needs of and high expectations for all students, an emphasis will be given to the implementation of multicultural teaching in the classroom. This course will encourage teachers to think theoretically about their practice and learn from experience through contemplation of how the research in multicultural education relates to the classroom today.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 5060 - Students with Special Needs**

A study of identification and diagnostic techniques for secondary teachers as related to areas of exceptionality among students, alternative styles of teaching to meet special needs, and related legal issues. A grade of B or better in this course is required for certification.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 5700 A - Clinical Practice I**

Clinical Practice is a full semester teaching in specific middle and high schools with pre-service teachers gradually assuming total responsibility for the class. Candidates are evaluated through a rigorous performance-based assessment process based on national standards. Candidates participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor. Several seminars are held in conjunction with these experiences and address a variety of topics. Portfolio elements required. Both pre-planning and post-planning experiences should be completed in conjunction with clinical practices.

**Grade Basis:** L

**Credit hours:** 4.0

**Lecture hours:** 4.0

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## **EDUC 5700 B - Clinical Practice II**

Clinical Practice is a full semester teaching in specific middle and high schools with pre-service teachers gradually assuming total responsibility for the class. Candidates are evaluated through a rigorous performance-based assessment process based on national standards. Candidates participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teachers and college supervisor. Several seminars are held in conjunction with these experiences and address a variety of topics. Portfolio elements required. Both pre-planning and post-planning experiences should be completed in conjunction with clinical practices.

**Grade Basis:** L

**Credit hours:** 4.0

**Lecture hours:** 4.0

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## **EDUC 5700S - Field Experience Seminar**

The course is designed to allow candidates an opportunity to complete field experience requirements or a passing score on the content diagnostics tests. Department Chair permission is required.

**Grade Basis:** L

**Credit hours:** 1.0

**Lecture hours:** 3.0

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## **EDUC 6010 - Assessment and Accountability**

This course is designed to acquaint candidates with the basic principles of assessing learning using different techniques and strategies. Among the areas addressed will be theory, methods, standardized tests, and fundamental statistical concepts.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6015 - Educational Assessment and Decision Making**

To enable teachers to become competent instructional leaders through the analysis and use of data about their classrooms and schools, this course expands teachers' knowledge and skills in assessment techniques for all students. By conducting and using research and through varied assignments, teachers will be prepared to improve instruction using varied assessment techniques and data-driven decision making.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6020 - Educational Technology**

This course covers salient topics related to integrating technology into the K-12 classroom. This course explores the applications of Microsoft Office and various Web 2.0 tools used by classroom teachers to maximize instruction and student learning. The course aligns with ISTE Educator and ISTE Student Standards and prepares candidates to teach in face-to-face, flipped, hybrid, and online learning environments.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6030 - Reading in the Content Areas (MAT)**

A study of reading problems encountered in public education. This course addresses reading skill development in special populations including those with limited English abilities, problems in content reading assignments, and non-readers in elementary, middle, and secondary school settings. Special attention is given to developing strategies for teaching reading and writing to readers at various skill levels. Candidates will develop resources for effective teaching based on the Georgia Performance Standards and standards from IRA and NCTE.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6035 - Social Foundations**

This course engages the candidate in a comprehensive investigation of the social forces that affect schools and communities. In combination with research found in the field of education, social foundations relies on an interdisciplinary approach where knowledge from history, philosophy, sociology, anthropology, cultural studies and political science are studied to develop interpretive, normative, and critical perspectives on education.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6040 - Foundations of Curriculum and Instruction**

An introduction to teaching and learning. This course addresses teacher roles, teacher ethics and experiences, historical perspectives, philosophical foundations, approaches to curriculum development, the politics of education, school governance, school funding, legal issues, school law, and living and learning in a diverse society.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6050 - Historical Perspectives in Education**

From local histories and the beginnings of the American school to contemporary events, EDUC 6050 Historical Perspectives of Education is a multi-perspective journey through our collective pasts. This course illuminates our present by using a historical lens to explain why educational practices are as they are today.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6065 - Reading in the Content Areas (M.Ed.)**

This course addresses why literacy matters, evidence-based best practices, RTI, new literacies, 123 culturally responsive teaching in diverse classrooms, instruction for content literacy, writing across the curriculum, and learning with trade books.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6066 - Issues in Curriculum and Instruction**

Explores issues in curriculum and instruction from an educational literature perspective. Candidates will investigate curriculum theory, development, implementation, and evaluation as well as local and national standards. Candidates will utilize texts and professional journals to become knowledgeable practitioners with regard to curriculum and instruction.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6070 - School Law**

Using the case method as a way to facilitate classroom discussion, this course offers a comprehensive view of the law that governs the public school system of America. Teachers and administrators will be prepared with knowledge about how the courts affect instructional practices, school-wide curricular decisions as well as local, state and federal educational policy.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6080 - Education of Culturally Diverse Students**

By increasing an understanding of the students they teach, teachers will enhance their skills in developing engaging and culturally sensitive curriculum for diverse students through the use of a repertoire of instructional strategies that are appropriate for diverse learners to become contributing members of learning communities.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6090 - Research Preparation**

This course focuses upon theory, methods, and basics of educational research. Candidates explore the inquiry process, fundamental statistics, and the use of databases, references and resources as they consider research opportunities for their action research study.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6100 - Theories of Constructivist Learning**

This course explores scholarship that centers on the developmental, social and cultural constructivist theories in educational practice. Candidates will use scholarship in constructivism to complete a theoretical framework and literature review for their action research study.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6200 - Internship in the Content Areas**

Designed to meet individual needs of the graduate student who is preparing his/her action research study. This course is generally taken during the spring semester. Candidates implement, evaluate and synthesize theoretically-based instruction through a structured critique based on their own applied classroom action research. A field visit by the professor at the M.Ed. candidate's study site school is required to review the study's design, setting, and data collection procedures. Candidates are expected to complete their studies by the end of the course.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 6900 - Professional Skills in the Content Area**

Through this course, candidates demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning. Particular attention is given to recognizing the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design in the content area. The candidate will know how to evaluate the content area curriculum by using performance data to determine student understanding and to refine curriculum. Advocating for curriculum requires that the candidate develops

high standards for professional practice by advancing or promoting issues among their colleagues, specialty professional associations and in the public sphere.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7010 - Developing Professional Learning Experiences**

Designing Professional Learning Experiences is designed to enable teachers to become competent instructional leaders through the development of professional learning experiences within their schools. Expanding upon the work completed in both EDUC 7100 and 7200, the use of the educational data collected will inform the curriculum for interactive workshops that advance a solution to the identified school problem. This course expands teachers' knowledge and skills using best practices of adult learning instructional strategies along with assessment data to determine the effectiveness of their professional learning plan.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Prerequisites:**

- [EDUC 7100](#) - Research Topics and Methodology
  - [EDUC 7200](#) - Directed Research Seminar
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## **EDUC 7020 - Leading Professional Learning Communities**

This course examines effective methods of professional learning, within the context of the school environment, which is focused on relevant student data and identified teacher needs. Candidates will explore various theories of professional learning while linking professional learning needs to their knowledge of adult learning theories. Candidates will conduct a needs assessment within their own schools and develop a professional learning plan to address identified needs.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Prerequisites:**

- [EDUC 7090](#) - Research Methods
- 

## **EDUC 7035 - Leadership in Curriculum and Instruction**

This course is designed to strengthen and enhance competency levels for candidates to serve as classroom teacher leaders. The course is designed to provide candidates with

knowledge of factors and processes related to teacher leadership roles within schools. Topics such as mentoring, peer coaching, community relations, organizational change, and advocacy will be addressed.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7040 - Adult Learning: Theory and Practice**

This course focuses on adult development and learning principles. The following will be examined: a) theoretical perspectives and research related to foundational concepts of adult learning; b) how adult learning theories, principles, and practices are incorporated into formal and informal learning events; and c) the roles of teacher leaders in designing effective learning communities in various educational settings.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7050 - Comparative Education**

This is a research based course in which candidates are challenged to critically evaluate educational systems, traditions, and policy in other nations and compare those system to practices in the United States. Travel outside the United States may be part of this course.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7070 - Internship: Leadership, Curriculum and Instruction**

This course focuses on the development of applicable knowledge, skills, and dispositions that teacher leaders must possess for successful school improvement. Candidates will work under the supervision of a field mentor within the local school or system that agrees to assist the student with conceptualizing and completing their field experience. The basis for this course is performance-based assignments which integrate candidate knowledge, skills and dispositions with applicable issues and problems in their school or system.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7075 - Collaborating and Communicating in a School Environment**

This course examines the research base that indicates the importance of collaboration and communication to address the needs of the school community as a whole in order to facilitate school improvement. Candidates will collaborate with colleagues to improve their interactions with families and communities.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7085 - Management and Operations**

This course investigates management aspects of the school organization including operations, facilities, and budget. Educational leaders will discuss how effective management facilitates and supports the teaching and learning process.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7090 - Research Methods**

This course focuses upon theory, methods, and advanced assessment skills required for educational research. To acquire the requisite skills for subsequent original research, candidates will be able to apply those qualitative and quantitative methods necessary to conduct, analyze and evaluate program assessments. Demonstrated knowledge of descriptive and fundamental inferential statistics and proficiency in the use of validity and reliability concepts and measurements is expected.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7100 - Research Topics and Methodology**

This course prepares candidates to initiate and facilitate colleagues' design and implementation of research. Course requirements involve the development of a prospectus that can be used to lead colleagues in school-based research.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Prerequisites:**

- [EDUC 7090](#) - Research Methods

**Restrictions:**

- Co-Requisite EDUC 7200 Directed Research Seminar
- 

**EDUC 7200 - Directed Research Seminar**

Directed Research Seminar is designed to meet individual needs of the education specialist candidate to prepare for collecting and reporting on his/her project's data. Completion of the methodology paper for the candidate's Graduate Project is satisfied in this course through a discussion of validity and reliability variables as well as a section that describes how results will be analyzed and discussed. The candidate's fieldwork is typically conducted at this time.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Prerequisites:**

- [EDUC 7090](#) - Research Methods

**Restrictions:**

- Co-Requisite EDUC 7100 Research Topics and Methodology
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**EDUC 7350 - Curriculum Theories and Philosophies**

This course takes a comprehensive approach to the field of curriculum by investigating cultural, ideological, political, ethical and philosophical assumptions that undergird educational policy and practices. The aim of this course is to prepare teachers and curriculum designers with theoretical competencies that undergird the planning, design and evaluation of curriculum. Participants will develop a curriculum proposal that demonstrates praxis between theory, planning and evaluation.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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**EDUC 7360 - Curriculum Advocacy**

This course prepares teachers and curriculum developers to lead and contribute to the curriculum change process. Research-based strategies are applied to planning, leading and sustaining curricular change. Participants will develop an advocacy plan based on a needs assessment, educational policy, current research and trends.

**Grade Basis:** L

**Credit hours:** 3.0



**Lecture hours:** 3.0

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## **EDUC 7380 - Improving Professional Skills**

This field-based course is intended to prepare teachers to use multiple assessments to make informed decisions when mentoring and supervising teachers during the pre-service, induction and professional phases of their careers. Participants will apply current theories of supervision, mentoring and reflection research in classroom and school settings to demonstrate knowledge of resources, including technology, to support mentoring and supervision.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Prerequisites:**

- [EDUC 7020](#) - Leading Professional Learning Communities
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## **EDUC 7400 - Internship in Educational Leadership (Technology)**

This internship, through a three-course sequence, provides educational leader candidates with the opportunity to work with established leaders in partner schools to gain practical experience that focus on areas that include: strategic leadership, organizational leadership, school improvement, community engagement, and other topics relevant in the current school setting.

**Grade Basis:** L

**Credit hours:** 1.0

**Lecture hours:** 1.0

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## **EDUC 7410 - Internship in Educational Leadership**

This internship, through a three-course sequence, provides educational leader candidates with the opportunity to work with established leaders in partner schools to gain practical experience that focus on areas that include: strategic leadership, organizational leadership, school improvement, community engagement, and other topics relevant in the current school setting.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 7420 - Internship in Educational Leadership**

This internship, through a three-course sequence, provides educational leader candidates with the opportunity to work with established leaders in partner schools to gain practical experience that focus on areas that include: strategic leadership, organizational leadership, school improvement, community engagement, and other topics relevant in the current school setting.

**Grade Basis:** L

**Credit hours:** 1.0

**Lecture hours:** 1.0

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## **MUED 3020 - Choral Conducting**

Designed to provide students with in-depth knowledge of choral conducting techniques and literature. Students will study appropriate conducting gestures specific to choral ensembles while acquiring knowledge of the great monuments of choral literature.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Prerequisites:**

- [MUSI 3366](#) - Basics of Conducting

**Restrictions:**

- Last Offering: Fall 2021
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Last updated: 03/26/2024

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