

EDUCATION STUDIES (EDUC)

Course Descriptions (Per Subject)

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. Students examine questions and issues that concern educators, inquire into how these questions and issues have been and are being approached by others, and search for one's own reflective understanding. A focus on the self, the educational community and context, and on the ES Habits of Mind to inform students on possible ways to view future and current understanding of Education guide this course.

This course fulfills the requirements for one of the foundation courses in Education Studies. Students who minor or are completing certification in an Education Studies Program must complete all three 200-level courses (EDU 201, 202, 203) before advancing in their Education Studies Programs. Additionally, the course fulfills: Arts/Humanities and Evaluating Systems & Envir of the GenEd. There are no prerequisites for this course.

EDUC 202. Educational Psychology in Classrooms. 4.

An interdisciplinary approach drawing heavily upon theories of developmental psychology and its application to planning, teaching, and learning. This course provides a foundation for understanding the classroom as an instructional system and what it means to effectively plan and teach and how educators should view students as individual learners, with unique contexts. Theories of knowledge, development, and learning provide a context for future field experiences in schools.

This course fulfills the requirements for one of the foundations courses in Education Studies. Students who minor or are completing certification in an Education Studies Program must complete all three 200-level courses (EDU 201, 202, 203) prior to advancing in their Education Studies Programs. Students are highly encouraged to have taken, or concurrently take, Developmental Psych (or professor permission, as necessary).

Prerequisite: PSY 224 (<https://catalog.guilford.edu/catalog/courses/psy/>), or may be taken concurrently with PSY 224 (<https://catalog.guilford.edu/catalog/courses/psy/>).

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.

This course fulfills the requirements for one of the foundations courses in Education Studies. Students who minor or are completing certification in an Education Studies Program must complete all three 200-level courses (EDU 201, 202, 203) prior to advancing their Education Studies Programs. Additionally, this course fulfills the social science requirement (1998). Social/behavioral science (2019).

Prerequisite: historical perspectives.

EDUC 204. Mathematics for Elementary School Teachers. 4.

Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem-solving, logical thinking, use of conjecture and exploration with concrete

materials. Does not count toward the major. Required by and restricted to education studies majors.

Highly Recommended: passing grade in **MATH 110** Mathematics for the Liberal Arts, or another math course approved by the Department of Education Studies. Fulfills quantitative literacy requirement (1998). Numeric/symbolic engagement requirement (2019).

EDUC 206. High Impact Tutoring. 4.

Introduction to and application of the knowledge, skills, and mindsets needed for tutors to maximize student learning in a variety of settings, including in-school, after-school, and online instruction. The course emphasizes the role of the tutor; the development of consistent, developmentally-appropriate relationships with learners; data-driven tutoring strategies; and formal and informal assessment. This course fulfills the Evaluating Systems and Environments requirement (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 300. Teaching Learners with Special Needs. 4.

Provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. In addition to reflecting on and learning about themselves as learners, which is a critical component when working with others. One of the primary objectives of this course is to teach individuals to be aware; we will be talking about helping individuals who are either identified, or not, as SPED in a school setting (using IDEA as a basis) and are often being taught by those who do not have the specific training/skills/preparation to help teach these individuals. Our focus will be on specific pedagogical approaches to help support and empower those who often are not supported in the schools as they should. This course is counted towards elective credit.

Prerequisite: Developmental Psychology, a letter of recommendation from student advisor and/or instructor permission. Students also need access to reliable transportation. Fulfills social/behavioral science requirement (2019).

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

Combines coursework with 50-hours of cross-cultural fieldwork to support students in developing a pedagogical cultural identity and critical cultural competency skills. Students are introduced to best practices in teaching reading to K-12 English Learners.

NOTE: Students may complete some components of EDUC 302 in study abroad or study-away courses with prior departmental approval. Students are encouraged to seek advisement as soon as possible to do so. Fulfills the Sociocultural Engagement requirement (2019).

Prerequisite: **EDUC 203** and Historical Perspectives.

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

This course is designed to prepare prospective elementary school teachers to teach science using a hands-on, experiential and constructivist approach to teaching and learning. Emphasis is placed on examining how teachers can teach science in an engaging manner (using the 5Es of instruction) while being mindful of student differences, various pedagogical approaches, and incorporating appropriate standards.

Activities include student presentations/ teaches, projects, experiments and demonstrations, and participation in professional organizations, as appropriate.

This course fulfills the requirements for the advanced curriculum in elementary education as part of the EDU 306-9 teaching block. Prior to enrolling in this course, students must be admitted to the ES Program and have successfully completed various objectives and benchmarks. Once admitted to the Program, they become candidates of the Program.

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 OR EDUC 203**; completion of natural science and math requirement or an equivalent lab science, or Instructor/ Departmental Permission. Co-requisite: Access to reliable transportation.

EDUC 307. Literacies Across the Curriculum. 4.

Candidates receive instruction in the Science of Reading and other research-based teaching strategies, 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.

Prerequisites: Acceptance to the Teacher Education Program

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.

This seminar is a requirement for the elementary education major and for both non-licensure and licensure candidates in elementary education. For licensure candidates it fulfills both College and State requirements for North Carolina Highly Effective K-6 teacher licensure. With this license you are designated "highly qualified" to teach grades kindergarten through sixth.

Prerequisites: Acceptance to the Teacher Education Program.

EDUC 309. Planning for Teaching and Learning. 4.

Candidates practice instructional planning which includes Universal Design for Learning (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. Fulfills the Junior Seminar requirement for the Integrative Experience.

This seminar is a requirement for the elementary education major and for both non-licensure and licensure candidates in elementary education. For licensure candidates it fulfills both College and State requirements for North Carolina Highly Effective K-6 teacher licensure. With this license you are designated "highly qualified" to teach grades kindergarten through sixth.

Prerequisites: Acceptance to the Teacher Education Program.

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**.

Prerequisite: Admission to the program 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**; 50 hour clinical internship, access to reliable transportation.

Prerequisite: Admission to the program or instructor permission.

EDUC 350. Special Topics: Teaching Reading Comprehension K-12 Through Children's & Adolescent Literature. 4

Typically offered in Spring 3 week semester

An examination of the Science of Reading- reading comprehension, major genres of children's and adolescent literature to develop and extend K-12 students' skills in reading comprehension.

EDUC 360. Independent Study. 1-8.

EDUC 390. Internship. 1-12.

EDUC 400 Educational Research Design. 4

This course introduces a range of perspectives in approaching educational research, focusing on the tenants, assumptions and ethics of each. Students will design a study focused on the educational topic of their choice as well as participate in a shared, class-wide study.

EDUC 409. Immersion Student Teach-Elem. 4.

This sequence of courses provide an opportunity for students to reflect collaboratively on their student teaching experience as they engage in student teaching. We will explore issues pertaining to pedagogy, classroom management, diversity, and pre-professional development, situating these topics in the immediate context of students' current work in the schools. Readings, discussions, and assignments are designed to better prepare students for supervised teaching and for subsequent teaching experiences.

EDU 420/450 is taken concurrently with EDU 440, Student Teaching and is the final course block taken for elementary education majors. Students taking this block of courses have completed our introductory curriculum and have been admitted to our advanced curriculum as candidates. At the heart of this course is the successful completion of student teaching. This course thus will focus on a reflective pedagogical approach wherein we will reflect, discuss, and analyze your experiences in the schools. Additionally, as part of NCDPI mandates, students will focus on the "support and documentation of their successes in the classroom" via the edTPA Project.

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**. Additionally, as part of NCDPI mandates, students will focus on the "support and documentation of their successes in the classroom" via the edTPA Project.

Prerequisite: Admission to the Teacher Licensure Program(S). Fulfills the Senior Seminar requirement for the Integrative Experience.

EDUC 419. Immersion Student Teach-Secnd. 4.

This sequence of courses provide an opportunity for students to reflect collaboratively on their student teaching experience as they engage in student teaching. We will explore issues pertaining to pedagogy, classroom management, diversity, and pre-professional development, situating these topics in the immediate context of students' current work in the schools. Readings, discussions, and assignments are designed to better prepare students for supervised teaching and for subsequent teaching experiences.

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**. Additionally, as part of NCDPI mandates, students will focus on the "support and documentation of their successes in the classroom" via the edTPA Project.

Prerequisite: Admission to the Teacher Licensure Program(S) . Fulfills the Senior Seminar requirement for the Integrative Experience.

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.

EDUC 460. Independent Study. 1-12.

EDUC 470. Senior Thesis. 1-8.

EDUC 490. Departmental Honors. 1-8.

4-8. 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).