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## LaGrange College

### Course Catalog - Education

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## **EDST 3302 - 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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## **EDST 3301 - 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
- 

## **EDST 4550 - Internship in Education Studies**

(1-6 Hours) An opportunity for students to gain added applied experience and insight in approved off-campus settings. Internships consist of at least 40 working hours per credit hour in areas related to the discipline. Assignments may include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. Advisors, program coordinators, department chairs, and the internship coordinator (or designee) must approve the internship before a student begins their work. Internships will be taken as pass/no credit.

**Grade Basis:** P  
**Credit hours:** 1.0  
**Lecture hours:** 3.0

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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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## **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. GaDOE ELA Standards will provide a basis for lessons and field experiences in local schools. This course will cover the following topics: • Theories of Reading – to include an overview and discussion of current impact on classrooms – to include Science of Reading • Children’s Literature – to include an introduction to children’s literature as

well as specific genres appropriate to the pre-K and Kindergarten age student (picture books, poetry, literature for a diverse society) • Beginning Literacy Skills – to include concepts of print and oral language development • Learning to Read Skills – to include phonemic awareness, phonics, and beginning word building • Language Arts Skills – to include beginning writing concepts • Assessing and Evaluating Literacy Development at the pre-K and Kindergarten level

**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). GaDOE Standards 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. This course will cover the following topics: • Theories of Reading – to include an overview and discussion of current impact on classrooms – to include Science of Reading • Children’s Literature – to include an introduction to children’s literature as well as specific genres appropriate to the 1st and 2nd grade age student (traditional literature, modern fantasy, realistic fiction, literature for a diverse society) • Learning to Read Skills – to include phonemic awareness, phonics, word recognition, vocabulary instruction, the reading process, various methods of reading instruction, assessing and evaluating literacy development • Language Arts Skills – to include beginning writing concepts, connecting reading and writing, language arts skills appropriate for the 1st and 2nd grade learner • Assessing and Evaluating Literacy Development at the 1st and 2nd grade level

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

This course will prepare teacher candidates for teaching reading in the later elementary years (3rd-5th grade). GADOE Standards are used as a basis for lessons and field experiences in local schools. This course will cover the following topics: • Children's Literature – to include an introduction to children's literature as well as specific genres appropriate to the 3rd-5th grade age student (informational books, historical fiction, biographies, literature for a diverse society) • Reading to Learn Skills – to include comprehension strategies, reading in the content areas, vocabulary instruction • Language Arts Skills – to include writing concepts, connecting reading and writing, language arts skills appropriate for the 3rd-5th grade learner (i.e. grammar, conventions of writing) • Assessing and Evaluating Literacy Development at the 3rd-5th grade level • Special Topics: Advocacy, Dyslexia

**Grade Basis:** L

**Credit hours:** 3.0

**Lecture hours:** 3.0

**Restrictions:**

- Offered in Fall terms
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## **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
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**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
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**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
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**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
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## **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
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## **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
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## **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.

**Grade Basis:** L

**Credit hours:** 1.0

**Lecture hours:** 1.0

**Restrictions:**

- offered in spring terms
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## **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.

**Grade Basis:** L

**Credit hours:** 2.0

**Lecture hours:** 2.0

**Restrictions:**

- Offered in Fall terms
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## **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.

**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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## **EDST 2550 - Internship in Education Studies**

(1-6 Hours) An opportunity for students to gain added early applied experience and insight in approved off-campus settings. Internships consist of at least 40 working hours per credit hour in areas related to the discipline. Assignments may include selected readings, public presentation, and a final portfolio containing essays, weekly journal, and supporting material. Advisors, program coordinators, department chairs, and the internship coordinator (or designee) must approve the internship before a student begins their work. Internships will be taken as pass/no credit.

**Grade Basis:** P

**Credit hours:** 3.0

**Lecture hours:** 3.0

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Last updated: 05/15/2024

**LaGrange College**

601 Broad Street

LaGrange, GA 30240

706-880-8000