

# EDUCATION STUDIES (EDUC)

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The Education Studies Major offers two tracks, one that leads to teacher licensure and one that does not. Education Studies strives to help individuals become thoughtful, critical and student-centered teacher/learner/leaders. We depend on the knowledge, experience and scholarship of our program faculty, who are themselves teachers/learners/leaders, to help our students make connections between the Quaker and liberal arts traditions, multicultural and global perspectives, and the worlds of elementary and secondary schools.

The primary goal of all programs is to develop teacher/learner/leaders who are grounded in the liberal arts, self-confident, inquisitive, ethical, and reflective in their practice. We seek to develop prospective teachers and other types of educational leaders committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools and other educational institutions, the programs emphasize understanding educational issues from a global perspective using ethnographic observation, constructivist practices, and action research to discover how people learn and how schools and other educational settings are made effective.

Throughout all programs and tracks, faculty and students work together in interactive learning experiences in the college classroom and in the field, incorporating practical application with theoretical discussion and exploration. Small classes and close, one-on-one mentoring relationships are a unique and integral part of the program.

Other central components of the program include the cross-cultural internship and inquiry, often in another country, through which students develop insight into their own and others' cultural lens. The capstone experience, which occurs after student teaching, is another central component of the program. In the capstone experience, teaching candidates reflect on their student teaching experiences, grounding their theoretical, philosophical and practical insights and exploring the possible leadership roles that they may take in the future. Close faculty and student relationships are sustained through peer group learning, field supervision and our personalized advising system.

The five major curricular components of all programs and tracks are:

- a strong interdisciplinary liberal arts core required of all students field work in all of the foundation courses
- completion of cross-cultural education fieldwork (study abroad is highly recommended, but not necessary)
- early, intentionally focused and continuous field work in schools and other educational sites
- either (for licensure-seeking students) the completion of supervised clinical teaching experiences leading to professional licensure; OR (for non-licensure-seeking students) A sequence of courses that focuses the Non-Licensure Education major in one of a variety of educational or related disciplines based on student-interest, e.g. Policy, English Language Learners, Exceptional Children/People, Sociology of Education, etc.
- the completion of a capstone experience

## Degrees Offered

The Bachelor of Arts degree is offered in most Education Studies programs/tracks the Bachelor of Science degree is offered in comprehensive secondary science education and may be an option in the non-licensure track.

## Programs

The Education Studies Department offers six teacher programs and one non-licensure track:

- Elementary licensure, grades K-6
- Secondary licensure, grades 9-12, in English
- Secondary licensure, grades 9-12, in social studies
- Secondary licensure, grades 9-12, comprehensive science
- Comprehensive licensure, grades K-12, in Spanish
- Comprehensive licensure, grades K-12, in French
- Non-licensure track
- Comprehensive Secondary Science Education Major (<https://catalog.guilford.edu/catalog/academic-departments-majors/education-studies/comprehensive-secondary-science-education/>)
- Education Studies Major (<https://catalog.guilford.edu/catalog/academic-departments-majors/education-studies/education-studies/>)
- Education Studies Minor (<https://catalog.guilford.edu/catalog/academic-departments-majors/education-studies/education-studies-minor/>)

### EDUC 150. Special Topics. 1-8.

May also be offered at 250, 350 and 450 levels.

### EDUC 201. Philosophical and Ethical Reflection in Education. 4.

Based on the premise "we teach who we are," students analyze their own experiences, biases, assumptions and values in relation to the history of the philosophy of education in the West beginning with Socrates and continuing through the Liberation Pedagogues. Students consider how the roles and responsibilities of teachers and learners have been shaped and thus how they might be transformed. This course requires 8 hours of field work. Fulfills arts/humanities and evaluating systems and environments requirements (2019).

### EDUC 202. Educational Psychology in Classrooms. 4.

An interdisciplinary approach drawing heavily upon theories of developmental psychology. This course provides a foundation for understanding the classroom as an instructional system. Theories of knowledge, development and learning provide a context for field experiences in schools. Psychology. A minimum of five hours of fieldwork in the public schools is required.

Prerequisite: PSY 224 or may be taken concurrently with PSY 224.

### EDUC 203. Contemporary/Historical Issues in Education. 4.

A broad survey of US Educational History is employed to guide an analysis of contemporary social, cultural and political issues in education within an historical context. Ethnographic research based on 20 hours of fieldwork is required.

Prerequisite: historical perspectives. Fulfills social science requirement (1998). Social/ behavioral science (2019).

### EDUC 250. Special Topics. 1-8.

Special Topics: Offered in 12 and 3 week courses.

**EDUC 260. Independent Study. 1-8.**

May also be offered at 360 and 460 levels.

**EDUC 290. Internship. 1-8.**

1-4. May also be offered at the 390 level.

**EDUC 302. Field Study in Cross-Cultural Education. 4.**

Combines coursework with 50-hour of cross-cultural fieldwork to support students in developing a pedagogical cultural identity and critical cultural competency skills. Students may choose from a variety of approved local or international field sites to complete the cross-cultural fieldwork requirement. Special arrangements may be made to complete some work requirements prior to overseas. Students are encouraged to seek advisement early to plan

Prerequisite: EDUC 203 and Historical Perspectives.

**EDUC 306. Processes in Teaching Elementary School Science. 4.**

May be taken separately from or in combination with the EDUC 307, EDUC 308 and EDUC 309 block. This course is designed to prepare prospective educators to teach science using a hands-on/minds-on pedagogical approach. Students will be required to attend at least one all-day science education workshop. They may be required to attend the regional professional conference, depending on where it is held. Prerequisite: successful completion (a grade of C or better) in EDUC 201, EDUC 202 and EDUC 203; completion of natural science and math requirement or an equivalent lab science.

**EDUC 307. Literacies Across the Curriculum. 4.**

Candidates receive instruction in the teaching of reading, including oral and written language. Students practice research based assessment and diagnosis of reading in their clinical internships and across elementary grade levels. Corequisites: EDUC 308, 309, and clinical internship.

**EDUC 308. Internship in Leadership, Collaboration and Community. 4.**

Candidates observe, analyze and practice positive classroom management and behavioral strategies; understand professional roles and responsibilities; learn the expectations for student performance based on State and Local Standards; and participate in the process of identification of students with special needs. Corequisites: EDUC 307, 309, and clinical internship.

**EDUC 309. Planning for Teaching and Learning. 4.**

Candidates practice instructional planning which includes UDL and differentiation as well as general, research –based best practices in instruction; assessment and evaluation strategies and theories and apply these in all elementary content areas. Corequisites: EDUC 307, 308, and clinical internship.

**EDUC 312. Seminar in the Processes of Secondary and K-12 Teaching. 4.**

Study of school structures and curricula; study and practice of methodologies in appropriate to specialty areas and to integrated curricula. A focus on instructional planning, pedagogy and assessment. Candidates focus on planning, instruction and assessment in accordance with the expectations of edTPA and State Standards, which includes identifying and supporting students with special needs, integration of technology and differentiation. Corequisite: EDUC 313 or instructor permission.

**EDUC 313. Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice. 4.**

Students observe, analyze, and practice skills and knowledge of research-based planning, instruction and assessment in a 50 hour clinical internship under the supervision of a clinical educator and field supervisor in a partner school. Emphasis is placed on expanding professional knowledge and skills required of educators and the expectations for student performance based on State and local standards. Corequisite: EDUC 312.

Prerequisite: Admission to the program. 40 hours of fieldwork in a clinical internship required.

**EDUC 350. Special Topics. 1-8.**

Offered in Spring 3 weeks for Candidates who complete their 12 week internship.

**EDUC 360. Independent Study. 1-8.**

**EDUC 390. Internship. 1-8.**

**EDUC 410. Elementary Student Teaching Seminar. 4.**

Integrated with student teaching (EDUC 440), the seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio. Corequisite: EDUC 440.

Prerequisite: Admission to the Teacher Licensure Program(S) EDUC 410 designates the Elementary Licensure Seminar. EDUC 420 Designates the Secondary and Comprehensive Licensure Seminar.

**EDUC 420. Secondary Student Teaching Seminar. 4.**

Integrated with student teaching (EDUC 440), the seminar provides collaborative reflection on and support for student teacher cohorts. Seminar topics derive from cohort next steps. The seminar also serves to guide candidates in completion of their edTPA portfolio. Corequisite: EDUC 440.

Prerequisite: Admission to the Teacher Licensure Program(S) EDUC 410 designates the Elementary Licensure Seminar. EDUC 420 Designates the Secondary and Comprehensive Licensure Seminar.

**EDUC 440. Student Teaching. 8-12.**

Under the supervision of a clinical educator and field supervisor candidates complete the second half of their clinical internship as student teachers. Clinical educators will be designated in cooperation between the partner school principal and field supervisor. Student teaching requires candidates to be in the classroom and teaching full time for one semester. Student teaching is the culmination of the candidate's studies at the College and requires that the candidate operationalize the skills, dispositions and knowledge they have studied, as well as be reflective and responsive practitioners who are capable of innovation. Student teaching takes place at the beginning of the school year.

**EDUC 450. Special Topics. 1-8.**

Special Topics for Student Teachers. Offered in 3 weeks at the beginning of Fall Semester.

**EDUC 460. Independent Study. 1-12.**

**EDUC 470. Senior Thesis. 1-8.**

**EDUC 490. Departmental Honors. 1-8.**

4-8. In order to be eligible and write a thesis for departmental honors in Education Studies, a student must have an overall GPA of 3.30 and a GPA of 3.50 or higher in an Education Studies major. Once approved to write a thesis, the student needs a thesis advisor (in the department) and the thesis committee must include two additional faculty members, one of whom should be from outside the department (or outside the college as applicable), as approved by the thesis adviser. Additionally, the student will submit a written thesis to the full committee and make a public presentation (e.g., GUS, other).