

Education Studies

The primary goal of the Education Studies program is to develop educators who are grounded in the liberal arts and are self-confident, inquisitive, and thoughtful in their practice. We seek to develop prospective teachers committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools, the program emphasizes understanding educational issues from a global perspective using observation, practice, experimentation and action research to discover how people learn and how schools and other educational settings are made effective.

Throughout the program, faculty and students in the department work together in interactive learning experiences in the classroom and in the field, incorporating practical application with theoretical discussion and exploration. The tutorial sessions, a unique and integral part of the program, engage students and faculty members in one-on-one interchanges in the first- and second-year courses.

Other central components of the program include the portfolio review, a written and oral self-assessment presented by each student to the education studies faculty midway through the major; the cross-cultural internship and inquiry, usually in another country; and the capstone experience after student teaching in which students reflect on their student teaching experiences in relationship to their theoretical and philosophical grounding and explore leadership roles that they may take in the future. Close faculty and student relationships are developed through tutorial sessions, peer group learning, portfolio reviews, field supervision, and the advising system.

The three major curricular components of the program are:

- a strong interdisciplinary liberal arts core required of all students.
- a double major (an education studies major and a major in another academic department).
- a cross-cultural education internship that includes either a semester abroad or an approved domestic placement.

There are three licensure tracks in the Education Studies major:

- Elementary licensure, grades kindergarten through six.
- Secondary licensure, grades nine through 12, English, and Social Studies.

Why Guilford College?

Consistently rated nationally by *The Princeton Review* as well as being one of the 40 colleges in *Colleges that Change Lives* by Loren Pope, Guilford College inspires each student to achieve excellence through an engaging community, rooted in Quaker values, which nurtures creativity and social responsibility.

What can a Guilford education offer you?

- An urban setting near other colleges & universities with an area student population of over 27,000 students
- A consortium agreement with University of North Carolina at Greensboro, Greensboro College, Bennett College, North Carolina A&T State University, Elon University and High Point University provides students with access to courses free of charge
- A college mission statement & core values based on, and consistent with, Quaker testimonies. Guilford's core values are: Community, Diversity, Equality, Excellence, Integrity, Justice & Stewardship.
- A challenging academic program which emphasizes not only academic tracks and the learning process, but also the interconnection between curricular and co-curricular pursuits
- A diverse student population providing a stimulating peer environment
- Excellent study abroad programs in China, England, France, Germany, Ghana, Ireland, Italy, Japan, Mexico, Netherlands, Scotland, Spain, and Wales

The academic program in Education Studies

The Bachelor of Arts degree is offered in Education Studies.

A minor is offered in Education Studies.

Required courses for the Education Studies major

Education Studies requires a double or joint major, a variety of field experiences, and in most cases an experience abroad. Because these requirements must be carefully planned, students are encouraged to begin the program by the second semester of the first year. In many cases, students choose to complete the program with its two majors, crosscultural field experience, and requirements for state and reciprocal licensing in four to four and a half years. Note: the second major must be completed at Guilford.

In accordance with North Carolina state requirements, formal acceptance into the teacher education program typically occurs between the sophomore and junior year and depends upon a 2.50 grade-point average, recommendations, and other pertinent criteria (refer to the Education Studies Program Handbook, which includes Policies and Procedures for Teacher Education, Student Teaching and Licensure. Note: Some requirements may change in accordance with recommendations from state and national accrediting agencies). In addition, each student is required to pass the Praxis I: Academic Skill Assessment administered by the Educational Testing Service (or other comparable requirement—see an Education Studies advisor), prior to formal admission to the program. Formal admission is necessary for enrollment in advanced Education Studies courses. Enrollment in the college does not guarantee acceptance into the program. Other licensure requirements include passing the appropriate Specialty Area Praxis examinations, and other criteria as specified by the state. Criminal background checks are also required before student teaching. Criminal background checks and/or drug tests may be required by local education agencies as a condition of employment.

Required courses for all Education Studies majors (28 credit hours) are:

PSY 224: Developmental Psychology
EDU 202: Learning and Teaching
EDU 301: Field Study in Cross-Cultural Education: Abroad OR EDU 410 or 420: Student Teaching Seminar
EDU 201: Education Inquiry
EDU 203: Contemporary/Historical Issues in Education
EDU 302: Field Study in Cross-Cultural Education: Domestic
EDU 440: Student Teaching (Fall & Spring, Elem.; Fall *only*, Sec.).

Additional required courses for all secondary and K-12 Majors include:

EDU 312*: Seminar in the Processes of Secondary and K-12 Teaching; and
EDU 313*: Seminar in the Processes of Secondary and K-12 Teaching: Theory into Practice.
Secondary English Majors must also take: ENGL 380 Rhetoric and Composition.
Secondary Social Studies (History) Majors must also take: PSCI 101 The American Political System; PSCI 103, International Relations, or PSCI 105, Comparative Politics, and ECON 221 Macroeconomic Principles: "Global Vision: the U.S. in the World Economy."
Students seeking Social Studies and English licensure should refer to History, and English departmental catalogue descriptions for additional coursework.

*Note: only offered in the Spring Semesters, with student teaching offered the following Fall Semester.

Additional required courses for elementary majors include:

MATH 103: Mathematics for Elementary School Teachers;
U.S. History or an historical perspectives course focused on U.S. history;
and EDU 306/7/8/9: Seminar in the Processes of Elementary Teaching (includes an internship). A recommended course to fulfill the Business and Policy Studies requirement is:
JPS 310.

Note: The Education Studies Department at Guilford College, as are all teacher education programs in NC, is undergoing a NCDPI-mandated revisioning of its program. Due to this mandate, there may be additional changes to Program requirements. It is thus critical that prospective students meet with an *Education Studies Advisor* as soon as possible.

Faculty

David P. Hildreth, associate professor and chair, dhildret@guilford.edu
Anna Oerther, assistant professor
Julie Burke, assistant professor
Caryl Schunk, assistant professor

For additional information about Education Studies at Guilford College visit www.guilford.edu/academics

