

# Education Studies Program

## Program Location

Giles Hall, Lower Level – Suite 5, Rooms G3, G4, G10, G11, G12, G12b and Giles 207

## Education Studies Program Mission Statement

The Education Studies Program promotes academic excellence in the development and preparation of education professionals. Through an inter-disciplinary approach to education, our students acquire the knowledge, skills, dispositions and leadership abilities necessary for effective educational practice and research in diverse and global learning communities and a commitment to positive social change.

## Vision and Goals

The two-fold goals of the Education Studies Program are to develop highly qualified teachers who as knowledgeable, effective educational leaders will be innovative, action-oriented role models in classrooms, schools, districts, and communities throughout the world. We envision the Education Studies Program at the forefront in preparing competent, self-confident leaders who are committed to educating children in diverse communities. Graduates are inspired to be motivated change agents, advocates for all children, and creative, risk takers who are inspired to touch the future through teaching. Secondly, the Education Studies Program will prepare students who are not seeking teacher certification, to pursue other education-related career paths through the Education Studies Major and Education Studies Minor.

## Program Offerings

The Education Studies Program offers Teacher Certification Programs [i.e., Early Childhood Education (Grades P-5), Secondary Education (Grades 6-12), (Chemistry, Mathematics, English, Political Science, History, Physics, and Spanish)]; the Education Studies Major (non-certification); and the Education Studies Minor (non-certification).

## Program Honors

To be eligible for departmental honors, a student must have

1. A 3.0 cumulative grade point average.
2. A 3.5 grade point average in education courses.
3. No grade below “B” in education courses.

## Teacher Certification Programs

Conceptual Framework for the Teacher Certification Programs  
*The Teacher as a Leader: An Advocate for Diverse Learners*

The Education Studies Program embraces the mission and goals of Spelman College and integrates the intellectual and leadership goals of the institution into its Teacher Certification Programs’ conceptual framework for devel-

oping professional educators. Our theme “The Teacher as a Leader: An Advocate for Diverse Learners”, is the cornerstone of our conceptual framework and a driving force for creating effective programs. We consider teacher leaders to be individuals who embody a sense of urgency, focus, and collective purpose as they lead their students to achievement. Teacher leaders internalize an awareness of the importance of advocating for learners, building meaningful relationships with families, collaborating with colleagues, and being life-long learners. We believe that teacher leaders are developed through the Teacher Certification Programs’ five teacher leader outcomes of the Conceptual Framework. The outcomes identified by the unit include: content knowledge, professional dispositions, advocacy, pedagogy, and assessment.

## Content Knowledge

Teacher Certification Program candidates develop content knowledge through a sequence of courses which are meaningful and interactive learning opportunities to prepare new teachers, to meet professional and disciplinary standards and the needs of diverse learners.

## Professional Dispositions

It is expected that our Teacher Certification Program candidates will display dispositions such as fairness and a belief that all students can learn to support their practice and development as teacher leaders. Candidates should also demonstrate a commitment to collaborate with others to develop opportunities for student learning. Candidates are assessed at various points throughout the program so that we may ensure they are modeling dispositions appropriate to optimal student learning and creating positive environments for learning.

## Advocacy

Teacher Certification Program candidates are expected to advocate effective school change and commit to improving student learning communities. It is the belief of Spelman College and the Teacher Certification Program that our teacher candidates should be leaders in their communities, schools, and classrooms who build meaningful relationships and collaborate with other professionals to create dynamic and innovative classroom environments. Teacher candidates receive instruction to challenge their perspectives of what it means to be an advocate and engage in experiences in school environments where they are challenged to be advocates for diverse students.

## Pedagogy

The Teacher Certification Program believes that teacher candidates need pedagogical experiences that enable them to deliver content and experiences that are meaningful to students. Through the incorporation of relevant educational research and utilization of their knowledge of learners

and learning, our teacher candidates create environments supportive of all students. Teacher candidates integrate content and pedagogical knowledge along with relevant technology and assessments to enhance student learning. Candidates take courses on specified days (Tuesdays and Thursdays) in order to participate in progressive and rigorous field experiences and student teaching on other designated days (Mondays, Wednesdays, and Fridays) for the Early Childhood Education Program. The field experience and student teaching add depth to the development and practice of candidates' pedagogical knowledge and their exposure to a variety of instructional practices.

### Assessment

The Teacher Certification Program believes that a variety of assessments are needed to improve and monitor the performance and effectiveness of Teacher Certification Programs at the candidate, program and unit level; therefore, assessment is a major component of the unit's conceptual framework. Effective teachers display skills in pedagogy and the implementation of assessment strategies. The Education Studies Program has a comprehensive assessment system in which candidates are taught how to effectively use assessment techniques to plan and promote student learning. This learning primarily takes place in our Teacher Certification Program methods courses (i.e., Language Arts and Social Science Methods, Reading: Teaching and Diagnosis, Science and Mathematics Methods). To monitor teacher candidates' growth as they matriculate through the program, faculty members and cooperating teachers assess candidates' use of the following rubrics in courses: Content Knowledge, Diversity, Impact on Student Learning, Pedagogical Content Knowledge, Planning and Providing Instruction, Professional Dispositions, Technology, and Student Teaching Final Evaluation and Observation. Candidates are also strategically assessed on their knowledge, skills, and dispositions expected by state (Georgia PSC), national (INTASC), and professional (i.e., NAEYC, NCTM, ISTE, IRA, NSTA) organizations.

### Objectives of the Teacher Certification Programs

Upon completion of the prescribed courses, the candidates for teacher certification should be able to

- demonstrate knowledge of the central concepts, tools of inquiry and structures of disciplines being taught
- demonstrate knowledge of child and adolescent growth and development
- demonstrate knowledge of content and pedagogy
- engage in research to impact positively the teaching and learning process of children
- plan and implement developmentally appropriate instruction
- demonstrate knowledge and application of a variety of diagnostic activities and assessment strategies
- use technology to enhance the teaching and learning process
- use a variety of instructional strategies for diverse learners

- apply classroom management and organization skills
  - demonstrate knowledge of language, learner, and cultural diversity
  - demonstrate knowledge of the competencies of the teaching and learning processes of children in diverse settings
  - apply knowledge of educational theories and instructional methods with culturally diverse students
  - display ethical practices and professional dispositions
  - demonstrate professional oral and written communication
  - demonstrate competency in use of digital technologies
  - acquire skills to facilitate life-long learning
  - engage in self-reflection and self-assessment
  - demonstrate knowledge of school policies and reform movements impacting student achievement

### Teacher Certification Programs\*

Teacher Certification Programs prepare candidates as classroom teachers in the public schools. Candidates meet the requirements for certification at program completion.

Teacher Certification Programs offering certification include:

1. Early Childhood Education Major: Teacher Certification in Early Childhood Education (Grades P-5)
2. Secondary Education: Teacher Certification in Grades 6-12 in English, Mathematics, Chemistry, Physics, History and Political Science
3. Preschool – 12th Grade Education: Teacher Certification in Spanish

### Admission Process for Teacher Certification Programs

#### Who should apply?

- Students who have taken or are currently enrolled in EDU 206 (Orientation to Education)
- Students who are seeking Teacher Certification

#### Please Note:

- Students who plan to earn teacher certification must be admitted to a Teacher Certification Program.
- Students seeking teacher certification who have not been admitted to a Teacher Certification Program will not be permitted to enroll in any Teacher Certification Program courses other than EDU 206.

### Admissions Criteria

The Teacher Certification Program encourages early identification of students who plan to follow a career in teaching at all levels and who seek a teaching certificate. Students are advised to apply for admissions to a teacher education program during the fall semester of their sophomore year and no later than the spring semester of their sophomore year. Students submit applications and accompanying documents electronically. Following is a list of documents and activities to be or submitted or completed to be considered for admission to a teacher certification program:

1. **ESP Application for Admission to a Teacher Certification Program**
2. **Passing score on GACE Program Admissions Assessment** or proof of exemption based on one of the following (verification must be provided):
  - a. SAT Score >1000 (combined total on Verbal and Math)
  - b. ACT Score >43 (combined total on English and Math)
3. **Education Philosophy Essay** (typed, double-spaced)
4. **Three Recommendations** (one must be from a faculty member in the Education Studies Program)
5. **A Current Official Transcript** that verifies:
  - a. Successful completion of **EDU 206** (final grade of C or better in each course)
  - b. Minimum of **30 credit** hours of college coursework
  - c. **Cumulative grade point average of 2.85 or above**
6. **A successful interview** with members of the Professional Education Committee
7. A rating of proficient (3.0) or higher on the **Behaviors & Characteristics of Professional Educators Rubric** as assessed by the EDU 206 instructor
8. Proof of **Liability Insurance** (GAE-SP)
9. **GaPSC PreService Certification:** After recommendation for admission by the Education Studies Program, students apply for a Georgia Professional Standards Commission (GaPSC) Pre-Service certificate which includes taking the GaPSC Ethics Exam and having a background check. Students who are not eligible for a GaPSC Pre-Service Certificate will not be permitted to remain in the Education Studies Program. A Pre-Service Certificate is a state requirement for field experience and student teaching, which are mandatory components of teacher education programs.

*Note: Students who take Teacher Certification courses must be admitted to one of the Teacher Certification Programs. Students must successfully complete EDU 206 (Orientation to Education) with a final grade of C or better before they can be admitted to a Teacher Certification Program. (See Admissions Process and additional criteria.) Students who have not been admitted to one of the Teacher Certification Programs will not be permitted to enroll in any Teacher Certification Program courses.*

### **Field Experiences**

Most teacher certificate program courses have a field experience component. The field experience component of these designated courses are organized, sequenced and related to coursework. Field experiences provide teacher candidates with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. These field experiences are systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. The goal of these field experiences is to aid candidates' intellectual, personal and

professional development as teacher-leaders by providing practical experiences at school sites. These field experiences take candidates with varying skills levels through a planned sequence giving them an opportunity to interact with students of different cognitive, affective, and psychomotor levels. These field experiences are designed to develop leadership, cultural awareness, content knowledge, confidence, and self-esteem. To participate in field experiences, students must have on file a clear Criminal Background History. Any information identified as an infraction on the candidate's Criminal Background History may prevent the candidate from participating in field experience activities. The field experience is a prerequisite and requirement for successful completion of designated courses in the Teacher Certification Program. *For candidates enrolled in the Early Childhood Education Program, field experience is scheduled on Monday, Wednesday, and Friday during public schools hours. Other courses that conflict with this required activity should not be taken. Candidates enrolled in a secondary or P-12 teacher certification program will have a customized field experience based on the candidate's schedule.*

### **Student Teaching (Clinical Practice)**

Student teaching is the culminating activity for candidates pursuing teacher certification. It provides an opportunity for candidates to demonstrate appropriate dispositions, knowledge, and skills acquired in a Teacher Certification Program. This year-long experience is comprised of two semesters in an assigned school with the same assigned cooperating teacher. During the fall semester, the candidate will complete the last component of the field experience program and during the spring semester the candidate will assume full-time teaching responsibilities early in the semester.

*Early Childhood:* The year-long student teaching experience will begin in the fall semester of the senior year, the Early Childhood Education major will observe, peer teach, and teach small groups on Mondays, Wednesdays and Fridays. During the spring semester of the senior year, the candidate will assume instructional responsibilities for a full semester in the same school with the assigned cooperating teacher.

*Secondary or P-12:* The year-long student teaching experience will begin in the fall semester of the senior year, the Secondary or P-12 candidate will observe, peer teach, and teach small groups. The fall semester schedule will be customized based on the candidate's schedule. Program faculty will ensure that candidates complete all field experience requirements during the fall semester. During the spring semester of the senior year, the candidate will assume instructional responsibilities Monday thru Friday for the full semester in the same school with the same assigned cooperating teacher. It is important to note that the fall schedule will be customized based on the candidate's schedule.

The student teaching experience at Spelman College is designed to meet requirements of the Georgia Professional Standards Commission. To prepare teacher-candidates who are able to facilitate learning and enhance the development of all of the students that they teach. It is a period during which the student teacher assumes increasing instructional responsibility.

### **Admission to Student Teaching**

For admission to student teaching, the candidate must fulfill the following criteria:

1. Admission to a Teacher Certification Program
2. Overall cumulative GPA of 2.75 or above
3. GPA of 2.75 or above in professional studies courses and major courses (applicable to secondary and P-12 programs)
4. Completion of all prerequisite course requirements
5. Successful completion of all general college core courses (final grade of C or better)
6. Passing score on the GACE II Content examination in the appropriate field of study
7. Verification of a clear Criminal Background History
8. Proof of liability insurance (GAE-SP)
9. Submission of Medical Clearance Form
10. Submission of Student Teaching Application no later than March 30 during the spring semester of the junior year
11. Enrollment in courses during the fall semester of senior year that will NOT interfere or conflict with participation in the student teaching and/or EDU 451

### **Procedures for Admission to Student Teaching:**

1. Teacher Candidates must submit completed Student Teaching Applications no later than March 30 during the spring semester of the junior year prior to the year of student teaching.
2. Teacher Candidates must meet with the senior advisor to determine if all prerequisites can be met by the end of the first semester of the senior year prior to student teaching.
3. Teacher Candidates must pass the GACE II Content examination in their field of study prior to beginning student teaching.
4. Teacher Candidates cannot be enrolled in any courses during the student teaching semester, other than EDU 452 (Seminar II Student Teaching) and the Student Teaching Experience (i.e., EDU 457, or EDU 458, or EDU 459).
5. The Student Teaching Application must be approved by the senior advisor and the unit chairperson for assignment to student teaching. Upon approval of the application, the teacher candidate will receive a student teaching assignment.

### **Completion Requirements**

A “Completer” in a Teacher Certification Program is defined as someone who has met all requirements for graduation in the major and certification in an approved teacher

certification program at Spelman College. Upon becoming a Completer, the Program Certification Officer will recommend the candidate for certification in the State of Georgia.

### **Certification Requirements**

To be recommended for teacher certification, the student must have completed the following:

1. Coursework for an approved Teacher Certification Program (which includes an appropriate major) with a cumulative grade point average of at least 2.7.
2. Undergraduate degree.
3. Passing scores on the GACE Content Assessment
4. Passing scores on edTPA (beginning fall 2015)

### **Placement Examinations**

None

### **Teacher Preparation Honor Society**

Kappa Delta Epsilon is an honorary professional education fraternity for students enrolled in a Teacher Certification Program. Its purpose is to promote the mission of education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members. Juniors and seniors who have a cumulative GPA of 3.0 or above and a GPA of 3.5 or above in their major and professional studies courses are eligible for membership.

### **General (Core Curriculum) Requirements for Early Childhood Education Majors (Early Childhood Education Program)**

- English 103/193 Composition
- English 250 Grammar for the Professions
- Math 107
- Psychology 302 Child Psychology (Social Science Divisional Requirement for Education majors only)
- Environmental Science 211 Introduction to Environmental Sciences (Natural Science Divisional Requirement)
- History 211 or 212 Survey of American History (Humanities Divisional Requirement)

### **International/Women’s Studies Requirement**

None

### **Early Childhood Education Major (Early Childhood Education Program)**

The goal of the Early Childhood Education major is to develop graduates who as knowledgeable, effective educational leaders will be innovative, action-oriented role models in classrooms, schools, districts, and communities throughout the world. We envision our graduates as competent, self-confident, thoughtful leaders who are committed to the highest standards of education for children in diverse communities. Graduates are expected to be advocates for all children and creative risk takers. The Early Childhood Education major requires admission, as described in an earlier section.

### **Program Professional Association**

Georgia Association of Educators Student Program (GAE-SP) is a pre-professional program sponsored by the Geor-

gia Association of Educators (GAE) and National Education Association (NEA) for students pursuing careers in education. It provides students with opportunities to participate as leaders at local, state, and national levels in activities that affect the teaching profession, and serves to facilitate a smooth transition from the college environment to the classroom.

### Preparation for Teacher Certification

The Education Studies Program offers comprehensive teacher certification programs in the following grades: Early Childhood (Primary through 5th grade), Secondary (6th through 12th grade), and Primary through Twelfth grade (P-12). Preparation and pedagogical training is designed to meet specific coursework requirements of the Georgia Professional Standards Commission and prepares students for certification to teach in public and private schools in Georgia. Programs build upon liberal arts coursework aimed at developing multicultural and interdisciplinary perspectives. The programs include the study of general principles of human growth and development, the relationship of teaching and learning theories to physical, social, intellectual, and emotional growth, and courses complemented by planned programs of field experience and student teaching. Programs are designed to develop scholarly teachers and educational leaders who will be innovative role models and leaders in academic communities throughout the world with special emphasis on urban environments. The curriculum is designed to prepare individuals to guide the growth and development of children through instruction in an academic environment. The major coursework emphasizes teaching content, child and adolescent development theories, and appropriate instructional methods that are used to enhance and promote the developmental stages of children. The fields for preparation are as follows:

1. Early Childhood Education – Preparation for Teacher Certification in Early Childhood Education (Grades P – 5)
2. Secondary Education – Preparation for Teacher Certification in Grades 6–12 in English, Mathematics, Chemistry, History, Physics and Political Science
3. Preschool–12th Grade Education – Preparation for Teacher Certification in Spanish

### Course Requirements for Early Childhood Education

Early Childhood Education Major Requirements for B.A. Degree

- EDU 206 Orientation to Education (4)
- EDU 301 Curriculum for Preschool and Primary Grades\* (4)
- EDU 304 Educational Psychology (4)
- EDU 308 Multicultural Education\* (4)
- EDU 314 Health and Physical Education Content and Methods for Preschool and Primary Grades\* (4)
- EDU 316 Exceptional Children\* (4)
- EDU 320 Language Arts and Social Studies Methods\* (4)
- EDU 330 Science and Mathematics Methods\* (4)
- EDU 338 Junior Research Seminar (2)
- EDU 346 Fine Arts Content and Methods (Art, Music)\* (4)

- EDU 357 Reading—Teaching and Diagnosis\* (4)
- EDU 407 Advocacy in Urban Schools\* (4)
- EDU 438 Senior Thesis (2)
- EDU 451 Seminar I for Student Teaching\* (1)
- EDU 452 Seminar II for Student Teaching (2)
- EDU 457 Student Teaching\* (12)

TOTAL: 63 Credit hours for Early Childhood Education

These general education courses are also program requirements for Early Childhood Education:

- English 103/193 Composition
- English 250 Grammar for the Professions
- Mathematics 107
- Psychology 302 Child Psychology (Social Science Divisional Requirement for Education majors only)
- Environmental Science 211 Introduction to Environmental Sciences (Natural Science Divisional Requirement)
- History 211 or 212 Survey of American History (Humanities Divisional Requirement)

Students admitted to the Secondary Education (Grades 6–12) teacher certification program must complete the following seven courses in addition to the major:

- EDU 206 Orientation to Education \*(4)
- EDU 304 Educational Psychology (4)
- EDU 316 Exceptional Learners\* (4)
- EDU 444 Curriculum and Methods for Teaching in Secondary Schools\* (4)
- EDU 451 Seminar I for Student Teaching\* (3)
- EDU 452 Seminar II for Student Teaching (2)\*\*
- EDU 458 Student Teaching in Secondary Schools\* (12)

TOTAL: 33 credit hours for Secondary Education

These general education courses are also program requirements for Secondary Education:

- ENG 103/193 Composition (required for English Secondary majors only; recommended for all Teacher Certification candidates)
- PSY 304 Adolescent Psychology (Counts as a Social Science Divisional Requirement for Secondary Education students)

Students admitted to the Preschool – Twelfth Grade (P-12) Education teacher certification preparation program must complete the following seven courses in addition to the major:

- EDU 206 Orientation to Education\* (4)
- EDU 304 Educational Psychology (4)
- EDU 316 Exceptional Learners\* (4)
- EDU 443 Curriculum and Methods for Teaching Preschool through Twelfth Grade\* (4)
- EDU 451 Seminar I for Student Teaching\* (3)\*\*
- EDU 452 Seminar II for Student Teaching (2)
- EDU 459 Student Teaching in Preschool-Twelfth Grade\* (12)

TOTAL: 33 credit hours for P-12 Education

This general education course is also a program requirement for P-12 Education:

- PSY 304 Adolescent Psychology (Counts as a Social Science Divisional Requirement for P-12 Education students)

## Education Studies Major (non-certification)

The Education Studies major is designed for students who are interested in the field of education but not seeking teacher certification. These students would like to pursue education –related careers that do not require certification. For example, some students are interested in working in a non-profit sector of education, educational advocacy and/or policy or pursuing graduate studies in the field of education. The program builds upon strong liberal arts coursework aimed at developing multicultural and interdisciplinary perspectives. The curriculum includes a capstone experience that will allow each student to conduct research, participate in a nine-hour internship in a non-public school educational setting during the spring semester of the senior year, engage in an interdisciplinary focus and, whenever possible, participate in a study abroad experience. Upon completion of this program, students will be able to pursue education-related careers in a variety of settings, such as developing curriculum in nonprofit organizations, creating educational programming for various media outlets, and working in museums and refugee centers. The degree is structured to give a student a strong foundational background in the field of education that will support graduate study.

### Objectives of the Education Studies Major (non-certification)

Upon completion of the prescribed courses, the candidate enrolled in the Education Studies major should be able to

- understand child and adolescent growth and development
- understand, evaluate and use educational research in her chosen career
- use technology to communicate with diverse audiences
- understand the impact of language diversity, learner diversity, and cultural diversity in interactions and communications when providing services
- display ethical practices and professional dispositions
- demonstrate professional oral and written communication
- demonstrate competency in use of digital technologies
- acquire skills to facilitate life-long learning
- engage in self-reflection and self-assessment

### Course Requirements for the Education Studies Major

The general college requirements (completed during the first and second year) are the same for the Education Studies Major and for the Early Childhood Education Major. During the junior and senior year, the Education Studies Major will take the following courses:

- EDU 206 Orientation in Education (4)
- PSY 302 Child Psychology (4)
- EDU 204 Educational Psychology (4)
- EDU 210 American Sign Language I (4)
- EDU 392 Adult and Family Literacy (4)
- EDU 222 Global Education (4)
- EDU 308 Multicultural Education (4)
- EDU 338 Junior Research Seminar (2)
- PSY 304 Adolescent Psychology (4)
- EDU 407 Advocacy in Urban Schools (4)

- EDU 438 Senior Thesis I (2)
- EDU 411 Senior Thesis II (4)
- EDU 442a Internship I (4)
- EDU 442b Internship II (9)
- EDU 439 History & Philosophy of African American Education (4)
- Elective (4)
- Elective (4)
- Elective (4)

Following is a list of courses identified as possible elective courses for students enrolled in the Education Studies major. These courses have been selected based on the interdisciplinary focus of the Education Studies major in addition to the anticipated interests of students who may pursue the major:

- PSC 320 Environmental Politics and Policy
- SOC 202 Social Problems
- MGT 301 Ethics in Organizations
- MGT 300 Principles of Management
- CWS 390 Women in U.S. Higher Education
- EDU 211 American Sign Language II

### Education Studies Minor Program (non-certification)

The Education Studies Minor Program (non-certification) offered in the Education Studies Program is designed for students seeking to expand their knowledge base in the area of education. The minor program provides foundational knowledge about the field of education and allows students the opportunity to study a wide variety of important educational issues. It is open to all students regardless of major. All students completing the minor will gain valuable knowledge that will be helpful to them in their roles as citizens, and parents, and in whatever occupations they choose. The minor program also facilitates student options for continuing education and/or graduate study.

The Education Studies Minor Program includes a total of 6 courses (4 required courses and the education minor student can select two of four electives).

### Course Requirements for the Education Studies Minor Program

- EDU 204 Educational Psychology (4)
- EDU 206 Orientation in Education\* (4)
- EDU 308 Multicultural Education\* (4)
- EDU 222 Global Education (4)

### Program Electives (select two from the following courses)

- EDU 210 American Sign Language I (4)
- PSY 302 Child Psychology (4)
- PSY 304 Adolescent Psychology (4)
- EDU 392 Adult and Family Literacy (4)
- EDU 407 Advocacy in Urban Schools (4)
- EDU 439 History & Philosophy of African-American Education (4)

\*Field Experience required.

Following is a description of the Education Studies Program courses for the Teacher Certification Programs, Education Studies major and Education Studies minor.

## Course Descriptions

### EDU 206 – ORIENTATION TO EDUCATION (4)

This course is an introduction to the historical, economic, sociological, philosophical and psychological understandings of schooling and education. It provides professional knowledge pertaining to learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, classroom management, and the roles and responsibilities of the profession of teaching. Observing teachers and students in an actual school setting together with clinical engagement in this field activity provide real contexts for experiencing teaching processes and reflective thinking about teaching. Required: Field Experience.

### EDU 304 – EDUCATIONAL PSYCHOLOGY (4)

This course is a study of the relationship of concepts of human development to teaching and learning processes used with diverse populations of students. Emphasis is placed on an examination of the practical and theoretical applications and integration of psychology as they relate to instruction, planning, learning styles, instructional strategies, and basic statistical procedures for assessment and evaluation of learning. Required: Field Experience. Prerequisite: EDU 206.

### EDU 222 – INTRODUCTION TO GLOBAL EDUCATION (4)

This course is an introduction to the historical, economic, sociological, philosophical and educational understandings of global, comparative and international schooling and education. This course provides scholarly readings, relevant assignments, and a critical context that challenge the candidate's thinking about the impact of local, national, and international factors in the field of education.

### EDU 301 – CURRICULUM FOR PRESCHOOL AND PRIMARY GRADES (4)

This course is an examination of the structure and organization of the curriculum and instruction in various types of preschools, kindergarten and the primary grades. The variables of race, ethnicity, gender, religion, and exceptionality and the impact on teaching strategies are examined. Students are provided opportunities to study leadership skills in the context of teacher education. Required: Field Experience. Prerequisites: EDU 206, EDU 304

### EDU 308 – MULTICULTURAL EDUCATION (4)

This course is an introduction to the knowledge, insight, and understanding needed to work effectively with students from a culturally diverse society and a global community. The variables of race, ethnicity, social class, gender, religion, sexual orientation, and exceptionality are examined. Instructional focus is on appropriate multicultural strategies used in the classroom with culturally diverse student populations. Required: Field Experience.

### EDU 314 – HEALTH AND PHYSICAL EDUCATION IN PRESCHOOL AND PRIMARY GRADES (2)

This course is designed to enable the student to provide pupils (grades P-5) with a relevant, appropriate, and effective health and physical education program. Emphasis is on the development of knowledge regarding health practices that promote a healthy, well-developed total child. Course work integrates general studies major content, professional, and pedagogical knowledge. The student is guided in developing competencies for assessing pupil's health and physical status and teaching pupils the fundamentals of safe and healthy living. The student must demonstrate, through instruction, knowledge of community, cultural values and effective utilization of community resources (including parents). Required: Field Experience. Prerequisites: EDU 206, EDU 304.

### EDU 316 – EXCEPTIONAL LEARNERS\* (4)

This course is an introduction to, and a survey of, the characteristics and educational needs of exceptional learners, with emphasis on special education laws, identification, intervention techniques, educational alternatives and supportive services. This course prepares teacher candidates to address the instructional needs of atypical learners through implementation of best practices and technological resources. This course also addresses the importance of effective collaboration with families, school personnel, and the community as ways to enhance students' learning experiences. Required: Field Experience. Prerequisites: EDU 206, EDU 304

### EDU 320 – LANGUAGE ARTS AND SOCIAL STUDIES METHODS FOR PRESCHOOL AND PRIMARY GRADES (4)

This course is an investigation and application of the theories, research, practices, pedagogies, issues, perspectives and complexities of teaching English language arts and social studies methods for Early Childhood

Education majors. The course presents an integrated framework of the cognitive, social and physical development of children who are learning language and social studies. Field-based experiences are included to provide opportunities for integration of content and methodologies that positively respond to principles of development, diversity, and appropriate use of instructional technology. Required: Field Experience. Prerequisites: EDU 206, EDU 304.

### EDU 330 – SCIENCE AND MATHEMATICS METHODS FOR TEACHING IN PRESCHOOL AND PRIMARY GRADES (4)

This course examines science and mathematical pedagogical approaches in early childhood education. Topics covered include evaluation of research on science and mathematics learning, goals of science and mathematics education, and constructivist frameworks for curriculum and instruction. The course addresses curricular approaches, diversity and equity, professional resources, classroom management, and assessment of impact on student learning. Students integrate curriculum pedagogy with content knowledge to select instructional strategies and incorporate appropriate uses of instructional technology. Required: Field Experience. Prerequisites: EDU 206, EDU 304

\*Pending the Curriculum Committee's approval for a name change.

### EDU 338 – JUNIOR RESEARCH SEMINAR (2)

This course is a study of research methods employed in education with specific emphasis on child development and education in urban, multicultural and international communities. Students critically examine the impact of research in the area of child development and the teaching/learning process. A proposal for the senior thesis topic is developed as part of the course. Prerequisites: EDU 206 EDU 304

### EDU 346 – FINE ARTS CONTENT AND METHODS (ART, MUSIC) (4)

This course studies the principles and implications in teaching art and music in grades P-5. Course work integrates general studies, major content, professional, and pedagogical knowledge. Field-based experiences are included to develop expertise in classroom management, diversity, and appropriate use of instructional technology. Required: Field Experience. Prerequisites: EDU 206, EDU 304

### EDU 357 – READING – TEACHING AND DIAGNOSIS (4)

The overall goal of this course is to provide teacher candidates with the knowledge base necessary for appropriate use of diagnostic teaching procedures and materials within the regular classroom. Emphasis will be placed on understanding how students learn to read, strategies for improving a student's reading achievement and how to become a diagnostic/prescriptive teacher of reading. Candidates will be made aware of factors that support students learning or place students "at risk" (e.g., economic, cultural, social) and some ways to manage these factors in the regular classroom. Required: Field Experience. Prerequisites: EDU 206, EDU 304

### EDU 407 – ADVOCACY IN URBAN SCHOOLS (4)

This course provides a general overview of the major social policies affecting urban children, youth, and families. Emphasis is on reviewing and analyzing the impact of current legislation and exploring the roles of child, family, and teacher-leader advocates in the social policy process. Selected policy programs and case studies of children and families are used as examples. Required: Field Experience.

### EDU 438 – SENIOR THESIS (2) AND EDU 441 SENIOR THESIS II (4)

The senior thesis is a two semester independent research and writing project on the topic developed during Junior Research Seminar. Students apply principles of educational research to a major research project requiring extensive reading and critical discussion with faculty and peers. During the second semester, students collect their data and complete the thesis. Additionally, the thesis is defended before an audience. Prerequisites: EDU 206, EDU 304, EDU 301, EDU 308, EDU 320, EDU 330, EDU 357.

### EDU 439 – HISTORY AND PHILOSOPHY OF AFRICAN-AMERICAN EDUCATION (4)

This course examines the cultural, economic, racial, regional and socio-political factors that have shaped the history and philosophy of African American education. The readings provide a historical overview of perspectives, theories, research, and philosophical positions on this topic. Foundational to this exploration is the concept of "African Deep Thought," (ADT) which guide Students' consideration of epistemological, ontological, axiological, pedagogic and curricular issues related to the education of people of African descent. The investigation of the nature,

value and construction of knowledge is central to this reflection. This approach suggests a framework for thinking about Black education from African antiquity to the continuing quest for self-determination for people of African descent in the Diaspora and the continent. Lectures and discussion inform the exploration of course topics.

#### **EDU 440 – SPECIAL TOPICS IN EDUCATION (1–4)**

This course examines contemporary issues in education, focusing on the application of theoretical principles to learning. Specific topics are published at the beginning of each semester. Prerequisites: EDU 206, EDU 304

#### **EDU 442a (4) EDU 442b (9) – INTERNSHIP FOR EDUCATION STUDIES MAJORS (9)**

This course provides an internship for students in social agencies and civic organizations. It is supervised by on-site personnel and the college instructor. Application and approval must be obtained prior to the experience.

#### **EDU 443 – CURRICULUM AND METHODS FOR TEACHING PRESCHOOL THROUGH TWELFTH GRADE (4)**

This course is a study of curriculum and methods for pre-service preschool – 12th grade teachers. The focus is on integrating content knowledge with pedagogical knowledge to develop both the knowledge and skills to select instructional strategies, technology, and resources for teaching the major subject. The course includes examining the structure and organization of age-appropriate instructional activities and experiences. Required: Field Experience. Prerequisites: EDU 206, EDU 304, EDU 308, EDU 316.

#### **EDU 444 – CURRICULUM AND METHODS FOR TEACHING IN SECONDARY SCHOOLS (4)**

This course is a study of curriculum and methods for promoting student learning in the secondary classroom. The impact of diversity and technology on curriculum and instruction is emphasized and candidates are provided with opportunities to demonstrate knowledge and skills as teacher leaders. The focus is on teacher leader candidates skillfully integrating general studies, major content, professional, and pedagogical knowledge to select and use appropriate instructional methods. Required: Field Experience. Prerequisites: EDU 206, EDU 229, EDU 304, EDU 308, EDU 316.

#### **EDU 451 – SEMINAR I FOR STUDENT TEACHING (1)**

This course is a seminar required of all applicants during the semester prior to student teaching. Focus is on student teaching procedures, classroom management, and relevant educational issues and topics. Appropriate course work for teaching should be completed. Prerequisites: EDU 206, EDU 301, EDU 304, EDU 320, EDU 330, EDU 338, EDU 357.

#### **EDU 452 – SEMINAR II FOR STUDENT TEACHING (2)**

This course is a seminar conducted during the student teaching experience to analyze and discuss relevant issues that impact the teaching/learning process and overall school experience. The seminar is required of all student teachers. Prerequisites: All courses in the selected teacher preparation curriculum (Early Childhood, Secondary, or Primary – Grade 12).

#### **EDU 455 – INDEPENDENT STUDY (1-6)**

This course provides opportunities for student and instructor to jointly plan and implement an individualized research project. The projects must demonstrate exceptional skill and knowledge and relate to the major or career interests of the student.

#### **EDU 457 – STUDENT TEACHING FOR EARLY CHILDHOOD EDUCATION (12)**

This course requires students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating public schools in grades P–5 for 12 weeks. Prerequisites: All courses in the Early Childhood Education curriculum.

#### **EDU 458 – STUDENT TEACHING IN SECONDARY SCHOOLS (12)**

This course requires students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating secondary public schools for 12 weeks. Prerequisites: All courses in the Secondary Education curriculum.

#### **EDU 459 – STUDENT TEACHING IN GRADES PRESCHOOL THROUGH 12TH GRADES (12)**

This course requires students to demonstrate leadership as they integrate knowledge and skills to guide pupils daily in the teaching-learning process in cooperating public schools in grades Pre K through 12th for 12 weeks. Prerequisites: All courses in the P-12 Education curriculum.

## **Course Descriptions for the Education Studies Major (non-certification) and the Education Studies Minor (non-certification)**

#### **EDU 204 – EDUCATIONAL PSYCHOLOGY (4)**

This course provides an overview of theories and research in educational psychology with an emphasis on learning. Attention focused on the role of individual differences in learning, including development, and on ways to promote effective learning for all students. This course emphasizes student involvement in the learning process and provides opportunities to reflect on and examine learning in a variety of real world contexts. This course is specifically designed for the non-certification major.

#### **EDU 210 – ELEMENTARY AMERICAN SIGN LANGUAGE I – ASL 1 (4)**

This course covers everyday communication as the centerpiece of every lesson. Topics revolve around sharing information about the environment in which we live. Grammar is introduced in context, with an emphasis on developing question and answering skills. Students learn and use strategies to maintain a conversation. Interaction activities allow the student to rehearse newly acquired skills. Developing an understanding of Deaf culture is part of the course and serves as a crucial part for learning and becoming a proficient signer.

#### **EDU 211 – ELEMENTARY AMERICAN SIGN LANGUAGE II – ASL 2 (4)**

This course covers everyday communication related to family and extended family relations. Topics also revolve around sharing information about work, errands, and everyday activities. Grammar is introduced in context, with an emphasis on developing question and answering skills. Students use more advanced conversation strategies to maintain a conversation. Interaction activities allow students to rehearse newly acquired skills. Prerequisite EDU 210 (Elementary American Sign Language I)

#### **EDU 222 – GLOBAL EDUCATION (4)**

This course examines the historical, cultural, economic, sociological, philosophical and political understandings of schooling and education. In support of Spelman College's Quality Enhancement Plan (QEP), this course provides scholarly readings, relevant assignments, and a critical context that challenge students' thinking about several factors that impact education and schooling in a variety of countries and regions. Course activities include lecture, discussion, small group participation, collaborative learning, independent study, etc.

#### **EDU 392 – ADULT AND FAMILY LITERACY (4)**

This course examines theoretical, pedagogical, and research issues on the topic of family literacy. This course also focuses on literacy learning issues as they relate to various family configurations, socioeconomic status and cultural diversity in Grades K-12. The course includes an examination of the role of contextual factors and community agencies in promoting literacy education within schools. The course reviews significant theoretical and historic perspectives on family literacy that have influenced the development of programs and policy. Finally, the course examines different approaches and programs to family literacy.

**\* Following is a list of courses offered in both the Early Childhood Education Major (Early Childhood Education Teacher Certification Program) the Education Studies Major (non-certification) and the Education Studies Minor (non-certification):**

- EDU 206 Orientation to Education
- EDU 308 Multicultural Education
- EDU 407 Advocacy in Urban Schools

\* Please visit the Education Studies Program for the most up-to-date information.