

# Education

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Website: [education.sewanee.edu](http://education.sewanee.edu)

Teachers need to be knowledgeable about the subjects they teach, human learning and development, and the contexts, cultures, and purposes of education. Teachers also need to be advocates for student and community development and skilled both in the use of a variety of materials and methods and in leading to effect positive change. Our courses, internships, and special projects support these goals by engaging students in research, tutoring, assisting in computer labs, reading to children, assisting teachers with lessons, organizing conferences and meetings, and other service learning projects. Education students serve the Franklin, Grundy, and Marion county schools.

## Faculty

Professor: Wallace (Chair)

Assistant Professors: Carter, Gorman

Instructors: Barnes, Herman, Hill, Wiseman

## Minor

The minor in education is a program for students who are interested in pursuing careers as pre-K through 12 teachers, school and guidance counselors, and administrators. The minor does not lead to a teaching license, but is excellent preparation for post-baccalaureate and graduate programs. It is also an organized course of study for students interested in art, museum, community, and environmental education, or training in business and higher education.

Sewanee and Peabody College of Education at Vanderbilt University have formalized an agreement that allows students who carefully plan their coursework at Sewanee to complete M.Ed. degrees and teaching licensure requirements in secondary, elementary, special education, and additional fields in as little as three semesters. A trip to Peabody each fall helps familiarize students with opportunities for graduate studies in education.

Students may apply for admission to the minor from the third through the middle of their eighth semester at Sewanee. The minor declaration form is available in the Department of Education and Office of the University Registrar. Students should contact the education program chair early in their academic careers so the program best suited to each student's goals may be planned.

## Requirements for the Minor in Education

The minor requires successful completion of the following:

Code	Title	Semester Hours
<b>Course Requirements</b>		
EDUC 161	Introduction to Educational Psychology	4
EDUC 341	Methods and Materials of Teaching	4
Select three additional approved electives <sup>1</sup>		12
Total Semester Hours		20

<sup>1</sup> With advance approval by the education chair, one course may be taken at another college or university.

## Courses

### Education Courses

#### EDUC 161 Introduction to Educational Psychology (4)

An introduction to psychological theories of learning and development with a focus on their application to teaching and parenting. This course includes study of moral, personality, language and cognitive development, learning styles, intelligence and creativity, and cognitive and behavioral learning theories. This course includes observation in local schools and is an active learning experience. *Open only to first-year students, sophomores, and juniors.*

**EDUC 201 Instructional Technology: Digital Literacy and Learning (4)**

The course examines the use of instructional technology in teaching and learning with an emphasis on the pedagogical implications of digital literacy for teachers and students. Topics include instructional design, computer hardware and software, educational networks, and multimedia integration. Students gain a theoretical understanding of the use of technology as an instructional tool as well as acquire the necessary skills to implement technology in a teaching environment.

**EDUC 205 Introduction to Environmental Education (4)**

An introduction to the philosophy, goals, theory, and practice of environmental education. The history of environmental education, as it pertains to environmental literacy, implementation, and professional responsibility, is explored through hands-on learning activities as well as use of texts. Educational models which promote ecologically sustainable behaviors are considered as well. This course includes some field trips.

**EDUC 220 Methods of Teaching Writing (1)**

The course surveys the expectations for successful writing in several disciplines and explores various strategies peer and professional tutors may employ to help student writers attain their goals. Participants will examine samples of student writing, discuss possible responses, and develop model interactions between tutors and students.

**EDUC 221 Teaching Writing in the Community (2)**

In this course, students not only learn about writing pedagogy but also practice the teaching of critical and expository writing to those in the larger community—specifically to women currently residing at the Blue Monarch. Weekly class meetings alternate between on-site, practice teaching at the Blue Monarch and instructional sessions on campus.

**EDUC 226 Teaching Children's Literature (4)**

An examination of the many genres of children's literature and their uses within diverse educational settings. The course addresses methods of selecting and evaluating children's books for readability, interest level, and cultural sensitivity; it also explores strategies to encourage reading and writing. Students should expect to observe and teach language arts lessons in local P-8 classrooms.

**EDUC 250 Curriculum Design for Place-Based Education (4)**

Students will analyze the application and function of place-based education, with particular interest on the advantages and challenges of developing new curriculum in local schools. The course will be supplemented by case-studies of successful place-based education efforts. Students will reflect on their own personal experiences and connections to place-based education. A significant component of the course will involve working with faculty and local experts on the development of place-based education modules and activities for the local region.

**EDUC 255 Introduction to Special Education (4)**

The nature, origin, instructional needs, and psychological characteristics of students with diverse and exceptional learning needs. Exceptionalities considered include specific learning disabilities, mental retardation, emotional and behavioral disorders, visual and hearing impairments, gifted and talented students, and English language learners. This course includes observation in local schools. Not open for credit for students who have completed EDUC 163. *Prerequisite: EDUC 161.*

**EDUC 279 History of American Education (4)**

The course examines the social and cultural history of American education from the seventeenth century to the present day. Special attention is focused upon the following issues: the changing roles and structures of the family, the participation and leadership of women in education, and the impact of ideas about sexual difference in the construction of the values, ideals, and institutions of education.

**EDUC 299 Teaching English as a Second Language (4)**

An introduction to methods and strategies used in teaching English as a Second Language, focusing on theoretical and practical approaches to language acquisition and instruction in the American and international educational systems. The course includes service learning in local schools.

**EDUC 310 Culturally Sustaining Pedagogies (4)**

This course addresses fundamental questions about the role of education in mediating, responding to, and sustaining culture in a culturally and linguistically pluralistic society. It begins with a critical perspective of deficit approaches to educating students of color by addressing the history of assimilationist practices in education. Next, the course focuses on research that highlights the ways cultural mismatch can negatively shape student experience in schools. Finally, we examine exemplary practices for sustaining student language and culture in school contexts. This course includes service learning in local schools. *Prerequisite: One course in education.*

**EDUC 341 Methods and Materials of Teaching (4)**

Study and practice of secondary school teaching. Includes philosophies, planning and strategies, instructional technologies, media and materials, models of teaching, student learning styles, and classroom management techniques. *Prerequisite: One course in education.*

**EDUC 350 Issues and Innovations in Education (4)**

An in-depth exploration of significant issues both contemporary and historic in education, schools, and teaching. The course explores issues such as high-stakes testing, challenges of rural education, tracking and ability grouping, and efforts to achieve educational equity. It also assesses innovative initiatives such as learning communities, service learning, and problem-based learning. Students conduct research in local schools and also undertake projects focused on positive change for young people. *Prerequisite: One course in education.*

**EDUC 399 Anthropology of Education (4)**

An ethnographic research course in which students study the cultural contexts of schools and classrooms, families and youth cultures, hidden curricula and diversity. Students should expect to complete a semester-long, field research project in a nearby school. Not available for credit for students who have completed EDUC/ANTH 204. *Prerequisite: One course in education or anthropology.*

**EDUC 444 Independent Study (2 or 4)**

To meet the needs and interests of selected students. This course may be repeated for credit when the topic differs. *Prerequisite: Instructor prerequisite override required.*