



# Education

## Faculty:

*Sarah S. Armstrong*  
*Cathy K. Smeltzer Erb (chair)*  
*Katherine R. Evans*  
*Tracy L. Hough*  
*Lori H. Leaman*  
*Beth M. Lehman*  
*Ronald Shultz*  
*Paul J. Yoder*

## Teaching Endorsements:

- Early/Primary Education (PreK-3) and Elementary Education (PreK-6)
- Special Education: General Curriculum (K-12)
- Secondary Education (6-12)
  - Biology
  - Chemistry
  - Computer Science
  - English
  - History and Social Science
  - Mathematics
- All-Grade Education (PreK-12)
  - English as a Second Language
  - Foreign Language
  - Health and Physical Education
  - Music: Instrumental; Vocal/Choral
  - Theater Arts
  - Visual Arts

## Other Programs:

- Associate in Arts Degree in Education: Para-Professional
- Add on: Journalism

The mission of the EMU teacher education program is to prepare competent, caring, reflective practitioners who advocate for children and youth, develop caring learning environments, initiate and respond creatively to change, value service to others, and teach boldly in a changing world through an ethic of care and critical reflection.

The teacher education program envisions preparing informed life-long leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective practitioners will offer healing and hope in a diverse world. The successful teacher candidate demonstrates:

**Scholarship:** to acquire knowledge through the liberal arts, EMU Core and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

**Inquiry:** to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

**Professional Knowledge:** to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

**Communication:** to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

**Careers in Education include** teach at the early childhood, elementary, middle and high school levels; biology, chemistry, computer science, English, English as a second language, foreign language, health and physical education, history and social science, mathematics, music, special education, theater arts, and visual arts.

**Caring:** to develop a nurturing spirit that honors diversity, advocates for students, integrates faith and ethics, and promotes peacebuilding in diverse settings.

**Leadership:** to demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Teacher candidates at EMU believe that individuals can learn to their full potential, and that effective teachers help students draw on the background of experience to construct their own learning.

The education department provides an extensive field-based curriculum that integrates theory and practical application in a variety of public and private school settings. Students are prepared to become teachers in preschool, kindergarten, elementary, middle school or secondary high schools. Curricula are designed to combine a Christian liberal arts background with an intensive professional preparation in education. The education department also operates an early learning center which affords opportunities for observation of child development and participation experiences with a model teacher.

Although requirements may vary from state to state, all states require licensure for teaching. Teacher education at EMU holds "state approved program" status and is accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Education Preparation (CAEP). This assures graduates reciprocal licensure in most states. Currently, national recognition is held by Specialty Professional Associations in special education (CEC).

All students seeking licensure to teach shall make application for admission to teacher education and to student teaching. Application for admission to teacher education is made at the end of the fall semester of the sophomore year and application for admission to student teaching is made at the end of the fall semester of the junior year. Transfer students are required to attend an education

department transfer orientation meeting their first semester on campus.

Test preparation and remedial assistance is available for students seeking admission to the program. Students who wish to appeal a teacher education admissions committee decision should refer to the Teacher Education Handbook for appeal procedures.

Entrance and exit requirements including cut-off test scores for all teacher education programs are found in the Teacher Education Handbook which is available in the education office or online at [www.emu.edu/education](http://www.emu.edu/education) or [www.emu.edu/education/test-scores](http://www.emu.edu/education/test-scores). A basic skills assessment in reading, writing, and mathematics is required for admission to the teacher education program. Students with qualifying SAT/ACT scores meet the requirement. A Praxis Core Academic Skills for Educators: Mathematics score of 150 and the Virginia Communication and Literacy Assessment (VCLA) also meet the requirement. The Virginia Communication and Literacy Assessment (VCLA) is required for teacher licensure. The Reading for Virginia Educators (RVE) is required for early/primary education (preK-3), elementary education (preK-6), and special education (K-12). Admission to teacher education requires a 2.5 cumulative GPA, submission of an admissions portfolio and a teacher education interview. Admission to student teaching requires a 2.7 cumulative GPA. In addition, students must have a C or better in all education courses (courses with ED or EDS prefix and content area methods courses) to be admitted to student teaching. Exit requirements include meeting the Virginia cut off score requirements for the Praxis Subject Assessment (consisting of specialty area components); submission of a student teaching portfolio as part of ED 411; and an earned GPA of 2.7. Students may obtain an additional endorsement without completing an approved licensure program by passing the Praxis Subject Assessment in the content area (Biology, Chemistry, English, History and Social Science, Mathematics, Visual Arts, Health and Physical Education,

Foreign Language, and Music) with the exception of PreK-3, PreK-6, and Special Education.

Early/primary, elementary and special education programs require a liberal arts major outside the education department. Students enrolled in all-grade-level programs and secondary programs must major in the discipline of their teaching interest. All education programs require completion of a prescribed sequence of professional education courses. EMU offers the following state-approved teaching endorsement programs:

- Early/Primary Education, PreK-3
- Elementary Education, PreK-6
- Biology, 6-12
- Chemistry, 6-12
- Computer Science 6-12
- English, 6-12
- English as a Second Language, PreK-12
- Foreign Languages: Spanish, PreK-12
- Health and Physical Education, PreK-12
- History and Social Science, 6-12
- Mathematics, 6-12
- Music Education: Vocal/Choral, PreK-12  
Instrumental, PreK-12
- Special Education: General Curriculum (K-12)
- Theater Arts, PreK-12
- Visual Arts, PreK-12

The following endorsement area may be selected along with any of the above listed programs:

- Journalism

Advising takes place with faculty in the education department. Students enrolled in secondary and all-grade education programs must consult their education advisor and their content area advisor. Students completing minors must consult an advisor in their respective content areas.

## Field Experiences

A wide range of experiences in schools is provided, beginning in the first year and culminating with student teaching. Students will be billed for travel and stipend expenses.

## Early/Primary Education (PreK-3) or Elementary Education (PreK-6)

### Professional Sequence for Early/Primary and Elementary Education

ED 101 Exploring Teaching. . . . .	2
ED 201 Computers and Instructional Technology in Education. . . . .	1
ED 231 Organizing for Learning. . . . .	3
ED 232 Learning, Motivation, and Assessment (PreK-6) . . . . .	3
ED 321 Management and Organization in Early Education. . . . .	3
ED 331 Math in the Elementary School . . . . .	2
ED 332 Science in the Elementary School . . . . .	2
ED 333 Social Studies in the Elementary School . . . . .	2
ED 301 Needs of Diverse Learners . . .	3
ED 341 Language Arts. . . . .	2
ED 342 Reading/Diagnostic Reading .	3
ED 343 Content Area Reading and Writing . . . . .	2
ED 401 Examining Foundations of Education . . . . .	2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	1

*Plus:*

*Early/Primary Education only*

ED 421 Student Teaching I: PreK-3 . .	7
ED 422 Student Teaching II: PreK-3. .	7

*Elementary Education only*

ED 421 Student Teaching I: PreK-3 . .	7
ED 423 Student Teaching II: 4-6. . . .	7

*Recommended:*

*ART 397 Elementary School Art Methods. . . . .	2
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*MUED 341 Elementary School Music . . . . .	3
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*Twenty-four semester hours of the above are devoted to professional studies while 21 semester hours involve practica.*

Elementary education program candidates may receive a single endorsement in special education by extending their program into the fifth year.

Early/primary and elementary licensure candidates must fulfill requirements for a liberal arts major outside the department and meet general program requirements. Additional licensure requirements are as follows:

- + required for PreK-6 licensure
- ++ required for PreK-3 licensure

BIOL 101 Biological Explorations . . . . .	3
++BUAD 221 Principles of Management . . . . .	3
CHEM 102 Matter and Energy . . . . .	3
+ECON 201 Survey of Economics . . . . .	3
*ENVS 181 Environmental Science . . . . .	3
*ENVS 201 Earth Science . . . . .	3
GEOG 231 Cultural Geography . . . . .	3
++HE 201 First Aid . . . . .	1
HE 202 Health and Safety . . . . .	2
HIST 131 United States History to 1865 . . . . .	3
HIST 132 United States History since 1865 . . . . .	3
HIST 181 The Global Past I: Prehistory to 1500 . . . . .	3
+HIST 182 The Global Past II: 1500 to the present . . . . .	3
LIT 330 Literature for Children . . . . .	3
MATH 110 Algebra and the Environment <b>OR</b>	
MATH 145 College Algebra and Trigonometry . . . . .	3
MATH 120 Math and the Liberal Arts	2
MATH 130 Finite Mathematics . . . . .	3
+MATH 140 Elementary Statistics . . . . .	3
PE 136 Rhythmic Activities . . . . .	1
PSYC 202 Developmental Psychology . . . . .	3

PSYC 203 Developmental Case Study . . . . .	1
++SOC 330 The Family in Social Context . . . . .	3

**Elementary education candidates majoring in liberal arts are encouraged to select a minor from the following content areas: English, history, Spanish, art, music, math or sciences.**

## Special Education (K-12)

Licensure for special education in grade levels K-12 includes successful completion of general education requirements, a liberal arts major and supporting special education courses. Candidates work closely with their advisors to determine specialty emphases as outlined by the Virginia Department of Education. Special education licensure candidates must fulfill requirements for an academic major outside the department and meet general program requirements.

Special Education program candidates may receive an endorsement in early/primary or elementary education by extending their program into the fifth year.

## Professional Sequence for Special Education

ED 101 Exploring Teaching . . . . .	2
ED 201 Computers and Instructional Technology in Education . . . . .	1
EDS 301 Introduction to Exceptionalities . . . . .	3
EDS 331 Individual Instruction in the Content Areas for Students with Exceptionalities . . . . .	3
EDS 332 Adapting Curriculum for Students with Exceptionalities . . . . .	4
EDS 333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs . . . . .	1
*EDS 351 Intervention Strategies for Middle and High School Learners with Exceptionalities . . . . .	3
*EDS 371 Evaluation and Planning in Special Education . . . . .	3
EDS 381 Special Education Professional Field Experience . . . . .	2

*EDS 401 Supporting Positive Classroom Behavior . . . . .	.2
*EDS 451 Educational Foundations and Due Process . . . . .	.2
ED 341 Language Arts . . . . .	.2
ED 342 Reading/Diagnostic Reading . . . . .	.3
ED 343 Content Area Reading and Writing . . . . .	.2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	.1
EDS 461 Student Teaching: Elementary Exceptionalities . . . . .	.7
EDS 462 Student Teaching: Middle School/High School Exceptionalities . . . . .	.7

*Twenty-four semester hours of the above are devoted to professional studies; 24 semester hours involve practica.*

Additional licensure requirements are as follows:

BIOL 101 Biological Explorations . . . . .	.3
CHEM 102 Matter and Energy . . . . .	.3
*ENVS 201 Earth Science . . . . .	.3
HE 202 Health and Safety . . . . .	.2
HIST 131 United States History to 1865 . . . . .	.3
HIST 132 United States History since 1865 . . . . .	.3
HIST 181 The Global Past I <b>OR</b>	
HIST 182 The Global Past II . . . . .	.3
MATH 120 Math and the Liberal Arts	.2
MATH 130 Finite Mathematics . . . . .	.3
MATH 140 Elementary Statistics . . . . .	.3
PSYC 202 Developmental Psychology . . . . .	.3
PSYC 231 Applied Behavior Analysis . . . . .	.3
SOC 330 The Family in Social Context . . . . .	.3
An English or American literature course . . . . .	.3

A minor in a content area is recommended.

## Secondary Education (6-12)

Licensure for secondary education includes completion of EMU Core requirements, academic major require-

ments and the professional education sequence. Students wishing to prepare for teaching any subject at the secondary level must consult their advisor in the education department and the department advisor representing the major area. Education and supporting courses required are as follows:

ED 101 Exploring Teaching . . . . .	.2
ED 201 Computers and Instructional Technology in Education . . . . .	.1
ED 251 Learning, Motivation and Assessment (6-12) . . . . .	.3
ED 252 Learning, Motivation and Assessment PFE . . . . .	.1
ED 301 Needs of Diverse Learners . . . . .	.3
ED 351 General Curriculum and Methods . . . . .	.1
ED 361 Special Methods PFE . . . . .	.1
ED 371, 372, 373, 374, 375, <b>OR</b> 376 Special Methods . . . . .	.2
ED 381 Reading and Writing Across the Curriculum (6-12) . . . . .	.2
ED 391 Middle School Curriculum and Organization . . . . .	.3
ED 401 Examining Foundations of Education . . . . .	.2
ED 411 Reflective Teaching Seminar and Portfolio . . . . .	.1
ED 451 Middle School Student Teaching . . . . .	.7
ED 452 High School Student Teaching . . . . .	.7

*Seventeen semester hours of the above are devoted to professional studies while 19 semester hours involve practica.*

Additional licensure requirements are as follows:

PSYC 202 Developmental Psychology . . . . .	.3
A United States History course . . . . .	.3

## All-Grade Education (PreK-12)

Students majoring in art, English as a second language, music, health and physical education, Spanish, or theater arts are licensed for pre-kindergarten through

grade 12. Licensure requirements for All-Grade Programs (PreK-12) are listed on pages 196-197 for art, pages 128-129 for ESL, pages 170-171 for health and physical education, pages 127-128 for foreign language (Spanish), pages 154-155 for music, and page 190 for Theater Arts.

Additional licensure requirements are as follows:

- PSYC 202 Developmental Psychology . . . . .3
- A United States History course . . . . .3

## Associate in Arts Degree in Education: Para-Professional

Designed for students who enjoy working with children but plan for only two years of college, this program provides training for positions in day care centers and as assistants in early childhood and elementary classrooms. Courses taken in this sequence may be applied to the education program by recommendation of the instructors, should the student decide to later complete the four-year degree program.

In addition to the EMU Core requirements on page 13 the following sequence of courses is outlined for this program:

### Required Courses for Education: Para-Professional

- ED 101 Exploring Teaching. . . . .2

- ED 221 Professional Field Experience (Early Childhood) . . . . .2
  - ED 231 Organizing for Learning. . . . .3
  - ED 232 Learning, Motivation and Assessment (PreK-6) . . . . .3
  - ED 331 Math in the Elementary School . . . . .2
  - ED 332 Science in the Elementary School . . . . .2
  - ED 333 Social Studies in the Elementary School . . . . .2
  - ED 301 Needs of Diverse Learners . . .3
  - ED 321 Management and Organization in Early Education. . . . .3
  - HE 202 Health and Safety. . . . .2
- OR**
- HE 260 Teaching, Ministry, and Healthy Sexuality. . . . .3
  - LIT 330 Literature for Children . . . . .3
  - MATH 120 Math and the Liberal Arts . . . . .2
  - PSYC 202 Developmental Psychology .3
  - PSYC 203 Developmental Case Study .1
  - SOC 330 The Family in Social Context . . . . .3

*Two of the following courses:*

- HE 201 First Aid . . . . .1
- PE 136 Rhythmic Activities. . . . .1
- \*PE 137 Recreational Games . . . . .1

*Recommended:*

- ED 201 Computers and Instructional Technology in Education. . . . .1

# Education (ED)

*A grade of "C" or higher is required of all teacher education candidates in all ED/EDS courses.*

## 101 Exploring Teaching 2

An exploratory course designed to provide the student a means for self-assessment as a potential teacher. Learning activities include directed observations and participation in school settings, analysis of teaching skills and discussions centering on constructivist theory, reflective teaching, and current issues in education. A 20-hour practicum is included. (1 SH content; 1 SH practicum)

- 201 Computers and Instructional Technology in Education** **1**  
Students taking this course will be expected to develop proficiency in the following environments: word processing, databases, spreadsheets, drawing/graphics, PowerPoint presentations, WebQuest, web page design, iPhoto and iMovies. Students will be expected to utilize the skills gained in this course throughout the remainder of their educational program at EMU. Students will show evidence of their ability to utilize technology in the development of their e-Portfolio. Successful completion of this course allows students to meet the Virginia Technology Standards. Prerequisite: ED 101.
- 221 Professional Field Experience (Early Childhood)** **2**  
A participatory experience in nursery schools or day care centers. Required reading and seminars. Travel expenses are the student's responsibility.
- 231 Organizing for Learning** **3**  
This course surveys elementary school curriculum from the teacher's perspective. It covers daily, weekly, unit, and yearly planning, classroom management, parent communication, and professional relationships. Art, music, and movement are given special consideration especially as they relate to integrated, interdisciplinary curricula.
- 232 Learning, Motivation, and Assessment (PreK-6)** **3**  
A course designed to aid the pre-service teacher in understanding the development of PreK through grade 6 students. Focuses on learning, motivation, and assessment and subsequent implications for effective teaching. Topics include cognitive development, child and family, psychosocial and moral development, and needs of diverse learners. Motivation for learning and planning for essential learning outcomes are also integral to the course. Current theories and practices regarding assessment and accountability to various audiences are examined.
- 251 Learning, Motivation and Assessment (6-12)** **3**  
Emphasis is placed on learning theories and principles, motivation development and assessment procedures. A framework for understanding the physical, cognitive, and psychosocial development of adolescents and subsequent implications for effective middle and secondary school instruction and evaluation is explored. Current theories and practices regarding assessment and accountability to various audiences are examined. Prerequisite: Cumulative GPA of 2.5.
- 252 Learning, Motivation and Assessment Professional Field Experience** **1**  
A 40-hour professional field experience that focuses on observations and participatory experiences in grades 6 - 12. Grading is on a pass/fail basis. Corequisite: ED 251.
- 301 Needs of Diverse Learners** **3**  
Addresses teaching students with diverse and special needs, including disabilities and giftedness. Explores concepts of ethnic, racial, linguistic, economic, and religious diversity in relation to differentiation. Inclusive settings and integrated services approach are examined. Prerequisite or corequisite: ED 331/2/3, ED 351, or PE 401.
- 321 Management and Organization in Early/Primary Education** **3**  
Emphasis is on the priorities and practices of early childhood educators. Leadership, community/parent and school relationships, core curriculum and content, and management considerations are discussed. Includes a 20-hour practicum in a preschool setting. Prerequisite: ED 101. (2 SH content; 1 SH practicum) (Offered every fall, spring 2017)

## **Curriculum Block: ED 331, 332, 333**

**6**

### **(Includes a 60-hour practicum)**

A block of courses which provide foundations of curriculum development and implementation. Coursework on campus is integrated with practicum experiences in K-6 classrooms with a focus on local, state, and national curriculum standards. Prerequisites: ED 231, ED 232 and a cumulative GPA of 2.5 (4 SH content; 2 SH practicum)

### **331 Math in the Elementary School**

**2**

This course introduces methods of teaching mathematics in grades K-6 with significant attention to planning, instruction and assessment activities which are responsive to the needs of diverse learners of students. National Council of Teachers of Mathematics (NCTM) standards and Virginia Standards of Learning (SOLs) provide the content framework. Participants in the course will be involved in exploration, development and practical applications of inquiry, discovery, directed teaching, use of manipulatives, and other activities designed to prepare them for teaching mathematics in elementary schools.

### **332 Science in the Elementary School**

**2**

Active sciencing and teacher resourcefulness are emphasized in planning relevant, meaningful experiences for diverse learners. National Science Teachers Association (NSTA) standards and Virginia Standards of Learning (SOLs) provide the content framework. Emphasis is given to the importance of preparing children's learning environments so that science concepts can be taught through inquiry and active participation.

### **333 Social Studies in the Elementary School**

**2**

Introduces methods of teaching social studies in the elementary school. National Council for the Social Studies (NCSS) standards and Virginia Standards of Learning (SOLs) provide the content framework. Multicultural Education is stressed and students design a culturally responsive curriculum unit incorporating social studies facts, concepts and generalizations.

## **Literacy Block: ED 341, 342, 343**

**7**

### **(Includes a 60-hour practicum)**

An integrated block of courses designed for students who plan to teach in pre-kindergarten through grade six. The 7-hour block of courses explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school. (5 SH content; 2 SH practicum)

The course encompasses the following major strands of study:

- Language Development (Cognitive, Linguistic, Socio-cultural)
- Processes, Development and Assessment of Reading and Writing, Speaking and Listening
- Responding to Literature and Comprehensive Content Material
- Expressive language in storytelling, drama and choral reading
- Diagnosing and Adapting for Diverse Learners
- Integrating Reading and Writing in Content Areas

The practicum provides the students with opportunities to integrate and apply an integrated language arts perspective in a classroom setting. In addition, the student is engaged in assessing one child's literacy development and in planning and implementing an appropriate tutoring program and communicating with parents and caregivers. Prerequisite: Admission to teacher education.



- 341 Language Arts** **2**  
Examines the cognitive, linguistic and socio-cultural context for language development in home and school. Explores current understandings about teaching-learning processes in speaking, listening, reading and writing. Special attention is given to identifying the developmental stages of written word knowledge.
- 342 Reading/Diagnostic Reading** **3**  
Explores appropriate strategies for developing fluency in word recognition, recognizing the value of appreciation and enjoyment of literature in the process. Students learn appropriate strategies to assist diverse readers in constructing meaning from text and ways to use technology to improve literacy skills. Students organize and analyze assessment data to carefully monitor student progress, becoming constructive evaluators of literacy. Strategies are developed for organizing and using space, time and materials to promote the development of a literate environment.
- 343 Content Area Reading and Writing** **2**  
The processes of reading and writing provide a framework for all instruction. The varying needs of the learner are considered as strategies involving reading and writing across all curriculum areas are demonstrated and practiced. The role of vocabulary development and writing skills are included in the focus. Interactive journals engage the student in using writing as a tool for learning.
- Middle and Secondary Curriculum Block: ED 351, 361; plus 371, 372, 373, 374, 375 or 376** **4**
- 351 General Curriculum and Methods for Middle and Secondary Teaching** **1**  
Focusing on general overall curriculum and methods trends, concepts and procedures related to teaching in the 6-12 grade levels. Prerequisites: ED 251 and admission to teacher education.
- 361 Special Methods Professional Field Experience** **1**  
A 60-hour professional field experience in area high schools. Consists of assignments arranged to provide for breadth of experience within the scope of one's subject certification area. Grading is on a pass/fail basis. Prerequisites: ED 251 and admission to teacher education.
- 371 Special Methods for Middle and Secondary Teaching: Biology** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 372 Special Methods for Middle and Secondary Teaching: Chemistry** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 373 Special Methods for Middle and Secondary Teaching: English** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 374 Special Methods for Middle and Secondary Teaching: History and Social Science** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.
- 375 Special Methods for Middle and Secondary Teaching: Mathematics** **2**  
Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

## **376 Special Methods for Middle and Secondary Teaching:**

### **Computer Science**

**2**

Focusing on the application of specific curriculum and methods concepts relevant to the student's certification area. Prerequisites: ED 251 and admission to teacher education.

### **381 Reading and Writing Across the Curriculum (6-12)**

**2**

The processes of reading and writing provide a framework for all instruction. The focus of this course examines literacy across the curriculum with emphasis on providing the classroom teacher with strategies to enhance literacy development. The course is designed to teach methods, techniques, and strategies to equip the classroom teacher to become a *content literacy provider*. Emphasis is placed upon conceptual definitions of reading and writing, implementing reading/writing strategies within a designed content field, and synthesis of current research addressing reading/writing/study skills, and critical thinking. Prerequisite: Admission to teacher education.

### **391 Middle School Curriculum and Organization**

**3**

Understanding the middle school concept, exploration of the curriculum, team planning and teacher roles, discipline and management practices and professional development are examined. Includes a 20-hour practicum in a middle school setting. (2 SH content; 1 SH practicum)

### **401 Examining Foundations of Education**

**2**

This course concentrates on issues facing American education today. Utilizing a contextual framework that reflects on the historical, philosophical, and sociological foundations of American education, the student analyzes, synthesizes, and evaluates issues/topics that are currently redefining the American educational system. Focus is placed upon discussion (both within class and on the class web page), out-of-class reading, research, and problem solving strategies. As a capstone course in the teacher education program, students will use a problem based learning approach to construct solutions to issues facing American education. The course chooses one particular trend to study each semester. Prerequisite: Admission to teacher education.

### **411 Reflective Teaching Seminar and Portfolio**

**1**

Regularly scheduled after school throughout the student teaching experience to assist prospective teachers in their efforts to promote thinking in all aspects of the curriculum, to explore effective teaching strategies, and to provide an unhurried time for reflection and to meet requirements for Virginia child abuse and neglect recognition and reporting curriculum. An electronic capstone portfolio is required for program completion. To be taken concurrently with student teaching.

### **421 Student Teaching I: (PreK-3)**

**7**

### **422 Student Teaching II: (PreK-3)**

**7**

### **423 Student Teaching (4-6)**

**7**

Designed for prospective early/primary education (PreK-3) and elementary education (PreK-6) teachers. Three integrated components comprise this experience: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the supervised teaching assignment; (2) Two seven-week placements at two different grade levels and daily classroom teaching responsibilities under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

- 451 Middle School Student Teaching (6-12)** 7
- 452 High School Student Teaching (6-12)** 7
- Consisting of three integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of actual classroom experience at both middle and high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

**461 Elementary Student Teaching (PreK-6)** 7

**462 Middle/High School Student Teaching (6-12)** 7

A full semester program for art, English as a second language, health and physical education, foreign language, music, and theater arts majors consisting of integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of classroom experience at both elementary and middle or high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

**499 Independent Study** 1-3

Individualized studies in specialized topics. Open to advanced students with approval.

## Special Education (EDS)

**301 Introduction to Exceptionalities** 3

A course designed to provide a general overview of cognitive, learning and emotional exceptionalities for students preparing for a career in special education. This course will include an introduction to historical perspectives, theories, characteristics, medical aspects, educational implications, cultural perspectives and ethical issues in the practice of special education. These topics will be viewed in the context of normal patterns of development and the dynamic influence of culture and the family system. Prerequisite: Permission from the instructor.

**Special Education Block: EDS 331, 332, 333** 8  
**(Includes a 60-hour practicum)**

An integrated block of courses which study the specialized curriculum and methods for teaching children with cognitive, learning and emotional disabilities. A 60-hour field/clinical experience in EDS 331/332 requires students to assist general and special education teachers in planning/adapting instruction, materials and curriculum for children with exceptionalities. Prerequisites: EDS 301 and a cumulative GPA of 2.5.

**331 Individualized Instruction in the Content Areas for Students with Exceptionalities** 3

Emphasizes the prescriptive creation of developmentally and disability appropriate curriculum in reading, language arts, social studies, math, science, and integrated arts. (2 SH content; 1 SH practicum) Prerequisites: EDS 301 and a cumulative GPA of 2.5.

**332 Adapting Curriculum for Students with Exceptionalities 4**

Focuses on adapting general education curriculum to provide an appropriate education to children with exceptionalities and develop commensurate skills in consultation, case management and collaboration. Students will design culturally and linguistically sensitive curriculum and lesson plans for case studies presented in academic, social, emotional and vocational areas. (3 SH content; 1 SH practicum) Prerequisites: EDS 301 and a cumulative GPA of 2.5.

**333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs 1**

Provides knowledge of current issues in specialized health care; augmentative and assistive technology to enhance communication, mobility and assessment; the effects of various medications; and universal precautions for safe environments. Students critique current technology resources for children and youth with special needs and plan instruction for the use of alternative and augmentative communication systems. Prerequisites: EDS 301 and a cumulative GPA of 2.5.

**\*351 Intervention Strategies for Middle and High School Learners with Exceptionalities 3**

A study of culturally and linguistically sensitive general and specialized curriculum and methods used for teaching children with learning disabilities, emotional disturbances and mental retardation in middle and secondary schools and the adaptations which can facilitate integration into general education classrooms. Instructional, evaluative, and self-determination strategies are identified. IEPs and lesson plans will be developed in transition, academic, adaptive behavior and vocational areas. A 15-hour field/clinical experience allows students to teach middle or secondary students with significant learning and/or behavior difficulties. (2 SH content; 1 SH practicum) (Fall 2016)

**\*371 Evaluation and Planning in Special Education 3**

A study of formal and informal diagnostic and evaluative procedures appropriate for children (K-12) with exceptional learning needs. Foci include understanding legal requirements for eligibility, providing prescriptions based on assessment data and general evaluation of instruction. This course has an emphasis on the development of the Individualized Education Plan (IEP). A collaborative "team" approach to due process will be emphasized. A 20-hour clinical experience is required during which the student will use a case study approach to the development of IEP's. Prerequisites: EDS 301. (2 SH content; 1 SH practicum) (Spring 2018)

**381 Special Education Professional Field Experience 2**

This professional field experience is designed to give prospective teachers experience with exceptional persons through a concentrated 2 1/2-week (6-8 hours a day) placement in a school or community setting. Allows students to experience the demands and changing nature of the learning environment from their morning arrival to the end of a school or work day. Grading is on a pass/fail basis. (Offered summers only)

**\*401 Supporting Positive Classroom Behavior 2**

This course focuses on techniques used to support behavior change in children with disabilities. Systematic, peaceable classroom interventions are presented and students will learn strategies to prevent inappropriate behavior from occurring or escalating. Students are required to demonstrate various classroom behavior management strategies in the classroom and/or in simulations. (Fall 2016)

- \*451 Educational Foundations and Due Process** **2**  
This course involves an understanding of regular education and special education foundations and their respective linkages to the due process procedures of special education. (Fall 2017)
- 461 Student Teaching: Elementary Exceptionalities** **7**
- 462 Student Teaching: Middle School/High School Exceptionalities** **7**  
*For General Curriculum licensure:*  
Consisting of three integrated components: (1) Orientation and field experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) two seven-week blocks of classroom experience under the supervision of a cooperating teacher, including observation, participation, responsible teaching and conferencing; and (3) Reflective Teaching Seminar (see ED 411). Seven weeks are spent at the elementary (K-6) level and seven weeks at the secondary (6-12) level. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.
- 499 Independent Study** **1-3**  
Individualized studies in specialized topics. Open to advanced students with approval.  
*\*Indicates courses offered in alternate years.*