

EDUCATION (EDU)

Wake Forest University's Department of Education seeks to prepare future teachers, school leaders, and educational policy makers while informing students across disciplines for caring and effective service in classroom, school, community, nonprofit, and public policy positions. The Department of Education offers a major in Elementary Education and minors in Secondary Education and Schools, Education, and Society. The Department of Education also houses the university's College-to-Career Course Series, which provides students with an opportunity to explore personal attributes that influence future academic and professional decisions and to consider the factors that create a meaningful, fulfilling life after Wake Forest.

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students. Wake Forest's teacher education program is proud to meet rigorous state and national standards for educator preparation, is fully accredited by the North Carolina Department of Public Instruction (NCDPI), and is a member in good standing of the Association for Advancing Quality in Educator Preparation.

Prospective elementary teachers earn a major in education. Prospective secondary teachers of English, mathematics, biology, chemistry, and physics major in that discipline and minor in education. Prospective secondary social studies teachers major in a social studies-related discipline (such as history, political science, economics, sociology, or anthropology), complete content requirements, and minor in education. In addition to the professional program, the department provides elective courses open to all students.

Teacher Licensure

The state of North Carolina issues the Initial Class A Teacher's License to graduates who have completed an approved program including the specified courses in their teaching fields and the prescribed courses in education, who meet licensure requirements, and who receive recommendations from the designated officials in their teaching areas and from the licensure officer.

Teacher Education Admission Requirements

Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires Teacher Education Program applicants to submit qualifying SAT, ACT, or Praxis core scores before being formally admitted.

All students are required to have a 2.7 or better GPA before being formally accepted to the Teacher Education Program. Formal acceptance into the program should take place by April 1 of the junior year for secondary students and by January 1 of the junior year for elementary students.

Teacher Education Program Area Goals

The goals and objectives for each licensure area are available on the department website (<https://education.wfu.edu/>).

Teacher Education Course Requirements

The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate.

Student Teaching

Prerequisites for registering for student teaching include:

1. senior, graduate, or special student classification
2. completion of prerequisite courses
3. formal admission to the Teacher Education Program

Students are assigned to student-teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student-teaching experience. Students may not take courses outside the education department during this semester without the approval of the department chair.

College to Career Courses

EDU 120, EDU 220, EDU 320, EDU 360, and EDU 370 compose the five-course "College-to-Career" strand of courses.

Code	Title	Hours
EDU 120	Personal Framework for Career Exploration (recommended for first-year students in their second semester and sophomores)	1.5
EDU 220	Options in the World of Work (recommended for first-year students in their second semester and sophomores)	1.5
EDU 320	Strategic Job Search Processes (recommended for juniors and seniors)	1.5
EDU 360	Professional and Life Skills (open only to seniors)	1.5
EDU 370	Professional Experience in the Engaged Liberal Arts	3
EDU 299	Career Planning *	1.5

* EDU 299 is a survey course containing elements of EDU 120, EDU 220, and EDU 320. It is reserved for juniors and seniors who have not had an opportunity to take the recommended four-course strand.

Contact Information

Department of Education (<https://education.wfu.edu/>)
Tribble Hall B201, Box 7266
Phone 336-758-5341

Programs

Major

- Elementary Education, B.A. (<https://bulletin.wfu.edu/undergraduate/departments-programs/education/ba-elementary-education/>)

Minors

- Schools, Education, and Society, Minor (<https://bulletin.wfu.edu/undergraduate/departments-programs/education/minor-schools-education-society/>)
- Secondary Education, Minor (<https://bulletin.wfu.edu/undergraduate/departments-programs/education/minor-secondary-education/>)

Courses

Education (EDU)

EDU 101. Issues and Trends in Education. (3 h)

Educational issues and trends with a focus on K-12 schools and teachers. Focus will vary by instructor. (D)

EDU 103A. Preparing for Community Engagement. (1.5 h)

Prepares students to extend their education beyond the classroom setting. Includes a focus on community-engaged service, mentoring, tutoring, teaching, and learning. Pass/Fail only.

EDU 103B. Participating in Community Engagement. (1.5 h)

Allows students to learn more about and participate in community-engaged service as part of a tutoring/mentoring practicum experience. Pass/Fail only. P-POI.

EDU 111. Special Topics. (1.5 h)

A survey of topics in education. Focus will vary by instructor.

EDU 120. Personal Framework for Career Exploration. (1.5 h)

First course in the College to Career series. Focuses on student self-assessment including personal attributes such as values, interests, personality/temperament, strengths, and beliefs. Begins the process of connecting student attributes with the exploration of options in the world of work. Open to all students, but designed especially for first- and second-year students. Students may not enroll in EDU 120 and EDU 299 in the same semester. Half semester.

EDU 201. Educational Policy and Practice. (3 h)

Philosophical, historical and sociological foundations of education, including analysis of contemporary accountability systems. (CD, D)

EDU 201L. Field Lab I. (2 h)

Practical experiences in classrooms with focus on school and society. Weekly public school experience and seminar. Pass/Fail only. Service Learning. P or C - EDU 201, or POI.

EDU 202. Field Experience One. (2 h)

Practical experiences in classrooms. Weekly public school experience and seminar. Pass/Fail only.

EDU 203. Methodology and Management Lab. (2 h)

Elementary education students observe classroom pedagogy and gain teaching experience in a diverse elementary school classroom through weekly observations and WFU seminars. Service Learning. Pass/Fail only. P- POI.

EDU 204. Integrating Literacy, Technology and the Arts across the Elementary Curriculum. (2 h)

Practical strategies for integrating literacy, technology and the arts in all areas of the elementary curriculum, including math, science, social studies and health. C-EDU 250.

EDU 205A. Developing Literacy and Communication Skills in Elementary Schools, K-2. (2 h)

Implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades K-2. P-POI.

EDU 205B. Developing Literacy and Communication Skills in Elementary Schools, Grades 3-6. (2 h)

Implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in grades 3-6. P-POI.

EDU 206. Assessment for Positive Student Outcomes. (2 h)

An exploration of K – 6 assessment models and strategies to support positive student outcomes. C-EDU 250.

EDU 220. Options in the World of Work. (1.5 h)

Second course in the College to Career series. Explores structure of the world of work, job functions and roles. Focus on nature and expectations of the world of work, including exploration of opportunities aligned with interests of students, and correlation between careers and education, career trajectories, graduate school, employment trends and the unique role work plays in creating meaning in the life of the individual. Open to all students, but designed for first and second year students. Students may not enroll in EDU 220 and EDU 299 in the same semester. Half semester. P or C-EDU 120 or POI.

EDU 221. Children's Literature. (2 h)

A survey of the types and uses of literature appropriate for elementary grades, including multicultural literature.

EDU 222. Integrating the Arts and Movement into the Elementary Curriculum. (2 h)

A survey of the materials, methods, and techniques of integrating the arts and physical development into the elementary curriculum. P-POI.

EDU 223. Theatre in Education. (3 h)

Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasis on methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as THE 270.

EDU 231. Adolescent Literature. (3 h)

A survey of literature that centers on the lives of adolescents and young adults. Attention is given to the reading and interpretation of classic and contemporary literature across genres.

EDU 236. Creativity, Innovation, and Entrepreneurial Thinking in 21st Century Education. (2 h)

Helps students recognize economic, business, and education changes brought about by increased globalization, the opportunities and challenges associated with globalization, and the need to develop human capacity for success in a global economy that values innovators and entrepreneurs. Designed for any student who is interested in exploring the intersections among the following major course topics: Creativity, Innovation, Entrepreneurial Spirit, Education and Globalization.

EDU 250. Student Teaching: Elementary. (10 h)

Supervised teaching experience in grades K-6. Full-time. Includes a weekly reflective seminar. Service Learning. Pass/Fail only. P- POI.

EDU 271. Geography: The Human Environment. (3 h)

A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization. Credit not allowed for both EDU 271 and 274.

EDU 272. Geography Study Tour. (3 h)

A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. Offered in the summer. (CD)

EDU 273. Geography: The Natural Environment. (3 h)

A systematic study of the major components of physical geography with special emphasis on climate and topography.

EDU 274. Environmental Geography. (3 h)

A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. Credit not allowed for both EDU 274 and 271.

EDU 281. Public Life and the Liberal Arts. (3 h)

Devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. Politics and the Arts, and Theory and Practice in Public Life are representative topics.

EDU 293. Professional Development Seminar: Elementary. (3 h)

Seminar in which student teachers reflect on all aspects of the elementary school curriculum, including meeting the needs of diverse learners, lesson planning, best practices, classroom management and leadership.

EDU 294. Teaching Elementary Language Arts. (3 h)

Methods and materials for teaching language arts, including adaptations for diverse and exceptional learners. P-POI.

EDU 295. Teaching Elementary Social Studies. (3 h)

Methods and materials for teaching social studies, including adaptations for diverse and exceptional learners. P-POI.

EDU 296. Elementary Mathematics Methods: Inquiry Teaching and Learning. (3 h)

Methods and materials for teaching elementary mathematics content, including adaptations for diverse and exceptional learners. P-POI.

EDU 298. Elementary Science Methods: Inquiry Teaching and Learning. (3 h)

Methods and materials for teaching elementary science content, including adaptations for diverse and exceptional learners. P-POI.

EDU 299. Career Planning. (1.5 h)

Covers all of the three components of the career-planning process: (1) personal assessment of work-related values, interests and skills; (2) exploration of career options; and (3) resume writing, interviewing, and job-search skills. Junior or senior standing only. Students may not receive credit for both EDU 320 and EDU 299. Students may not enroll in EDU 120 and EDU 299 in the same semester. Students may not enroll in EDU 220 and EDU 299 in the same semester. Half semester.

EDU 300. School Leadership. (1 h)

Development of leadership skills within the context of school and professional learning communities. P-EDU 250.

EDU 303. History of Western Education. (3 h)

Educational theory and practice from ancient times through the modern period, including American education.

EDU 304. Social Justice Issues in Education. (3 h)

This course facilitates exploration of issues of social justice and schooling from both theoretical and practical perspectives. It includes a focus on multi-cultural education, global awareness, issues of equity in school funding, urban and rural education, poverty, and marginalized populations. (CD)

EDU 305. The Sociology of Education. (3 h)

A study of contemporary educational institutions. This course examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

EDU 307. Instructional Design, Assessment, and Technology. (3 h)

Introduction to contemporary technologies and their applications for supporting instruction, assessment, and professional practice. P - EDU 311.

EDU 308. School and Society. (3 h)

A study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements.

EDU 309L. Introduction to Secondary Education. (2 h)

Practical experiences in classrooms with focus on secondary classrooms and learners. Weekly public school experience and seminar. Pass/Fail only. Service Learning.

EDU 310. Race, Class, and Gender in a Color-blind Society. (3 h)

An examination of issues surrounding race, class, and gender in the United States. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as AES 310.

EDU 311. Learning and Cognitive Science. (3 h)

Theories and principles of cognition applied to teaching and learning. (CD, D)

EDU 312. Teaching Exceptional Children. (3 h)

Surveys the various types of learning differences in K-6 students. Emphasis is on effective teaching and assessment techniques to support diverse learner needs. Students tutor exceptional learners twice a week and complete a research case study on one student. Service Learning. P-POI.

EDU 313. Human Growth and Development. (3 h)

A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

EDU 315. Literacy Interventions. (3 h)

Strategies for assessing the literacy skills of students who struggle with reading and writing and providing them with appropriate interventions. Students attend seminars focused on diagnosis and remediation, provide remedial instruction for one student, and complete a research case study on that student. Service Learning.

EDU 320. Strategic Job Search Processes. (1.5 h)

Third course in the College to Career series. Provides students with the fundamental knowledge, strategies, and skills required to conduct an effective job search including professional written and verbal communication; interviewing techniques; networking and other job search strategies; the branding and marketing of oneself; and evaluating offers and negotiation. Half semester. P-EDU 120 and 220 or POI.

EDU 330. Fathers and Daughters. (3 h)

Explores father-daughter relationships in contemporary American society through an interdisciplinary lens of film, literature, music, theater, media, and social science research. P-sophomore standing.

EDU 337. TESOL Linguistics. (3 h)

An introduction to the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the U.S. or abroad. Also listed as LIN 337. P-LIN/ANT 150 or ENG 304; knowledge of a second language is recommended.

EDU 351. Adolescent Psychology. (3 h)

An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

EDU 353. Language in Education. (3 h)

This seminar explores the role of language in education contexts. Topics include the study of bilingual and bicultural education, second language education, cross-cultural education, and communication in the classroom. Service-learning component. Also listed as ANT 353. (CD)

EDU 354. Content Pedagogy. (3 h)

Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). P-POI.

EDU 354L. Field Lab III. (2 h)

Practical experiences in classrooms with focus on pedagogy and content. Weekly public school experience and seminar. Service Learning. Pass/Fail only. C-EDU 354.

EDU 358. Studies in Contemporary Leadership. (3 h)

An examination of contemporary leadership theory and its various applications in society. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact hour internship is required.

EDU 360. Professional and Life Skills. (1.5 h)

Fourth course in the College to Career series. Transition to life and work after college. Discusses work ethics and etiquette, work relationships, and ongoing career management. Also covers personal life skills such as budgeting and financial management, stress management, and avocations. Course applies liberal arts education to successful, meaningful life after college, including creation of an e-portfolio demonstrating professional competencies gained through the course of their Wake Forest experience. Senior standing only. Half semester.

EDU 364L. Field Lab IV. (9 h)

Supervised teaching internship in grades 9-12 (K-12 for foreign language). Full-time, 15-week field experience. Service Learning. Pass/Fail only. P-POI. C-EDU 365.

EDU 365. Professional Development Seminars. (3 h)

Analysis and discussion of problems and issues in secondary school teaching. Examination of research and practice-based strategies. Pass/Fail only. C-EDU 364L.

EDU 368. Professional Experiences in Education. (3 h)

This course offers students a placement in an educational setting under the supervision of a professional mentor. During this internship, student examine a critical topic in a local school, a community agency, a non-profit organization, or other educational setting. P-minimum gpa of 2.7 and POI.

EDU 370. Professional Experience in the Engaged Liberal Arts. (3 h)

This course offers students an opportunity to develop professional experience while exploring the value of their liberal arts education. Students will develop a professional plan and capture evidence of their own impact using the tools of the engaged liberal arts. During this internship, students will examine a critical topic related to leadership or professional development. P-POI.

EDU 373. Comparative and International Education. (3 h)

A study of various historical, political, economic, cultural, and social issues shaping education in selected countries throughout the world. The course aims to expand student understanding of differing educational and pedagogical structures and comparatively investigate educational issues around the globe. (CD)

EDU 374. Student Teaching Seminar. (1.5 h)

Analysis and discussion of problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis on the application of effective instructional methods and materials.

EDU 377. Literacy in the 21st Century. (3 h)

This course examines the impact of emerging literacy trends on 21st century students in a digital, global world.

EDU 381. Special Needs Seminar. (1 h)

Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include reading and writing in the content area, inclusion, and evaluation. Pass/Fail only.

EDU 382. Teaching Elementary Reading. (3 h)

Methods and materials for teaching reading, including adaptations for diverse and exceptional learners. P-POI.

EDU 383. Classroom Management Seminar. (1 h)

Examination of research and practice based strategies for secondary school classroom management and discipline. Pass/Fail Only.

EDU 385. Diversity Seminar. (1 h)

Exploration of multi-cultural issues and relevant Spanish language and cultural teaching practices essential for classroom communication. Pass/Fail only.

EDU 387. Tutoring Writing. (1.5 h)

Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both EDU 387 and WRI 341.

EDU 388. Writing Pedagogy. (3 h)

This course blends theory and practice, providing students from all content areas with a foundational understanding of writing-pedagogy methods and approaches. Topics of study will include writing across the curriculum, writing research, and assessment of writing.

EDU 390. Methods and Materials for Teaching Foreign Languages (K-6). (3 h)

A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6.

EDU 391. Teaching the Gifted. (3 h)

An investigation of theory and practice pertinent to teachers of the gifted.

EDU 392. The Psychology of the Gifted Child. (3 h)

A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

EDU 393. Individual Study. (1-3 h)

A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

EDU 394. Internship in Education of the Gifted. (3 h)

An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

EDU 395. Teaching Diverse Learners. (3 h)

This course addresses diversity in the classroom, particularly the needs of English Learners (EL) and exceptional children (EC). Examines differentiated instruction with appropriate instructional and behavioral strategies to meet the needs of all students.

Faculty

Chair Alan Brown

Francis P. Gaines Professor Patricia M. Cunningham

Professors Adam M. Friedman, Leah P. McCoy, Linda N. Nielsen

Associate Professors R. Scott Baker, Alan Brown, Dónal Mulcahy

Assistant Professors Debbie French, Danielle Parker-Moore

Associate Professors of the Practice Brian Calhoun, Heidi Robinson

Associate Teaching Professor Ali Sakkal

Visiting Clinical Professor Eleni F. Caldwell

Teacher-Scholar Postdoctoral Fellow Joan F. Mitchell

Adjunct Professors Nelson C. Brunsting, Molly Lineberger, Donovan Livingston, Bradley D. Shugoll, Shelley Sizemore, Cristofer C. Wiley