

**NRSG 696** NURSE EDUCATOR PRACTICUM II—ACADEMIC (6)  
*Prerequisites: NRSG 601, 603, 604, 605, 610, 612, 613, 615, 618.* Focus is on the integration of nursing education concepts as they apply to practice as an educator in an academic setting. The student will engage in didactic, skills lab, and clinical activities to operationalize the theoretical knowledge of nursing education.

## READING COURSES

**RDNG 625** SURVEY OF EFFECTIVE READING METHODS (3)  
Focuses on the foundations of reading and reading development. Topics include children's basic language development as a precursor to reading and as a medium for instruction, methods for assessing and instructing the emergent reader, the beginning reader, and the instructional reader, as well as reading disability.

**RDNG 640** STRATEGIES FOR TEACHING PHONICS, SPELLING, AND VOCABULARY (3) *Prerequisite or corequisite: RDNG 625 or permission of the instructor.* Examination of theoretical and practical issues surrounding access to print. Advances basic knowledge of reading process, models multi-sensory approach to teaching reading, and develops understanding of phonics, spelling, and vocabulary acquisition.

**RDNG 643** TEACHING WRITING (3) This course focuses on methods and pedagogy of teaching poetry, story-writing, and expository writing to children, adolescents, and young adults. Students experience these types of writing and plan units that include character development, point of view, and other strands of writing.

**RDNG 644** ADOLESCENT LITERATURE (3) An advanced course that includes intensive study of selected traditional and contemporary books that appeal to the adolescent reader and/or are about the adolescent. To encourage interdisciplinary uses, a wide variety of texts will be employed. Different approaches to literature genres, modes, and characteristics contained within the literature will be explored.

**RDNG 669** SPECIAL TOPICS IN READING (3) Offered to allow for subjects that are topical and within the special expertise of the instructor; requires approval of the dean of the School of Education and Human Development. Students may receive credit for up to two special topics courses.

**RDNG 672** READING AND STUDY SKILLS IN THE CONTENT AREA (3) Methods, materials, and organizational patterns for reading and writing as a means to access text in content area texts and coursework. Reading strategies and study skills are improved to maximize learning for all students through effective use of course materials.

**RDNG 675** CONTEMPORARY ISSUES IN LANGUAGE ARTS INSTRUCTION (3) Examination of issues and theoretical perspectives in the teaching of language arts in the elementary classroom. The course emphasizes instructional strategies, activities, materials, and techniques to stimulate the acquisition of oral, aural, and written language skills.



**SCIE 670** INDEPENDENT STUDY IN SCIENCE (3) Provides for the pursuit of individual interest and projects not covered in existing courses and may be repeated if subjects of study vary; requires approval of the dean of the School of Sciences.

**SCIE 680** SPECIAL TOPICS IN SCIENCE (3) Offered to allow for subjects that are topical and within the special expertise of the instructor; requires approval of the dean of the School of Sciences.

### **SPECIAL EDUCATION COURSES**

**SPED 600** SURVEY OF SPECIAL EDUCATION (3) Provides an overview of the special education field. Particular attention is given to federal and state rules and regulations that govern implementation of special services, basic knowledge relating to disability characteristics and causes, and current trends in special education (e.g., the issue of inclusion and accommodation of special learners in general education settings). Note: This course (or its equivalent) is prerequisite to all other courses in special education.

**SPED 601** DESIGNING EDUCATIONAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES ACCESSING THE GENERAL CURRICULUM (3) Promotes knowledge and skills related to the design and implementation of effective, educational interventions for students with disabilities who access the general curriculum. Particular attention is given to creating environments that are responsive to the multi-dimensional needs of this population. Students acquire skills/strategies in the areas of IEP development, data-based instruction, and universal design for learning (alternative ways to teach and assess, and provide general curriculum adaptations and modifications).

**SPED 605** CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (3) Focuses on the nature and needs of children, adolescents, and adults with developmental and intellectual disabilities. Specific attention is given to definitional and identification issues, causes and characteristics, and programmatic needs of individuals across the life span. This course meets state endorsement requirements for special education—general curriculum and special education—adapted curriculum.

**SPED 606** CHARACTERISTICS OF YOUTH WITH LEARNING DISABILITIES AND EMOTIONAL/BEHAVIORAL DISORDERS (3) Overview of the fields of learning disabilities and emotional/behavioral disorders. The course examines characteristics, theories of etiology, treatment programs, definitions, and legal issues.

**SPED 616** PSYCHOEDUCATIONAL ASSESSMENT (3) Prepares students to plan, deliver, and report on both formal and informal assessment procedures. Students gain skills specific to norm-referenced, standardized assessment practices that assist in eligibility determinations. Students also gain skills specific to the development and use of curriculum-based, informal assessment procedures that lead to improved instructional and learning outcomes.







license via Lynchburg College. Course assignments require students to apply a number of competencies at the advanced level. These competencies are based upon knowledge and skills taught in coursework in the M.Ed. program. The structure of the course allows for field supervision by the instructor and on-campus seminars.

**SPED 698-699****INTERNSHIP-ADAPTED CURRICULUM (3, 3)**

*Prerequisite: completion of all courses in Adapted Curriculum sequence.* Supervised field experience with persons who are disabled. Placement is arranged in a program providing special services. Students must consult their advisors in advance of registration to determine the hours of credit to be earned in the internship. All coursework in special education must be taken prior to or concurrently with the internship. (Note: SPED 698 provides an elementary experience for three credits and SPED 699 a secondary experience for three credits).

**TEACHER LICENSURE COURSES (NON-DEGREE)**

Courses with the TLIC prefix are offered to assist students in obtaining teacher licensure or to complement their professional training in a specific area. They are not applicable to credit hour requirements for graduate degree programs.

**TLIC 550****WORKSHOPS IN EDUCATION (1, 2, 3)**

A structure for workshops requested by individual school systems and agencies to meet their particular in-service needs.

**TLIC 565****METHODOLOGY OF TEACHING FOREIGN**

**LANGUAGES (3)** A survey of methods and techniques of teaching foreign languages.

Course content includes the study of theories of language learning and second-language acquisition, linguistics, classroom techniques, preparation and presentation of teaching materials, testing, use of the language laboratory, and professional bibliographies.

**TLIC 599****INTERNSHIP IN EDUCATION (6)**

*Prerequisites: completion of School of Education and Human Development undergraduate state approved program in a licensure area. Passing scores on Praxis I, VCLA, Praxis II. Passing score on Virginia Reading Assessment (VRA) is required for elementary, middle school, and Special Education licensure.*

Full-time, supervised field experience in assigned grade level and/or subject area(s) appropriate to the student's endorsement(s). Seminar sessions are required. This internship experience is an application of effective teaching skills and content knowledge. Admission by application only and available only to students who have completed the School of Education and Human Development undergraduate state approved program in a licensure area.