

Education

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Program Description

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching and other field experiences.

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Other departments work cooperatively with the education department in the preparation of teachers in secondary education, K-12 education, and music education. All education programs are competency-based and have received accreditation from the Pennsylvania Department of Education. Note that course requirements for the Education minor are subject to change reflecting Pennsylvania State Department of Education regulations and accreditation requirements. The liberal arts are central to the College's teacher education programs.

Program Requirements

Students planning to teach must complete an approved major in an academic department and fulfill all the requirements for the Bachelor of Arts degree or the Bachelor of Science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and to apply to teach in other states with similar requirements. Students who pursue teacher certification are required to demonstrate competence in oral and written communication skills and computer literacy prior to certification. A minimum of 190 hours of observation and participation in schools is required prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the Praxis Series of the National Teachers' Exams (NTE) PPST reading, writing, mathematics in order to apply for the Education Semester, and, later to complete the specialty area test (the subject area for which candidates are seeking certification) in order to be certified.

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, social studies, citizenship or social sciences; or music education, French, Spanish, Latin, or German education (K-12). Early planning beginning in the first year is essential for all of these programs. For secondary and K-12 certificates, the Education Semester consists of Education 405 (worth one course unit) and 476 (Student Teaching, worth 3 course units). Only these courses may be taken during the Education Semester.

Students, in consultation with the department, will select either the fall or spring semester of the senior year as the Education Semester. A Ninth Semester Option offers the Education Semester the fall semester following graduation. This option, which includes only the Education Semester, is provided at cost to these recent Gettysburg College graduates who have been accepted into the program. (Cost for 2013-14: \$3,680, plus room, board, and certification fees.) Student teaching experiences are completed at a school district in proximity to the College, or in another approved alternative site in close proximity to campus.

Education Semester

The admission of a student to the Education Semester depends upon the student's academic achievement, demonstrated competence in communication skills, the electronic portfolio, and a recommendation from the major department. Guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 3.0 and a grade point average of 3.0 in the major. The successful applicant must have earned a C grade or higher in all education courses. The student is also evaluated on such professional traits as responsibility, integrity, enthusiasm, ethical behavior, timeliness, and communication skills. Applications for the Education Semester are submitted electronically to the Department of Education office by October 15 of the academic year prior to student teaching, and must be approved by the Teacher Education Committee.

A student seeking teacher certification may choose to minor in education. The minor for secondary and k-12 education (except for music education students) consists of the following courses: Education 201, 209, 303, 405, and 476 (worth 3 course units). A student who elects to student teach during the Ninth Semester Option is not eligible for a minor in education, but still takes a concentration of courses in education leading to teacher certification. Additional course work is required for teacher certification.

The Educational Studies Minor

The Educational Studies minor allows students to explore education as a social, cultural, historical, psychological, and philosophical phenomenon through rigorous coursework and field experiences without earning teacher licensure. The minor is designed to prepare students to pursue licensure as part of a Master's degree program or through alternative routes to certification, should certification be desired after leaving the College. The Educational Studies minor is also designed to engage students in social policy issues related to education and to help students generally become more informed citizens by developing their understanding of the complexity of education. The exact program of study will be designed in collaboration with the students' Education Advisor and may include any 6 courses of interest related to a particular area of study. At least one course must be at the 300 level. Up to two courses offered in other departments may be approved by the Education Department to substitute for education coursework for the minor. Courses that carry credit for the Educational Studies minor must include a significant educational focus and be approved by the Education Department. Students also must create an electronic portfolio.

Courses currently available to Educational Studies students within the Education Department:

a) EDUC 209: Educational Foundations (*Meets Conceptualizing Diversity*)

- b) EDUC 201: Educational Psychology (*Meets Multiple Inquiries: Social Science*)
 - c) EDUC 299: Language, Culture, and Immigration
 - d) EDUC 225 Creativity: Teaching, Learning & Cross Disciplinary Applications (*Meets Integrative Thinking*)
 - e) EDUC 220: Urban Education (*Spring semester; Meets Conceptualizing Diversity and Integrative Thinking*)
- **Methods courses may also be selected. Many of these courses have a mandatory prerequisite of *both* EDUC 209 and EDUC 201 or permission of the instructor:
- f) EDUC 306: Teaching Social Studies
 - g) EDUC 331: Comprehensive Literacy instruction
 - h) EDUC 336: Statistics for Classroom Assessment and Educational Research (*no prerequisite; meets Quantitative, Inductive, and Deductive reasoning*)
 - i) EDUC 340: Teaching Students with Diverse Needs
 - j) EDUC 350: School Science and Mathematics

Sample elective courses available to Educational Studies students outside the Education Department:

- a) FYS 106-2: 29th in the World: Exploring Slipping American Achievement in the Sciences
- b) FYS 179: Language in Multicultural America
- c) IDS 250: Poverty, Education, & the American Dream
- d) AFS 290: Language, Race, & Education
- e) PSYCH 225: Developmental Psychology: Infancy & Childhood (*prerequisite of PSYCH 101*)

Other courses may be selected with approval from Education advisor.

Course Listing

Course level:

| [200](#) | [300](#) | [400](#)

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EDUC-201 Educational Psychology

The study of psychological principles related to learning and cognition, and the personal, moral, and social development of the school-aged child. The course also includes discussion of developmentally appropriate instructional practices, students with exceptionalities, and teacher reflection. Prerequisite for other certification coursework.

EDUC-209 Social Foundations of Education

Study of professional aspects of teaching, historical and philosophical development of American education, and the relationship of schools to society. Current issues affecting schools, such as organization, reforms, and national legislation, are examined. Prerequisite for other certification coursework.

EDUC-220 Urban Education

Interdisciplinary seminar with service-learning component examining urban education from multiple perspectives. The on-campus portion of the course explores historical foundations, issues of class and race, instructional approaches, policy initiatives, and popular images of urban schooling. This on-campus portion is paired with a service-learning component in which students prepare and implement an action research instructional project in a large urban school system. Emphasis is on linking theoretical foundations to practical experience in schools.

EDUC-225 Creativity: Teaching, Learning, and Cross Disciplinary Applications

Examination of traditional and contemporary models of intelligence and creativity, and their effects on learning and leadership. Designed to explore how the creative process transforms professional practices, the course examines creativity from educational, psychological, cultural, arts-based, and neurological frameworks, and addresses learner engagement and motivation. Through the creation of a cross-disciplinary project, students employ research-based principles to design, implement, and assess impacts of the creative process on learning and teaching.

EDUC-264 Education for Social Change

This course explores how schooling has made us the people that we are today, and asks if formal education has prepared us for the challenges that we face in this age of globalization. The course assaults the status quo nature of education and challenges us to imagine a pedagogy that is central to social change. This interrogation of education is not meant to raze the entire historical edifice to the ground, but rather to lead us to critically reflect on the far too frequent manifestations of dull educational processes that produce conformists, rather than inspire us to creatively overturn structures of inequities.

EDUC-299 Language, Culture & Immigration

Principles of second language learning and teaching in a multicultural society. 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. They learn the difference between social and academic language, and develop and teach lesson plans to English

Language Learners, with an emphasis on assessment that drives critical literacy.

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EDUC-306 Teaching Social Studies

Introduction to theories and methods associated with teaching social studies for active democratic citizenship. Special attention is given to conceptualizing social studies as a school subject and to the integration of art, music, and film in the social studies classroom. Required of all students seeking secondary teacher certification in social studies, social science, or citizenship. Prerequisites: Education 209 and Education 201, or permission of instructor.

EDUC-331 Comprehensive Literacy Instruction

Introduction to theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to acquisition of language and reading and writing skills are studied. Young adult and children's literature are explored in relation to the learning process. Designed for teachers of all grade levels. Prerequisites: Educ 209 and Educ 201 or permission of the instructor.

EDUC-332 Cultural Impact of Young Adult Literature & Media

The significance of Young Adult Literature will be investigated including theories about developmental, aesthetic, and cultural factors when reviewing texts. Note: The term "texts" is used broadly to refer to works in all media. Examination, evaluation and identification of texts based upon the biological, socio-cultural, psychological and developmental characteristics of young adults; guidance in the identification of the cultural implications of these materials, emphasizing gender-fair and multicultural resources and the attitudes, interests, problems, and opportunities of young adults in contemporary society.

EDUC-333 Literacy as Agency: Politics, Pedagogies, & Possibilities of Literacy in the 21st Century

Over the past decade, technological advances have exposed society to immense amounts of information via multiple texts. Literacy as Agency: Politics, Pedagogies, and Possibilities of Literacy in the 21st Century is designed to provide a forum where students can investigate the impact technological advances have had on serving literate and illiterate citizens. Students will be exposed to literacy through a new lens, context-sensitive literacy that is critical for wide-awake civic engagement, for meaningful social action, and for democracy itself.

EDUC-336 Statistics for Classroom Assessment and Educational Research

Introductory course in quantitative methods designed for teacher certification students. This course provides an initial overview of descriptive and inferential statistics, designed for use in the classroom context. Classroom assessment and educational research applications are discussed. Topics covered include data display, mean, variance, and standard deviation, correlation, hypothesis testing, and analysis of variance. Tests are complemented with applied projects using data collected in classroom contexts. Course counts toward the Pennsylvania Department of Education's mathematics requirement for teacher licensure and prepares students for the action research capstone experience.

EDUC-340 Teaching Students with Diverse Needs

This course enables the prospective teacher to learn how to coordinate the classroom learning environment to effectively address the diverse needs of students in general classroom settings. The course considers characteristics of students with special needs and the modifications in teaching methods necessary to meet their needs. Classroom management techniques for academic, social, emotional, and cognitive differences are addressed. Students will design activities and respective accommodations for both general education students and students with special needs. Various assessment techniques will be discussed and developed to evaluate the activities. Specific topics to be addressed include: federal legislation, teaching strategies, team collaboration, special support services, and individual education plans (IEP). Prerequisites: Educ 209 and Educ 201 or permission of the instructor.

EDUC-350 School Science and Mathematics: Methods, Concepts, and Instructional Media

Study, research and field experience in science and mathematics education. Course enables students who are pre-service teachers to acquire the necessary theory, skills, concepts, attitudes, use of materials and resources, technology, and appropriate teaching techniques. The course design assists students in the understanding of how children learn science and mathematics. Students learn to effectively teach through curriculum integration. Prerequisites: Educ 209 and Educ 201 or permission of the instructor.

EDUC-360 Globalization, Citizenship, and Education

Examination of changing notion of citizenship and the roles education play in constructing citizens in the era of globalization. The course will cover topics such as global market's influence on educational policy, curriculum, and teaching practices, international educational competition, educational inequity, migration, and global youth's creation of learning spaces. Case studies conducted in local contexts both in and outside of the U.S. will be used to explore these topics.

EDUC-377 Education Policy & Politics

Charters. Choice. Testing. Standards. Equity. Over the past three decades public opinion has coalesced

around the idea that our public schools are failing and desperately in need of reform. How much truth is there in these assertions? This course explores the implications of public school reform policy choices, focusing especially on the way reformers have framed the debate to their advantage. Special attention is paid to teacher quality, urban education, school choice, testing, and other issues raised by reform advocates.

EDUC-396 Instructional Technology for School Districts

This course enables the prospective instructional technologist to learn how to integrate technology into the student's learning environment both inside and outside the classroom while considering the diverse needs of students. The course considers topics related to instructional technology ranging from individual instruction to those involving groups of students. The course also examines instructional technology from all levels of an organization stretching from the classroom to multi-year planning at the district office. Technology management techniques for a school district are addressed. Students will design technology environments for general education students and teachers. Various assessment techniques will be discussed and developed to evaluate the activities. Specific topics to be addressed include: instructional design, desktop applications, internet based applications, effective use and evaluation of web sites, assessing technology use and outcomes, technology planning, and resource allocation.

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EDUC-405 Classroom Research in the Content Area

Course utilizes teacher action research to develop informal and formal assessment techniques for teaching special needs students and English language learners within an interactive assessment-instruction framework. Offered in conjunction with EDUC 476 Student Teaching. Designed for all education students seeking professional licensure, this course addresses the processes for administering assessments through the development of a special needs or English Language Learner student case study. Students articulate an educational philosophy and create a reflective teaching portfolio including the action research case study. Limited to those students accepted and enrolled in the Education Semester.

EDUC-410 Internship in Foreign Language Teaching

Designed for future secondary teachers of Foreign Language. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in Foreign Language. Prerequisite is EDUC 331. EDUC 410 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

EDUC-411 Internship in Secondary English Teaching

Designed for future secondary teachers of English. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in English. Prerequisite is EDUC 331. EDUC 411 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

EDUC-412 Internship in Mathematics Education

Designed for future secondary teachers of mathematics. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in mathematics. Prerequisite is EDUC 350. EDUC 412 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

EDUC-413 Internship in Science Education

Designed for future teachers of biology, chemistry, physics, or environmental education. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in any of the sciences. Prerequisite is EDUC 350. EDUC 413 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

EDUC-414 Internship in Social Studies Education

Designed for future secondary teachers of secondary social studies. Includes an internship providing practical planning, teaching, and assessment of student work. Required of all students seeking certification in social studies, social science, or citizenship. Prerequisite is EDUC 306. EDUC 414 must be completed prior to student teaching. Offered during fall semester only. Sixty hours of field work are required.

EDUC-415 Internship in Instructional Technology

Designed for future instructional technology specialists. Includes an internship providing practical planning, teaching, and assessment of student and faculty technology work. Required of all students seeking instructional technology specialist certification. EDUC 415 must be completed prior to student teaching and carries a 60 hour field requirement. Prerequisites: EDUC 201, EDUC 209, and EDUC 396.

EDUC-450 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded A-F

EDUC-451 Individualized Study-Tutorial

Individualized tutorial counting toward the minimum requirements in a major or minor, graded S/U

EDUC-452 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded A-F

EDUC-453 Individualized Study-Tutorial

Individualized tutorial not counting in the minimum requirements in a major or minor, graded S/U

EDUC-460 Individualized Study-Research

Individualized research counting toward the minimum requirements in a major or minor, graded A-F

EDUC-461 Individualized Study-Research

Individualized research counting toward minimum requirements in a major or minor, graded S/U

EDUC-462 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor, graded A-F

EDUC-463 Individualized Study-Research

Individualized research not counting in the minimum requirements in a major or minor graded S/U

EDUC-470 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded A-F

EDUC-471 Individualized Study-Intern

Internship counting toward the minimum requirements in a major or minor, graded S/U

EDUC-472 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded A-F

EDUC-473 Individualized Study-Intern

Internship not counting in the minimum requirements in a major or minor, graded S/U

EDUC-474 Summer Internship

Summer Internship graded A-F, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office.

EDUC-475 Summer Internship

Summer Internship graded S/U, counting in the minimum requirements for a major or minor only with written permission filed in the Registrar's Office

EDUC-476 Student Teaching

Student observation, participation, and full-time teaching under supervision of an experienced certified teacher and a college supervisor. Group and individual conferences are held to discuss pedagogy issues, principles and problems. Students spend 12 to 15 weeks in the classroom. Course carries 3 course units of credit. Limited to those students accepted and enrolled in the Education Semester.

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