EDUCATION

EDUC 101 INTRODUCTION TO EDUCATION AND RELATED PROFESSIONS (3) With particular attention to American public education and the role of the licensed professional teacher, the course examines historical, philosophical, and current social influences on contemporary practice, institutional development, and public attitudes about children and education. The course concludes with an exploration of the expanding range of career paths open to teaching and human development professionals and introduces teacher licensing requirements and procedures. Professional vocabulary, attitudes, and performance expectations will be introduced as an integral and functional component of the course.

EDUC 201 THE INSTRUCTIONAL CONTEXT (3) *Prerequisites: Core courses taken sequentially or concurrently, but not out of sequence*. This course introduces the primary task model used by effective teachers. Students study the ongoing cycle of planning, implementation, and assessment and how these are linked.

EDUC 202 FIELD EXPERIENCE I (1) This course is designed to provide pre-service teachers with initial opportunities to observe and participate in the dynamics of a classroom and to share, question, and reflect upon those experiences in campus seminars. A grade of C- or above is required before taking EDUC 320.

EDUC 211 INSTRUCTIONAL STRATEGIES (3) *Prerequisites: EDUC 101 and EDUC 201.* This course deals with the specific instructional strategies teachers develop including: establishing rapport with faculty and staff; becoming familiar with school policies and routines; reviewing cumulative folders to find out required accommodations for individual students; introducing themselves to parents; arranging classrooms; organizing and ordering materials; mentoring; working with aides and paraprofessionals; setting up grade books; becoming familiar with community resources; and setting behavioral expectations.

EDUC 241 PARENT EDUCATION (1) This course explores the predictable misbehavior of childhood and appropriate discipline techniques for parents to use in the home. The course also examines a systematic way to raise children to become responsible, cooperative, and caring adults.

EDUC 313 READING AND LANGUAGE ACQUISITION I (3)

Prerequisite: EDUC 211. This course is designed to impart a thorough understanding of the complex nature of language acquisition and the reading process to pre-service teachers. It develops their comprehension of sound/ symbol relationships, phonemic awareness, word attack skills, and a wide variety of comprehension and instructional strategies.

EDUC 320 FIELD EXPERIENCE II (E) (1) *Prerequisites: EDUC 201 and EDUC 211. Co- or Pre-requisite: EDUC 313.* This course provides pre-service teachers with opportunities to apply instructional skills in controlled situations under the guidance of experienced professionals. Students participate in two hours of observations and tutorial instructional activities per week in classrooms in local school districts. Seminars and other activities provide opportunities for analysis and reflection. A grade of C- or above is required before taking EDUC 420.

EDUC 322 METHODS: LANGUAGE ARTS AND SOCIAL STUDIES (3) *Prerequisite: EDUC 211.* This course is designed to help pre-service teachers gain the necessary knowledge, skills, and processes which foster students' success on the Virginia Standards of Learning tests in language arts and social studies. Major goals are to promote intellectual curiosity and support life-long learning.

EDUC 351 READING IN THE CONTENT AREAS (3) *Prerequisites: EDUC 211 or HPE 310.* This course is designed to impart a thorough understanding of the methodologies and strategies for developing literacy skills to enhance the learning of content area subject matter across all disciplines while addressing the diverse needs of the secondary student population.

EDUC 352 TEACHING IN MIDDLE/SECONDARY SCHOOL (3) *Prerequisite: EDUC 211.* This course is designed to impart a thorough understanding to pre-service teachers of the methodologies and strategies for developing instruction and emphasizing the planning of lessons, units, and related materials to enhance the learning of content area subject matter across all disciplines while addressing the diverse needs of the middle and secondary school student population. Methods for meeting the developmental needs of students from grades 6-12 will be stressed.

EDUC 377 STUDY ABROAD (1) ***Prerequisite:*** *Consent of instructor.* This course provides students with the opportunity to study principles of education in foreign locations.

EDUC 397 INDEPENDENT STUDY IN EDUCATION (1-3) *Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

EDUC 398 SPECIAL TOPICS IN EDUCATION (1-3) [credit depends on topic] *Prerequisites: A background of work in the discipline or prior consent of instructor.* This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

EDUC 420 FIELD EXPERIENCE III (E) (1) *Prerequisites: EDUC 202, EDUC 320, with a C- or above.* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in two hours of observations, tutorial, and small and large group instructional activities per week in classrooms in local school districts. On-campus and in-school seminars provide opportunities for analysis and reflection.

EDUC 422 METHODS: SCIENCE AND MATH (3) *Prerequisite: EDUC 211.* This course is an integrated workshop offering an active inquiry approach to model practices recommended by the National Science Education Standards and National Council on Teaching Mathematics Strategies. Methods for teaching knowledge and skills based on the Virginia Standards of Learning are offered from a student-centered approach. Multiple forms of assessment are modeled and the effective use of technology as a tool for learning is stressed.

EDUC 423 READING AND LANGUAGE ACQUISITION II (3)

Prerequisite: EDUC 313. Taken the semester prior to student teaching, this course builds on knowledge acquired in Reading and Language Acquisition I (EDUC 313). It introduces additional skills to achieve proficiency in a wide variety of comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching summarizing and retelling skills, and guiding students to make connections beyond the text.

EDUC 427 STUDENT TEACHING (E) (11) *Prerequisites: Completion of all major course requirements, and admission to student teaching. Co-requisite EDUC 448.* This course is an application of effective teaching skills and content at the elementary level. Students are assigned to one semester, full-time block in school systems under the guidance of College personnel and classroom teachers where they practice their teaching skills.

EDUC 440 PRACTICUM IN CHILD DEVELOPMENT (3-6) Prerequisite: Consent of instructor. This course provides choices for specialized learning in education outside the traditional classroom teaching experience, including preschool education, school libraries, school-community relations, homebound instruction, and educational support programs, such as tutorial services for students with special needs. Open to senior students taking the non-licensure option.

EDUC 444 FIELD EXPERIENCE II (S) (2) *Prerequisites: Admission to Teacher Preparation Program. Co-requisite: EDUC 352.* This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in observations, video-taped lessons, and on-site practice teaching. On-campus and in-school seminars provide opportunities for analysis and reflection.

EDUC 447 STUDENT TEACHING (SECONDARY) (11) *Prerequisites: Completion of major and minor course requirements and admission to student teaching. Co-requisite EDUC 448.* This course is an application of all the effective teaching skills and content at the secondary level. Students are assigned to a one semester, full time-block in school systems under the guidance of College personnel and classroom teachers where they practice their teaching skills.

EDUC 448 STUDENT TEACHING SEMINAR (1) *Co-requisite: EDUC 427, 447, SPED 437 or HPE 467.* This course will continue the student teacher's study of best practices and engage in discussions and activities to help them acquire the professional values and practical strategies to make the successful transition from college student to student teacher to licensed professional teacher.