

EDUCATION COURSE DESCRIPTIONS

MUS 124: MUSIC METHODS FOR THE ELEMENTARY TEACHER (4)

This course presents an overview of music as a key component of a child's education with an emphasis on the integration of music into the regular academic classroom. The desired outcome of the course is to incorporate music experiences into regular classroom instruction, both for their own sake and for extending and aiding learning in other subject areas. Prerequisite: EDUC 141.

EDUC 141: SCHOOLING IN AMERICAN SOCIETY (4)

This course examines the forces that influence American education. The topics for this course focus on perennial social policy issues in education such as who should control the schools, equality of educational opportunity, and how changing demographics affect instruction. The topics are organized to give students access to important ideas and issues as well as influential thinkers and theories that have had or will have an impact on education. The many complex and intricate relationships the school has with society will be examined. Students will explore how specific social and political forces within American society have had and continue to have an impact on education and how schools reflect and affect the society they serve. The readings, writing assignments, and class discussions will draw from the disciplines of history, political science, economics, philosophy, and sociology. Fieldwork is required. Prerequisite or corequisite to all other education courses required for teacher licensure, including internships. Students not seeking licensure must have approval of the education department before registering for the course. Open to first-year students during Spring Term only.

ART 240: CHILDREN AND THEIR ART (4)

Philosophy, concepts, and content pertaining to children and their art. Drawing, painting, sculpture, printmaking, and crafts suitable for children are explored. Prerequisite: Students must be accepted in the education teacher certification program to register for this course. Lab fee required.

EDUC 260: TEACHING SCIENCE (4)

A study of concepts, strategies, and techniques for teaching science in a child-centered, inquiry-based, participatory environment. Emphasis is on integrating science across the curriculum. Students will understand the context, knowledge, skills, and processes of the Earth, life and physical science; understand the nature of science and scientific inquiry, including the role of science in explaining and predicting events and phenomena and the science skills of data analysis, measurement, observation, predication, and experimentation; conduct research projects and experiments in a safe environment; organize key science content into meaningful units of instruction; incorporate instructional technology to enhance student performance in science; teach the processes and organize concepts common to the natural and physical sciences; understand the contributions and significance of science including its social and cultural significance; connect the relationship of science to technology; and discuss the historical development of scientific concepts and scientific reasoning. Students will plan and deliver lessons. Observations in schools and science museums are required. Prerequisites: EDUC 141 and a science course.

EDUC 270: TEACHING SOCIAL SCIENCES (4)

A study of concepts, strategies, and techniques for teaching social sciences in a child-centered, cooperative, participatory environment. Emphasis is on integrating social sciences across the curriculum. Students will plan and deliver lessons. Observation in schools and in historical and cultural museums. Prerequisite: EDUC 141 and a U.S. history course.

EDUC 290: INDEPENDENT STUDY (2 or 4)

Independent study conducted below the advanced level. Application must be made with faculty prior to registration.

EDUC 299: INTERNSHIP (4)

Internships in education will be graded on a pass/fail basis.

EDUC 306: METHODS FOR TEACHING SECONDARY SCHOOL WRITING (4)

Participants will investigate writing purposes and focus on effective teaching using mentor texts. Practicum experiences with students at the secondary level will provide participants with opportunities to focus on specific discourse in the context of writing. As part of the coursework, participants will be required to work with students weekly to implement evidence-based instructional writing strategies and teaching techniques. Participants will create lessons demonstrating the opportunity for students to write for different purposes and submit student work samples/ artifacts which coincide with the lessons. *Virginia Department of Education standards and national standards met in this course are enumerated in detail in the course syllabus.*
Prerequisites: admission to the teacher education program, English major.

EDUC 307: PSYCHOLOGY APPLIED TO TEACHING AND LEARNING (4)**PSY 307: PSYCHOLOGY APPLIED TO TEACHING AND LEARNING (4)**

This course is designed to enable students to develop an understanding of the physical, social, emotional, and intellectual development of school-aged learners; to gain insight into ways family disruption, abuse, and social, ethnic, physical, mental, and other differences affect learning; and how to apply these basic principles of learning and motivation in the classroom to guide experiences. Current research efforts and developing theories that concentrate on teaching and learning processes (multiple intelligences, constructivism, brain-based learning) applicable for diverse student populations will be addressed. Prerequisite: PSY 141.

EDUC 310: TEACHING DIVERSE STUDENT POPULATIONS (4)

A study of issues associated with teaching students with special needs and from diverse backgrounds in the regular classroom. Topics include educating students with differences in gender, race, culture, language, disabilities and learning styles; curriculum modifications; and the impact of public policy. Prerequisite: admission to teacher education program.

EDUC 343: CLASSROOM MANAGEMENT AND ORGANIZATION (4)

State licensure regulations require that skills in this area contribute to an understanding and application of classroom [and behavior] management techniques [classroom community building,] and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. Thus, this course will explore approaches that support professionally appropriate practices which promote positive redirection of behavior, development of social skills, and of self-discipline. Students will understand the link between classroom and behavior management as well as how students' ages must be understood in order to choose appropriate techniques to use in the classroom. Students will develop a classroom management plan to showcase their knowledge of this important skill and their ability to apply that knowledge to real classroom situations. Prerequisite: admission to the teacher education program.

EDUC 348: CLASSROOM TECHNOLOGY INTEGRATION (4)

This course focuses on the needs of practicing and pre-service classroom teachers for information to assist them as they effectively integrate technology across the curriculum. It also covers the Technology Standards for Instructional Personnel. Concepts as well as hands-on instruction will be provided. A portfolio will be required upon completion of the course. Prerequisite: admission to the teacher education program.

EDUC 360: TEACHING IN MIDDLE SCHOOLS (4)

Specific attention should be given to the special educational needs of young adolescents. This course provides experiences that will enable prospective teachers to develop and implement quality instruction for students in grades 6–8. Students in the course will study the characteristics of middle school learners and how they differ from other learners. They will develop and present lessons based on the Virginia Standards of Learning and other resources. Prerequisite: Admission to the teacher education program.

EDUC 370: TEACHING SOCIAL SCIENCES (4)

A study of concepts, strategies, and techniques for teaching social sciences in a child-centered, cooperative, participatory environment. Emphasis is on integrating social sciences across the curriculum. Students will have an understanding of the knowledge, skills, and processes of history and the social science disciplines; understand the nature of history and the social sciences, and how the study of the disciplines assists students in developing critical thinking skills. Students will plan and deliver lessons. Observations in schools and in historical and cultural museums are required. Prerequisite: EDUC 141 and a U.S. history course.

EDUC 372: CURRICULUM AND INSTRUCTIONAL PROCEDURES III: SECONDARY (6)**EDUC 372: SECONDARY CURRICULUM AND INSTRUCTION (6)**

This course prepares prospective secondary teachers to develop effective teaching strategies and techniques for all learners, including gifted and talented students and those with disabling conditions; create appropriate learning environments in the classroom such as how to divide students into groups, how to manage resources, and how to facilitate a community of respect; make effective decisions in planning, implementing, and assessing curriculum and instruction; articulate the specific developmental, psychological, behavioral, and social concerns of adolescents; and become more proficient in the use of technology in the classroom. Students will plan and deliver lessons. Prerequisite: admission to the teacher education program.

EDUC 377: LANGUAGE ACQUISITION AND READING I (4)

This core course for understanding the teaching of reading addresses literacy development from its earliest stage to maturity. Established firmly in the understanding that reading is a language-based activity, the course addresses a linguistic and developmental approach to learning to read. Participants will focus on the skills necessary for efficient reading and critical thinking. The theory presented in this course is essential for elementary and middle school teachers. All people will be seen to develop literacy in similar patterns within variable cultural and social influences. Prerequisite: admission to the teacher education program.

EDUC 378: LANGUAGE ACQUISITION AND READING II (4)

This course focuses on an approach to instruction that relies on an understanding of English orthography and the way in which all people develop as readers, writers, and spellers. This course will present assessment tools, diagnostic procedures, and conceptual/cognitive approaches to differentiated literacy instruction. Participants will extend their understanding of the five stages of literacy development and will understand how to recognize characteristics of reading, writing, spelling, and vocabulary at each level. Prerequisite: admission to the teacher education program.

EDUC 380: READING IN THE CONTENT AREAS (4)

This course explores how students comprehend and learn with text and how teachers assist them in these processes. Participants will investigate the nature and meaning of comprehension, strategic teaching and learning, and will examine what it means to learn with texts. This class emphasizes the exploration, modeling, and practice of a range of comprehension strategies within the context of effective instruction. Participants will learn assessment techniques to level content area texts and match books to students appropriately. Practicum experiences with middle and high school students will provide participants with hands-on opportunities to implement conceptually based strategies that promote comprehension before, during, and after reading. Prerequisite: admission to the teacher education program.

EDUC 390: INDEPENDENT STUDY (2 or 4)

Independent study conducted at the advanced level. Application must be made with faculty prior to registration.

EDUC 399: INTERNSHIP (4)

An internship in education is for the purpose of acquainting the prospective teacher with classroom life and is required prior to student teaching. The student intern will work as a teacher's instructional assistant all day, each day of the short term, instructing small groups, helping individual students, assisting with lesson preparation, and participating in other duties required of a teacher. The internship will further develop student understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; classroom management; selection and use of materials, including media and computers; and evaluation of pupil performance. Teaching methods, including for gifted and talented students and those students with disabling conditions, will be explored. The internship is designed to provide practical experience in a school setting and the opportunity for education department faculty to determine student suitability for student teaching. A minimum of 125 clock hours and a research paper are required.

STUDENT TEACHING (12)

Classroom teaching experiences in cooperating area schools. Open to accepted seniors with all prerequisites completed. The student should allow a minimum of 35 hours per week, exclusive of preparation time. A seminar is included that will address classroom management, diverse student populations, teacher expectations, current and legal issues in education, and other topics of interest.

EDUC 470: STUDENT TEACHING IN ELEMENTARY SCHOOLS: PREK-6**EDUC 471: STUDENT TEACHING IN MIDDLE SCHOOLS: 6-8****EDUC 472: STUDENT TEACHING IN SECONDARY SCHOOLS: 6-12****EDUC 473: STUDENT TEACHING: ART, MUSIC, OR FOREIGN LANGUAGE: PREK-12**