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# LaGrange College

## Course Catalog - Graduate Education

## **Certificate in Curriculum and Instruction - Certificate in Curriculum and Instruction**

**Type:**Minor

A non-degree program, the certificate in Curriculum and Instruction prepares candidates with advanced skills in curriculum and Instruction. This program is designed for candidates who already hold a degree in Curriculum and Instruction but do not have the field included in their current Georgia teacher certification.

Admission Requirements:

- Candidate must have graduated from an accredited institute of Higher Education
- Candidate must hold a current or renewable teaching certificate at a minimum of a Level 5
- Candidate must complete admissions application
- Candidate must receive approval of Department Chair
- Candidate must have a minimum TOEFL score of 550 if English is not the primary language

The course of study consists of 15 credit hours.

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## **Ed.D. in Curriculum and Instruction - Ed.D. in Curriculum and Instruction**

**Type:**Major

The Doctorate in Curriculum of Instruction is a program of study designed for educators to advance in their current professional settings or to qualify for positions in higher education research and teaching.

Admissions Requirements

- Have a minimum GPA of 3.5 from all graduate coursework attempted;
- Submit a criminal background clearance and/or current public-school teaching certificate.
- Pass the Georgia Assessment of Content Evaluation (GACE) in Curriculum and Instruction at the Professional Level
- Hold a Specialist in Curriculum and Instruction degree from a Georgia Professional Standards Commission (GAPSC)
- Meet all requirements and apply for Georgia certification in Curriculum and Instruction.
- Submit TOEFL scores if an international student who did not earn a degree from a US institution.
- Submit official transcripts from all institutions of higher education attended.
- Submit a writing sample as directed by the Education Department

- Complete an interview, which may be conducted online.
- Submit three letters of recommendations from individuals well-acquainted with the applicant's professional potential and academic aptitude.

### Program of Study

The Doctorate in Curriculum of Instruction is a 30-33-hour program, post Ed.S. which includes 30 hours. Enrolled candidates must have applied for a certification upgrade at the completion of the Ed.S. coursework prior to admittance into the Ed.D. program. The Ed.D. program consists of 18-21 didactic hours plus a minimum of 12 dissertation hours. Courses are delivered online with periodic on-campus meetings.

Candidates who wish to enroll in the Ed.S. program and seamlessly transition into the Ed.D. program at LaGrange College must complete the following courses at the Ed.S. level, meet certification requirements for the Ed.S., and then be accepted into the Ed.D. program.

### **Ed.S. degree program courses**

<b>Semester</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>
Summer	EDUC 7090	Research Methods	3
	EDUC 7035	Leadership in Curriculum and Instruction	3
	EDUC 7350	Curriculum Theories and Philosophies	3
Fall	EDUC 7010	Research Topics and Methodology	3
	EDUC 7015	Management and Analysis of Educational Data	3
Spring	EDUC 7070	Internship in Curriculum	3
	EDUC 7200	Directed Research	3
	EDUC 7300	Professional Practices	3
Summer	EDUC 7050	Comparative Education	3
	EDUC 7360	Curriculum Advocacy	3
<b>APPLY FOR Ed.S. Certificate</b>		<b>TOTAL HOURS</b>	<b>30</b>

### **Ed.D. degree program courses**

<b>Semester</b>	<b>Course</b>	<b>Title</b>	<b>Credit Hours</b>	<b>Matrix Requi</b>
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Fall	EDUC 8000	Methods of Inquiry	3	
	EDUC 8010	Understanding Curriculum	3	
Spring	EDUC 8020	Advanced Qualitative Methods	3	Prosp
	EDUC 8030	Advanced Quantitative Methods	3	
Fall	EDUC 8040	Advanced Curriculum Development in Areas of Specialization	3	Cand
	EDUC 8050	Doctoral Writing Seminar in Curriculum and Instruction I	3	Defer
Spring	EDUC 8070	Dissertation in Curriculum and Instruction	3-6	Defer
	EDUC 8060	Doctoral Writing Seminar in Curriculum and Instruction II	3	IRB A
Fall	EDUC 8070	Dissertation in Curriculum and Instruction	3-6	
Spring	EDUC 8070	Dissertation in Curriculum and Instruction	3-6	Defer
		<b>TOTAL HOURS</b>	<b>30-33</b>	

### Enrollment

Continuous enrollment in Fall and Spring semesters required during dissertation phase.

### Dissertation Candidacy Exam

After successful completion of the courses listed below, candidates must pass a comprehensive assessment, referred to as the Dissertation Candidacy Exam.

Dissertation Candidacy Exam Prerequisite Courses:

EDUC 8000 Methods of Inquiry (3 hours)

EDUC 8010 Forms of Curriculum Inquiry (3 hours)

EDUC 8020 Advanced Qualitative Research Methods (3 hours)

EDUC 8030 Advanced Quantitative Research Methods (3 hours)

EDUC 8040 Advanced Curriculum Development in Areas of Specialization (3 hours)

The Dissertation Candidacy Exam measures candidates' advanced knowledge of Curriculum and Instruction content, methodologies, and professionalism. Doctoral candidates must pass the Dissertation Candidacy Exam within five (5) years from the

first Ed.D. admission registration semester and no later than the semester following the completion of Ed.D. coursework.

### Dissertation

Reading and research under the direction of an assigned faculty member leads to the development and defense of the dissertation proposal and the dissertation. At least 3 credit hours must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per semester must be approved by the dissertation chair. At least 12 hours must be completed.

### Graduation Requirements

Candidates must complete all the required coursework with a cumulative 3.50 grade point average or higher as well as pass all program key assessments. All degree program requirements must be completed within five (5) years of passing the Dissertation Candidacy Exam, including the Dissertation; otherwise, all doctoral level coursework must be repeated, and the Dissertation Candidacy Exam retaken.

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## **Education Specialist (Ed.S.) - Education Specialist (Ed.S.)**

**Type:**Major

### **Mission of the Department of Education**

The LaGrange College Education Specialist Program is designed for experienced teachers who desire to become teacher leaders in schools.

### **Admission Requirements**

- submit an application through LaGrange College
- hold a graduate degree in education or a content field approved for certificate upgrade from an accredited institution
- hold a level 5 teaching certificate
- have a cumulative GPA of 3.0
- submit official transcripts from each graduate and undergraduate institution attended for analysis
- receive approval of the department chair
- earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language

## Graduation Requirements

All candidates shall successfully complete 30 hours of coursework with a 3.0 (B) or higher cumulative grade point average and for those in the initial program, to attempt the GACE in Curriculum and Instruction.

### Education Specialist (Ed. S.) Curriculum and Instruction INITIAL (30 Credit Hours)

#### First Summer I

- (3) [EDUC 7090](#) Research Methods
- (3) [EDUC 7035](#) Leadership in Curriculum and Instruction

#### First Summer II

- (3) [EDUC 7350](#) Curriculum Theories and Philosophies

#### Fall

- (3) [EDUC 7100](#) Research Topics and Methodology
- (3) [EDUC 7200](#) Directed Research Seminar

#### Spring

- (3) [EDUC 7070](#) Internship in Curriculum
- (3) [EDUC 7015](#) Management and Analysis of Educational Data
- (3) [EDUC 7300](#) Specialist Seminar

#### Second Summer I

- (3) [EDUC 7050](#) Comparative Education

#### Second Summer II

- (3) [EDUC 7360](#) Curriculum Advocacy

**(30) Total Credit Hours**

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## Ed. S. Curriculum and Instruction ADVANCED - Ed. S. Curriculum and Instruction ADVANCED

**Type:**Major

Education Specialist (EdS) in Curriculum and Instruction Advanced is for those candidate who already have a degree in Curriculum and Instruction at the Master's level.

All policies and procedures from the Initial EdS program also apply here.

## **Ed. S. Curriculum and Instruction ADVANCED with Tier I - Ed. S. Curriculum and Instruction ADVANCED with Tier I**

**Type:**Major

Education Specialist (Ed.S.) in Curriculum and Instruction (Advanced certification) with a Tier I educational leadership certification is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Tier I educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In addition to the coursework described in the Education Specialist (Ed.S.) in Curriculum and Instruction ADVANCED, Tier I Educational Leadership requires 7 additional semester hours. Before entering Tier I, candidates must have passed a Students with Special Needs course and the Ethics Leadership Assessment.

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## **M. Ed. in Curriculum and Instruction - Master of Education in Curriculum and Instruction**

**Type:**Major

### ***Mission of the Department of Education***

The Master of Education program in Curriculum and Instruction prepares master teachers who use and produce research for instructional improvement and to make informed curriculum decisions school-wide.

### ***Admission Requirements***

Candidates apply for admission to the M.Ed. program through the LaGrange College Admission Department. At the time of admission, all candidates are advised by the Department Chair. The LaGrange College Department of Education will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status.

Before an applicant can be admitted as a regular candidate qualifying for financial aid, the college must have received copies of official undergraduate transcripts, and other information required of the applicant by the LaGrange College Department of Education. Program specific requirements:

- Hold a current or renewable teaching certificate;
- Hold an undergraduate degree from an accredited college or university;



- Earn a minimum score on the TOEFL exam of at least 510 if English is not the applicant's primary language;  
Submit satisfactory official transcripts from each graduate and undergraduate institution attended for analysis;
- Complete an admission application; and
- Receive approval from the Department Chair.

### ***Graduation Requirements***

The Master of Education program offers candidates a diverse educational background and prepares them for a future as creative educational leaders. This program consists of 30 semester hours comprised of ten courses that can be completed over 13 months. All candidates shall successfully complete 30 hours of coursework with a 3.0 (B) average or better. Internship hours (20) are required and must be documented as part of program completion.

### ***Master of Education in Curriculum and Instruction (30 Credit Hours)***

This plan requires five academic semesters to complete, beginning in June of one year and completing in June of the following year. Courses are to be taken in the prescribed sequence as listed below.

#### **First Summer I**

- (3) [EDUC 6090](#) Research Preparation
- (3) [EDUC 6066](#) Issues in Curriculum and Instruction

#### **First Summer II**

- (3) [EDUC 6035](#) Social Foundations

#### **Fall**

- (3) [EDUC 6015](#) Educational Assessment and Decision Making
- (3) [EDUC 6100](#) Theories of Constructivist Learning
- (3) [EDUC 6081](#) Educating the P-12 Student

#### **Spring**

- (3) [EDUC 6200](#) Internship in the Content Areas
- (3) [EDUC 6900](#) Professional Skills in the Content Area

#### **Second Summer I**

- (3) [EDUC 6050](#) Historical Perspectives in Education
- (3) [EDUC 6065](#) Reading in the Content Areas

### **(30) Total Credit Hours**

### **Master of Education (M.Ed.) Curriculum and Instruction with Tier I Educational Leadership Certification Add-on (46 Credit Hours)**

Master of Education in Curriculum and Instruction with Educational Leadership certification is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In

addition to the coursework described in the Master of Education in Curriculum program, Educational Leadership requires 16 additional semester hours. Before entering Tier I, candidates must have passed a Students with Special Needs course and the Ethics Leadership Assessment.

**First Summer I**

- (3) [EDUC 6090](#) Research Preparation
- (3) [EDUC 6066](#) Issues in Curriculum and Instruction

**First Summer II**

- (3) [EDUC 6035](#) Social Foundations

**Fall**

- (3) [EDUC 6015](#) Educational Assessment and Decision Making
- (3) [EDUC 6100](#) Theories of Constructivist Learning
- (3) [EDUC 6081](#) Educating the P-12 Student

**Spring**

- (3) [EDUC 6200](#) Internship in the Content Areas
- (3) [EDUC 6900](#) Professional Skills in the Content Area

**Second Summer I**

- (3) [EDUC 6050](#) Historical Perspectives in Education
- (3) [EDUC 6065](#) Reading in the Content Areas

**Second Summer II**

- (1) [EDUC 7420](#) Internship in Educational Technology
- (3) [EDUC 7085](#) Management and School Operations

**Second Fall**

- (3) [EDUC 6070](#) School Law
- (3) [EDUC 7410](#) Internship in Educational Leadership

**Second Spring**

- (3) [EDUC 7075](#) Collaborating in a School Environment
- (3) [EDUC 7380](#) Improving Professional Skills

**(46) Total Credit Hours**

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## **Ed. S. Curriculum and Instruction INITIAL with Tier I - Ed. S. Curriculum and Instruction INITIAL with Tier I**

**Type:**Major

Education Specialist (Ed.S.) in Curriculum and Instruction (Initial certification) with a Tier I educational leadership certification add-on is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Tier I educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In addition to the coursework described in the Education Specialist (Ed.S.) in Curriculum and Instruction INITIAL, Tier I Educational Leadership requires 16 additional semester hours. Before entering Tier I, candidates must have passed a Students with Special Needs course.

### **First Summer I**

- (3) [EDUC 7090](#) Research Methods
- (3) [EDUC 7035](#) Leadership in Curriculum and Instruction

### **First Summer II**

- (3) [EDUC 7350](#) Curriculum Theories and Philosophies

### **Fall**

- (3) [EDUC 7100](#) Research Topics and Methodology
- (3) [EDUC 7200](#) Directed Research Seminar

### **Interim**

- (3) [EDUC 7070](#) Internship in Curriculum

### **Spring**

- (3) [EDUC 7015](#) Management and Analysis of Educational Data
- (3) [EDUC 7300](#) Specialist Seminar

### **Second Summer I**

- (3) [EDUC 7050](#) Comparative Education
- (1) [EDUC 7420](#) Internship in Educational Technology

### **Second Summer II**

- (3) [EDUC 7360](#) Curriculum Advocacy
- (3) [EDUC 7085](#) Management and School Operations

### **Second Fall**

- (3) [EDUC 6070](#) School Law
- (3) [EDUC 7410](#) Internship in Educational Leadership

### **Second Spring**

- (3) [EDUC 7380](#) Improving Professional Skills
- (3) [EDUC 7075](#) Collaborating & Communication in a School Environment

### **(46) Total Credit Hours**

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## **Master of Arts in Teaching Program - Master of Arts in Teaching Program**

### **Type:Major**

The Master of Arts in Teaching (MAT) program is designed for those with a four-year degree who want to become high school or middle school teachers. The MAT program prepares high school and middle grades teachers for certification in many areas through real-world study. Each student is guided by mentors from among the LaGrange College faculty and faculty from their assigned school.

### **Admission Requirements**

Candidates apply for admission to LaGrange College graduate programs through the Admission Office. At the time of admission, all candidates are assigned an academic advisor. Candidates for the M.A.T. program begin courses in June of one year and conclude the program in June of the following year. The LaGrange College Department of Education will maintain records of admission and supporting documents, a checklist of entry requirements, and candidacy status. Transcripts and coursework will be examined to determine appropriateness for the Master of Arts in Teaching induction program. Candidates are required to maintain a 3.0 grade point average.

For **unconditional** acceptance to the Master of Arts in Teaching program, an applicant must:

- submit an application and letters of reference through the LaGrange College application system
- hold an undergraduate degree from an accredited college or university
- submit satisfactory transcripts, from each institution attended, for analysis
- have the appropriate number of semester hour credits in a content area (above general education credits) or pass the GACE content exam in the identified content area
- pass the Georgia Educators Ethics Assessment
- provide a criminal background check and verify that no criminal record or dishonorable discharge from the armed services will prevent teacher certification
- meet verification of lawful presence requirements
- earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language

- receive approval from the department of Education chair

Admission decisions may be appealed to the VPAA.

After admission to the program, a review occurs each semester for each candidate to determine retention in the teacher education program.

### **Field Experience and Clinical Practice**

Clinical Experience is an essential factor in the professional development of a teacher. The requirements for successful field experiences and clinical practice are provided in the *Field Experience and Clinical Practice Handbook [FECPH]*. *For MAT candidates who are provisional teachers, the candidate's teaching position must be in a school setting that is approved by the Field Coordinator. The teaching position must meet all state requirements for field experiences for teacher candidates, including grade level and content area.*

### **Progress in the Program**

MAT candidates must meet requirements to receive a preservice certificate issued by the Georgia Professional Standards Commission prior to starting Clinical Practice I and have a GPA of 2.75 or above. To enroll in Clinical Practice II, candidates must have an overall GPA of 3.0 or above and an approved application for Clinical Practice II. Please consult the MAT advisement sheet for program progress benchmarks.

### **Graduation Requirements**

To be eligible for graduation from LaGrange College, candidates must complete an approved program and satisfy other criteria as indicated in this Bulletin. All candidates shall successfully complete 39 hours of coursework with a 3.0 (B) average or better, successfully complete Clinical Practice II, and pass the GACE content exam in intended certification teaching field.

If applicable, all required additional content coursework must be satisfactorily completed before graduation.

### **Certification**

LaGrange College is approved to offer initial certification at level 5, T-5, Master of Education level for middle and secondary content areas. Candidates desiring to be certified upon completion of their programs should plan to work closely with their advisors since certification requirements are subject to change.

Upon successful completion of an approved initial preparation program (M.A.T.), candidates who meet all current Georgia requirements for certification may apply for initial Teacher Certification. Program completers must be recommended for certification within five years of completing an approved program. Completers seeking a recommendation for certification more than five years after completing a program may be required to complete additional coursework.

If applicable, all required additional content coursework must be satisfactorily completed before recommendation for certification.

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## **M.Ed. Curriculum and Instruction with Tier I - Master of Education (M.Ed.) Curriculum and Instruction with Tier I Educational Leadership Certification Add-on**

**Type:**Major

Master of Education in Curriculum and Instruction with Educational Leadership certification is a self-select option for certified teachers who seek leadership positions in schools below the principal and district level. Educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. In addition to the coursework described in the Master of Education in Curriculum program, Educational Leadership requires 16 additional semester hours. Before entering Tier I, candidates must have passed a Students with Special Needs course and the Ethics Leadership Assessment.

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## **Tier I Educational Leadership Certification Add-on - Tier I Educational Leadership Certification Add-on (13 Credit Hours)**

**Type:**Major

Tier I educational leadership certification prepares the educational leader with research-based knowledge, skills and dispositions necessary to make positive changes in schools and increase student learning. A Tier I Educational Leadership Certification only program requires 13 semester hours. Before entering Tier I, candidates must have passed a Students with Special Needs course and the Ethics Leadership Assessment.

### **Summer**

- (1) [EDUC 7400](#) Internship in Educational Leadership (Technology)
- (3) [EDUC 7085](#) Management and School Operations

### **Fall**

- (3) [EDUC 7410](#) Internship in Educational Leadership

### **Spring**

- (3) [EDUC 7075](#) Collaborating and Communication in a School Environment
- (3) [EDUC 7380](#) Improving Professional Skills

### **(13) Total Credit Hours**

The Tier I Educational Leadership Certification only program also requires the following pre-requisite courses or a pre-approved equivalent:

<a href="#">EDUC 7090</a>	Research Methods
<a href="#">EDUC 7350</a>	Curriculum Theories and Philosophies
<a href="#">EDUC 7015</a>	Management and Analysis of Educational Data
<a href="#">EDUC 6070</a>	School Law

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### **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
- 

### **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
-

## **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

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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 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
- 

## **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 5051 - Managing the Classroom and Teaching for Success**

Candidates will explore ways in which cognition, behavior, environment, social factors, and linguistics impact learners' academic development. In addition, candidates will learn strategies for effectively managing classrooms, focusing on positive ways in which teachers can establish and maintain a positive learning environment that meets the needs of and maintains high expectations for all learners.

**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:** 8.0

**Lecture hours:** 6.0

**Lab hours:** 2.0

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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 the foundational skills of reading, literacy, and language that guide the instructional practices of content teachers in P-12 fields and 6-12 content area classrooms. Candidates will examine current research in literacy development, evaluate their own practices, determine methods for supplementing literacy development in their own classrooms, and define ways in which they can advocate for change in their schools.

**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 6081 - Educating the P-12 Student**

By increasing an understanding of the students they teach, teachers will enhance their skills in developing engaging curriculum for students in the P-12 classroom using a repertoire of instructional strategies that are appropriate to the learners in their schools and that contribute to the development of the learning community.

**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 124 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
- 

**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 with established leaders in partner schools to gain practical experienced 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 with established leaders in partner schools to gain practical experienced 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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## **EDUC 8000 - Methods of Inquiry**

This course provides the fundamentals for the research process, research designs (to include mixed methods and program evaluation), and research techniques. Candidates will learn the role of ethics in educational research along with reviewing dissertation requirements.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 8010 - Forms of Curriculum Inquiry**

This course examines historical and contemporary perspectives of curriculum thought through political, economic, social and cultural lenses. Students will acquire theoretical and philosophical understandings to imagine alternative conceptions for innovative pedagogy.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 8020 - Advanced Qualitative Methods**

The purpose of this course is to introduce doctoral students to advanced qualitative research methodology and prepare them to use qualitative methods in their own research and dissertations. Students will learn and apply various qualitative research techniques and evaluate a variety of qualitative study designs.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 8030 - Advanced Quantitative Methods**

An advanced course in quantitative methods applies significance testing, t-tests, non-parametric statistics, linear regression and chi-square analysis to research problems in curriculum and instruction.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 8040 - Advanced Curriculum Development**

This course will prepare students to design and implement advanced, philosophically coherent curriculum models within their content areas/areas of specialization.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 8050 - Doctoral Writing Seminar in Curriculum and Instruction I**

This course prepares the doctoral student for submission of the proposal and its defense.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 8060 - Doctoral Writing Seminar in Curriculum and Instruction II**

This course prepares the doctoral student for submission of the proposal and its defense. This course may be repeated as needed until the dissertation proposal is approved.

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

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## **EDUC 8070 - Dissertation in Curriculum and Instruction**

Reading and research under the direction of an assigned faculty member leads to the development and defense of the dissertation proposal and the dissertation. A minimum of 3 credit hours must be taken each fall and spring semester until the dissertation is completed. The number of hours taken per semester must be approved by the dissertation chair. A minimum of 12 hours must be completed.

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

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