

LaGrange College Course Catalog - Elementary Education

Table of Contents

| | |
|--|---|
| LaGrange College..... | 1 |
| Course Catalog - Elementary Education..... | 1 |
| B.A. in Elementary Education - B.A. in Elementary Education..... | 1 |
| Admission to Clinical Practice..... | 2 |
| Cerification Requirements..... | 3 |
| Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance..... | 3 |
| Dispositions..... | 3 |
| Performance..... | 3 |

LaGrange College

Course Catalog - Elementary Education

B.A. in Elementary Education - B.A. in Elementary Education

Type:Major

In addition to satisfying the Ethos requirements, students pursuing a major in Education must complete the following major program requirements.

Elementary Education majors begin their program of study during the spring semester of their sophomore year. Because Elementary Education is a cohort program, it is imperative that interested students declare their intent to become elementary certification candidates by following the above admission to teacher education procedures before fall registration in the spring of their freshman year.

| | | | |
|-------------------------|-----------|---|---|
| <i>Fall Sophomore</i> | EDUC 1199 | Foundation in Education | 3 |
| <i>Spring Sophomore</i> | EDUC 4459 | Special Needs/ Exceptional Children | 3 |
| | EDUC 3342 | Child Development | 3 |
| <i>Fall Junior</i> | EDUC 3354 | Fundamental of Reading Instruction I | 3 |

| | | | |
|----------------------|---|---|-------------------|
| | EDUC 3356 | Integrating Specialty Areas | 3 |
| | EDUC 4360 | Curriculum and Accountability | 3 |
| | MATH 3310 | Mathematics for Early Childhood Education | 3 |
| | EDUC 4461 | Diversity in Elementary Classroom | 1 |
| <i>Spring Junior</i> | EDUC 3319 | Math Methods | 3 |
| | EDUC 3355 | Fundamentals of Reading Instruction II | 3 |
| | EDUC 4410 | Approaches and Issues in Educational Assessment | 3 |
| | EDUC 4457 | Social Studies Methods | 3 |
| | EDUC 4462 | Diversity in Elementary Classroom II | 1 |
| <i>Fall Senior</i> | EDUC 3317 | Science Methods | 3 |
| | EDUC 4356 | Fundamentals in Reading Instruction III | 3 |
| | EDUC 4463 | Diversity in Elementary Classroom III | 1 |
| <i>Spring Senior</i> | EDUC 4490A | Clinical Practice I | 6 |
| | EDUC 4449 | Classroom Technology | 3 |
| | EDUC 4480 | Senior Seminar | 3 |
| | EDUC 4490B | Clinical Practice II | 6 |
| | | Total | 60 Semester Hours |
| <i>Fall/Spring</i> | EDUC 4490S | Field Experiences Seminar | 1 |
| | (Available to candidates who need to successfully complete certification requirements.) | | |

No additional coursework can be taken during the senior year without approval from the Chair of the Department of Education.

Admission to Clinical Practice

Applications for clinical practice are due midterm in the semester prior to clinical practice. Clinical practice encompasses a full academic year where candidates are engaged in full-time teaching activities under the supervision of a classroom teacher. The Director of Field Placement evaluates applications for clinical practice and makes determination of approval based on academic readiness and satisfactory progress with

program and college requirements. Decisions may be appealed to the Chair of the Department.

Candidates must pass all diagnostics tests before beginning the second semester of clinical practice (senior year).

Detailed requirements and information related to clinical practice can be found in the *LaGrange College Field Experience and Clinical Practice Handbook (FECPH)*.

Cerification Requirements

To be eligible for initial teacher certification recommendation, teacher candidates must have successfully completed all program requirements. In addition, candidates must have a passing score on the appropriate GACE Content Examination(s), plus having passed the edTPA and the Georgia Educator Ethics assessment.

Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance

Dispositions

Because appropriate dispositions enhance teaching and learning, the Department of Education believes that candidates should project positive and productive attitudes toward students, colleagues and professors. The term “appropriate dispositions” refers to positive attitudes, respect for the diverse characteristics of others, and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the candidates’ abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, then she or he will issue a written warning to the candidate. Upon the second time, the candidate will be required to attend a hearing before Education faculty for possible disciplinary action. At the discretion of the faculty, disciplinary action may result in a reduction in grade or, in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

Performance

Candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the *Field Experience and Clinical Practice Handbook (FECPH)* may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to meet the minimum scores on the PDP. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the *FECPH*.

Last updated: 07/13/2019

LaGrange College

601 Broad Street

LaGrange, GA 30240

706-880-8000