

EDUCATION

Division of Social Sciences

The Education Department is characterized by a highly nurturing and personalized environment, intellectual rigor, and a performance milieu within a liberal arts context. Education is not a subject major; the Department offers an interdisciplinary major in Human Development, a minor in Education Studies, and a minor in Museum, Field, and Community Education in addition to two teacher certification programs. As the department is a member of the Social Sciences Division, the foundational sequence courses (EDU 251 Principles of Education and EDU 252 Educational Psychology) can fulfill distribution requirements in the social sciences.

Department Mission

Together, faculty and students in the Department of Education engage in interdisciplinary inquiry of the processes and institutions by which societies enculturate, socialize, and educate their youth, an inquiry that is grounded in the liberal arts and enables students to become citizen leaders and lifelong learners.

Learning Goals (Our students will be able to...)

1. Demonstrate an understanding of social, cultural, psychological, philosophical, and historical foundations of education (and their applications to practice)
2. Integrate and apply knowledge of human development across the fields of anthropology, education, psychology, and sociology
3. Use content knowledge to design, evaluate, and interpret field experiences
4. Communicate effectively in a variety of formats and media
5. Display global consciousness and cultural sensitivity as emerging leaders

The Education Department offers teacher certification programs in Elementary and Secondary Education. Program requirements are in alignment with the Maryland Redesign of Teacher Education and standards of assessment are based on the InTASC Model Core Teaching Standards. The Department has established eleven school partnerships in two local counties; this facilitates the implementation of state requirements that each teacher candidate completes an extended internship in a partner school in two consecutive semesters, including the student teaching experience. The Maryland State Department of Education (MSDE) has reciprocal certification agreements with 47 other states.

Entry Requirements for Teacher Certification Programs

- cumulative GPA of 3.0 (and GPA of 3.0 in the teaching field for secondary certification);
- recommendation from a professor in the student's major field of study (secondary only);
- a Maryland passing score on one of the following exams: Praxis Core (reading, writing and math), SAT-composite score (math and reading), ACT-composite score, or GRE-composite score
- approval of the Education Department following a formal interview with the Chair and departmental colleagues. The following are some of the personal and professional attributes that are considered for approval: maturity, oral and written communication skills, professional attitude, flexibility, initiative, collaboration, and overall potential to be successful in a teaching internship. (Please note: An interview for the Elementary Education Program will only be granted to students who meet all entry requirements.)

Applicants for the Teacher Certification Programs should realize that Education Department faculty may use all prior interactions, within the Department and in clinical field experiences, as input for program entry.

Admission to the elementary and secondary programs generally occurs during the fall semester of the junior year. Where possible, the Department will make accommodations for 'late deciders.' The Maryland State Department of Education requires a grade of "C" or better in all courses applied toward certification.

It should be noted that Washington College Teacher Certification Program requirements may be modified because of evolving state requirements for approved programs in teacher education.

Program Completion

Students will be recommended for Maryland Approved Program teacher certification when they

1. earn an academic degree with a cumulative GPA of 3.0 (and a GPA of 3.0 in their major for secondary certification);
2. complete the Washington College Teacher Certification Program;
3. complete national examinations according to Maryland standards,
4. complete an exit interview with the program Certification Administrator; and
5. earn a grade of "B-" or better in EDU 405 Secondary Teaching Internship or EDU 413 Elementary Teaching Internship and EDU 414 Elementary Teaching Internship.

I. Elementary Education

The Elementary Certification Program (grades 1-6) is made up of three required components:

1. completion of selected core courses in Humanities, Social Sciences, and Mathematics-Natural Sciences;
2. an academic major, usually in Human Development; and
3. a required sequence of Education courses and field experiences.

Consultation with the Coordinator of Elementary Education should be held during the first semester of the freshman year to insure proper scheduling and selection of courses.

The required education courses for students who wish to become certified as elementary teachers are listed under the Human Development major.

Double-counting considerations

BIO: Students majoring or minoring in Biology may only double count two courses for the BIO major / minor and the MFCE minor, specifically BIO 111 General Biology I with Lab and 1 upper-level BIO course.

CHE: The Department of Chemistry recommends CHE 120 Chem Principles Org Molecules with Lab and one additional course from CHE 220 Quantitative Chemical Analysis with Lab or CHE 235 Art in the Anthropocene/ART 235 Art in the Anthropocene.

ENV: Students majoring in Environmental Science or Environmental Studies may only double count two courses for the major and the MFCE minor, specifically ENV 101 Intro to Environmental Studies with Lab/ENV 102 Intro to Environmental Studies Lab (course plus lab) and one upper-level ENV course.

HDV: Students majoring in Human Development may only double count two courses for the major and the MFCE minor, specifically EDU 252 Educational Psychology and EDU 341 Designing&Measuring Learning Experience. HDV majors will be required to complete the 8 content course credits in a listed area of study; these content courses may not double count with the HDV major.

SED: Students in the Education Studies Minor may only double count two courses, EDU 252 Educational Psychology and EDU 307 Literacy in the Content Area, for the Education Studies minor and the Museum, Field, and Community Education minor.

- Human Development Major (with Teacher Certification) (<https://catalog.washcoll.edu/catalog/departments-programs/education/human-development-major-teacher-certification/>)
- Human Development Major (without Teacher Certification) (<https://catalog.washcoll.edu/catalog/departments-programs/education/human-development-major-without-teacher-certification/>)
- Education Studies Minor (<https://catalog.washcoll.edu/catalog/departments-programs/education/education-studies-minor/>)
- Secondary Education Certification Program (<https://catalog.washcoll.edu/catalog/departments-programs/education/secondary-education-certification-program/>)

Bridget Bunten, Elementary Coordinator
Sara Clarke-De Reza, Chair
Erin Counihan, Secondary Coordinator
L. Michelle Johnson

EDU SCE Senior Capstone Experience 2 Credits

The Senior Capstone Experience for Human Development majors seeking teacher certification includes the preparation and public presentation of a professional teaching portfolio, including an independent action research project. Human Development majors selecting the non-certification route complete and present an interdisciplinary, independent research study based on field work, which is generally in the form of a thesis.

Term(s) Offered: All Terms, All Years

EDU 115 Environmental Ed Clinical Field Exp 1 Credit

This one-credit fieldwork course consists of a minimum of 20 hours of off-campus supervised experiences with organizations that emphasize the overlap between the environment and education. Students observe, reflect upon, and participate in outreach and education duties at a local park, nature center, outdoor school, or other environmental agency.

Cross-listed as: ENV 115/EDU 115

Term(s) Offered: Fall, All Years

EDU 117 Museum, Field, Comm Ed Experience 1 Credit

This course is designed to introduce the tenets of museum education, to expose students to careers and experiences in museum education, to highlight the importance of outreach, engagement, and equity, and to encourage students to actively and meaningfully reflect on their experiences. Students connect with professionals in the field and learn what it means to be an informal educator, focusing on the four common elements of educating: the educator, the audience, the content, and the context.

Term(s) Offered: All Terms, All Years

EDU 190 Education Internship 4 Credits

A two or three credit experience with area educational partners to develop skills related to future professional work in education. 45 hours required per credit.

Term(s) Offered: Other, Non Conforming

EDU 194 Special Topics 1 Credit

Topics not regularly offered in a department's normal course offerings, chosen based on current student interest and faculty expertise. Special topic courses can only be offered 3 times; after this, the course must be approved as a regular course. Graded A-F or Pass/Fail.

Term(s) Offered: All Terms, All Years

EDU 211 Clinical Field Experiences-Elementary 1 Credit

This four-part course consists of off-campus supervised field experiences, including experience with special education students. For teacher candidates, these take place in a partner school classroom. (1 credit each)

Term(s) Offered: All Terms, All Years

EDU 212 Clinical Field Experiences-Elementary 1 Credit

This four-part course consists of off-campus supervised field experiences, including experience with special education students. For teacher candidates, these take place in a partner school classroom. (1 credit each)

Term(s) Offered: All Terms, All Years

EDU 213 Clinical Field Experiences-Elementary 1 Credit

This four-part course consists of off-campus supervised field experiences, including experience with special education students. For teacher candidates, these take place in a partner school classroom. (1 credit each)

Term(s) Offered: All Terms, All Years

EDU 214 Clinical Field Experiences-Elementary 1 Credit

This four-part course consists of off-campus supervised field experiences, including experience with special education students. For teacher candidates, these take place in a partner school classroom. (1 credit each)

Term(s) Offered: Spring, All Years

EDU 215 Clinical Field Experience-Alternative 2 Credits

This course is designed for Human Development majors and students in Education Certification programs who participate in the international teaching experience. Students are responsible for planning, implementing, and assessing lessons as well as participating in the school community.

Term(s) Offered: Other, Non Conforming

EDU 216 Clinical Field Experience - Secondary 1 Credit

This two-part course consists of off-campus supervised field experiences, including experiences with special needs students. For teacher candidates, these take place in a partner school classroom. (1 credit each)

Term(s) Offered: All Terms, All Years

EDU 217 Clinical Field Experience - Secondary 1 Credit

This two-part course consists of off-campus supervised field experiences, including experiences with special needs students. For teacher candidates, these take place in a partner school classroom. (1 credit each)

Term(s) Offered: All Terms, All Years

EDU 218 Clinical Field Exper - Human Development 1 Credit

This two-part course consists of off-campus supervised field experiences. Field work opportunities may also include alternative experiences studying related educational personnel. (1 credit each)

Term(s) Offered: All Terms, All Years

EDU 219 Clinical Field Exper - Human Development 1 Credit

This two-part course consists of off-campus supervised field experiences. Field work opportunities may also include alternative experiences studying related educational personnel. (1 credit each)

Term(s) Offered: All Terms, All Years

EDU 251 Principles of Education 4 Credits

A general summary of the field of education. The historical, philosophical, and sociological foundations of education will be surveyed; contemporary education in the United States will be examined.

Term(s) Offered: All Terms, All Years

EDU 252 Educational Psychology 4 Credits

A general summary of theories of education psychology. Aspects of evaluation, individual differences, and psychological adjustments that are relevant to education and applicable to classroom practices will be examined.

Term(s) Offered: Spring, All Years

EDU 290 Education For-Credit Internship 2 Credits

A two or three credit experience with area educational partners to develop skills related to future professional work in education. 45 hours required per credit.

Term(s) Offered: All Terms, All Years

EDU 294 Special Topics 4 Credits

Topics not regularly offered in a department's normal course offerings, chosen based on current student interest and faculty expertise. Special topic courses can only be offered 3 times; after this, the course must be approved as a regular course. Graded A-F or Pass/Fail.

Term(s) Offered: All Terms, All Years

EDU 297 Independent Study 4 Credits

An Agreement between a sponsoring faculty and a student letting the student study a topic of interest not offered at WC. 45 hours are required per credit.

Term(s) Offered: All Terms, All Years

EDU 303 Comparative Education 4 Credits

A study of the educational systems of various nations. Social, political, and economic influences upon educational practice and theory are considered. Students are introduced to the origins and development of the field of comparative and international education and explore how both scholars and educational policymakers have engaged some of the debates that characterize research in education around the world.

Term(s) Offered: Other, Non Conforming

EDU 305 Qualitative Inquiry in Education 4 Credits

This course offers an overview of qualitative research methods and an introduction to action research within the field of education. Course participants are asked to develop their epistemological framing of a research project, cultivate an understanding of researcher positionality and ethics, and further their engagement in critical inquiry through a qualitative lens. The class develops students' abilities to conduct participant observations and interviews; write a literature review; carry out qualitative data analyses; and write and present from a research study.

Term(s) Offered: Spring, All Years

EDU 307 Literacy in the Content Area 4 Credits

Literacy in the Content Area is designed to prepare pre-service educators to develop in diverse students the literacy skills and concepts necessary for learning across content areas. Discussions of best-practice research and theory are intended to provide future educators with the knowledge, skills, and dispositions to identify learners' literacy needs and teach to a variety of needs. This is an MSDE-approved literacy course and meets Maryland Literacy I and II Secondary Requirements (together with EDU 401 & EDU 404).

Term(s) Offered: Spring, All Years

EDU 311 Human Geography 4 Credits

The course examines the relationships between the physical environment, population, and culture in the evolution of global regions.

Term(s) Offered: Spring, Even Years

EDU 315 Traditional & Modern Grammar 4 Credits

This course examines the traditional grammar structures (including words and the elements of sentences) that have been the foundation of clear communication in English, giving students a common language to discuss the ethics of the idea of Standard English. Students explore the ever-changing language of English, what it takes to change accepted usage, and the linguistic controversies of today's America. This course fulfills the MSDE Grammar requirement for secondary English interns.

Term(s) Offered: Spring, Odd Years

EDU 318 Cultural and Linguistic Diversity in Ed 4 Credits

This course is an examination of contemporary cultural and linguistic diversity within the United States educational environments. Special attention is given to cultural problems and issues that influence opportunities and performance in educational institutions. The basic premise of the course is that teachers play an important role in creating a positive classroom learning environment and bringing school success, especially for English language learners. Students develop understandings of the impact of culture, cultural diversity, immigration, migration, colonialism, and power on language policy and on students currently learning English as a second language.

Cross-listed as: EDU 318/ILC 318

Term(s) Offered: Fall, Odd Years

EDU 330 Diversity & Inclusion 4 Credits

Students learn : a) to understand the nature and range of special needs among pupils in today's public schools; b) to differentiate instruction to meet the special needs of students in our multicultural society; c) to interpret and implement an Individualized Educational Program; and d) to use a range of support services available to students and teachers.

Term(s) Offered: Fall, All Years

EDU 341 Designing&Measuring Learning Experience 4 Credits

This course prepares educators in schools, museums, and other learning contexts to make decisions about how to best design learning experiences for different student audiences and how to evaluate the success of those designs. We will discuss learning priorities, teaching objectives, curriculum scope and sequence, and planning and organization. As individuals, small groups, and in collaboration with the community, we will design and implement a diverse array of learning experiences including individual classroom lessons, semester-long units, one-day special events and field trip opportunities, and museum exhibits and other public teaching displays. We will also figure out the how to understand whether all that planning has worked to achieve learning goals by exploring best practices in assessment and evaluation. Emphasis will be placed on the process of curriculum and program development and assessment, rather than on the implementation and measurement of given curriculum.

Term(s) Offered: Spring, All Years

EDU 351 Processes & Acquisition of Reading 4 Credits

An investigation of research explaining the relationship between language acquisition and reading development, the interactive nature of the reading process, and the interrelationship of reading and writing. Topics include assessing the stages of literacy development from emergent literacy through fluency in the language arts processes of speaking, listening, reading, and writing and applying corresponding instructional strategies. This is a Maryland-approved reading course.

Term(s) Offered: Fall, All Years

EDU 352 Reading Instruction and Assessment 4 Credits

Students demonstrate mastery of instructional strategies used to make educational decisions in a balanced literacy program including developmentally appropriate word recognition and comprehension strategies. Students evaluate, use, and interpret a variety of assessment techniques and processes, local, state, and national instruments. The co-requisite clinical field experience requires the student to plan, implement, and evaluate developmentally appropriate reading and language arts instruction and evaluation in a partner school classroom. This is a MSDE-approved reading course. Prerequisites: EDU 351 and passing score of Praxis Core.

Term(s) Offered: Spring, All Years

EDU 354 Children's & Young Adult Literature 4 Credits

This course involves the reading and study of literary texts by notable authors, with children and young adults as the major audience. Students explore literary elements, evaluation criteria, fiction, non-fiction, poetry, literature response in print media and the arts, classics, and contemporary works. This course provides opportunities to examine various forms of communication and interpretation, implementation of technology, and divergent thinking in order to assist those interested in children's and young adult literature to become more reflective and effective communicators. This is an MSDE-approved reading course.

Cross-listed as: ENG 342/EDU 354

Term(s) Offered: Spring, All Years

EDU 374 Museum, Field & Comm. EDU Internship 2 Credits

This course is designed as a culminating experience for the Museum, Field, and Community Education Minor. Students work with a professional in the field, at a local community institution for informal education, or at a Washington College Center for Excellence, to synthesize their content knowledge and skills and apply them beyond the classroom, creating educational materials that can be used by the community partner in the future. While the course is governed by a standard set of objectives and themes, readings and assignments are individualized based on students' majors and areas of professional interest and the needs and goals at their placement site. Students attend their placement for a minimum of 30 hours over the course of the semester; some visits must include working with learners and/or educational materials. Students may also complete outreach/education tasks with supervision.

Term(s) Offered: All Terms, All Years

EDU 390 Education Internship 4 Credits

A two or three credit experience with area educational partners to develop skills related to future professional work in education. 45 hours required per credit.

Term(s) Offered: All Terms, All Years

EDU 394 Special Topics 4 Credits

Topics not regularly offered in a department's normal course offerings, chosen based on current student interest and faculty expertise. Special topic courses can only be offered 3 times; after this, the course must be approved as a regular course. Graded A-F or Pass/Fail.

Term(s) Offered: All Terms, All Years

EDU 395 On Campus Research 4 Credits

An agreement between a sponsoring faculty member and a student, researching a topic of interest that is relevant to a student's major or minor. Research is conducted on campus. Students must be enrolled before the research can begin. Graded A-F or Pass/Fail.

Term(s) Offered: All Terms, All Years

EDU 396 Off-Campus Research 4 Credits

An agreement between a sponsoring faculty member and a student, researching a topic of interest that is relevant to a student's major or minor. Research is conducted on campus. Students must be enrolled before the research can begin. Graded A-F or Pass/Fail. 45 hours are required per credit.

Term(s) Offered: All Terms, All Years

EDU 397 Independent Study 4 Credits

An Agreement between a sponsoring faculty and a student letting the student study a topic of interest not offered at WC. 45 hours are required per credit.

Term(s) Offered: All Terms, All Years

EDU 401 Principles of Teaching I: Secondary 4 Credits

An exploration of the art and science of teaching and a study of curriculum. Course content, teaching methods, planning, instructional technology, as well as observation and performance of varied teaching techniques are combined to prepare prospective teachers for their student teaching. EDU 401 and EDU 404 in combination comprise an MSDE-approved reading course.

Term(s) Offered: Fall, All Years

EDU 403 Special Methods in the Teaching Field 4 Credits

A course concentrating upon the specific teaching field of the student. Examines objectives and the nature and place of the academic discipline in secondary school, with emphasis placed on methods and materials for teaching that discipline in light of the changing demands of 21st century education.

Term(s) Offered: Fall, All Years

EDU 404 Secondary Teaching Internship 2 Credits

The first of a two-semester internship, EDU 404 requires the teacher candidate to begin to show proficiency in a partner school classroom. Teacher candidates also participate in evening seminars that supplement their partner school classroom experiences. Two credits.

Term(s) Offered: Spring, All Years

EDU 405 Secondary Teaching Internship 8 Credits

The second of a two-semester internship, EDU 405 represents the culmination of the professional development of the teacher candidate. The teacher candidate is required to demonstrate increasing responsibility for planning, assessing, and evaluating instructional effectiveness in a partner school classroom. Teacher candidates also participate in weekly seminars held on campus. 8 credits. Laboratory fee.

Term(s) Offered: Fall, All Years

Fees: \$200 Student Teaching Fee

EDU 406 Seminar in Peer Tutoring 4 Credits

This seminar explores current research and theory on the writing process and prepares students for potential work as Peer Consultants in the college Writing Center. Over the semester, students develop rhetorical knowledge and critical strategies for working with other writers and their texts. To be considered for the seminar, students must submit faculty recommendations and a writing sample and complete an interview with the Director of the Writing Center. Students from all disciplines may apply.

Term(s) Offered: Spring, All Years

EDU 411 Curriculum & Instruction: Math & Sci 4 Credits

This course examines the mathematics and science concepts, curriculum, methods and materials used for effective instruction in mathematics and science in the elementary school. The focus is on the development of strategies for active learning that help children construct a meaningful understanding of mathematics and science.

Term(s) Offered: Fall, All Years

EDU 412 Curr & Instr: Language Arts & Soc Studies 4 Credits

Teachers of social studies should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of the ten social studies content themes as identified by the National Council for the Social Studies. This course provides the teacher candidate with some of the organizational tools and instructional strategies needed to conduct classroom instruction in social studies and in the language arts, primarily writing.

Term(s) Offered: Fall, All Years

EDU 413 Elementary Teaching Internship 4 Credits

The first of a two-semester internship, EDU 413 requires the teacher candidate to begin to show proficiency in a partner school classroom. Teacher candidates also participate in weekly seminars held on campus.

Term(s) Offered: Fall, All Years

Fees: \$200 Student Teaching Fee

EDU 414 Elementary Teaching Internship 12 Credits

The second of a two-semester internship, EDU 414 represents the culmination of the professional development of the teacher candidate. The teacher candidate is required to demonstrate increasing responsibility for assessing, planning, and evaluating instructional effectiveness in a partner school classroom. Teacher candidates also participate in weekly seminars held on campus. 12 credits. Laboratory fee.

Term(s) Offered: Spring, All Years

EDU 490 Education Internship 4 Credits

A two or three credit experience with area educational partners to develop skills related to future professional work in education. 45 hours required per credit.

Term(s) Offered: All Terms, All Years

EDU 494 Special Topics 4 Credits

Topics not regularly offered in a department's normal course offerings, chosen based on current student interest and faculty expertise. Special topic courses can only be offered 3 times; after this, the course must be approved as a regular course. Graded A-F or Pass/Fail.

Term(s) Offered: All Terms, All Years

EDU 497 Independent Study 4 Credits

An Agreement between a sponsoring faculty and a student letting the student study a topic of interest not offered at WC. 45 hours are required per credit.

Term(s) Offered: All Terms, All Years