

# EDUCATION (EDUC)

## **EDUC 206** - Foundations of Education (3 Credits)

Co-requisite: EDUC 207. This course serves as an introduction to the field of education. It focuses on the historical, philosophical, and sociological foundations of public education in the United States and provides an overview of curriculum and instructional planning.

## **EDUC 207** - Development of the Learner and Instructional Practices (3 Credits)

Co-requisite: EDUC 206. This course examines the range of human development from early childhood through adolescence, including the physical, social, emotional, and cognitive development of children and the ability to use this understanding to plan curriculum and develop instructional strategies. Educational theorists will be explored in relation to instructional practices.

## **EDUC 208** - Makerspace and Maker Mindset (1 Credits)

This course is designed to equip educators with the knowledge and skills needed to foster a culture of creativity, innovation, and hands-on learning in K-12 classrooms. Participants will explore the principles of makerspaces and develop a maker mindset while gaining practical experiences in integrating maker education into their teaching practice.

## **EDUC 272** - Special Topics in Education (1 Credits)

Topics in education chosen according to timely interest and designed for students not necessarily in the education program. Topics will vary. May be repeated with different topics.

## **EDUC 290** - Teaching Linguistically and Culturally Diverse Students (3 Credits)

Prerequisite: EDUC 206 and EDUC 207. Co-requisite: EDUC 291 and EDSE 250. In EDUC 290 students will learn instructional methods for teaching English learners in elementary and secondary general education classrooms. This course combines theory, research, and practice to enable participants to develop the knowledge to work with students who function in more than one language and across cultures.

## **EDUC 291** - Practicum in Language and Learning Diversity (1 Credits)

Prerequisite: EDUC 206 and EDUC 207. Co-requisite: EDUC 290 and EDSE 250. Off-campus experience in a K-12 school setting exploring the teaching and assessment of learners with linguistic and learning differences. Prospective teachers develop observation and reflection skills necessary for meeting the academic and behavioral needs of students in inclusive classrooms.

## **EDUC 303** - Scientific Inquiry and Instructional Technology (3 Credits)

Prerequisite: EDUC 351A and EDUC 388. This course provides students with training and practice in using an assortment of developmentally appropriate teaching methods for elementary science and technology. Also provides students with an understanding of the current Virginia Standards of Learning for Elementary Science and Computer Science and how instruction may be designed to meet the requirements of those Standards. Field experience required.

## **EDUC 305** - Mathematical Concepts and Methods II (3 Credits)

Prerequisites: All required courses in phases I, II and III of the B.S. Ed. program and MATH 204. Mathematical concepts and methods of teaching for the elementary school. Topics include geometry, measurement, probability and statistics, with a focus on differentiation.

## **EDUC 311** - Literature and the Arts in the Elementary Classroom (3 Credits)

Prerequisite: EDUC 351A and EDUC 388. Educational approaches that encourage children's expressive development through the integration of literature, the arts, and media throughout the elementary curriculum. Students will read a variety of genres of children's literature and learn basic information about dance, drama, visual arts, and music, as well as strategies for teaching science, math, social studies, reading and language using children's literature and these art forms.

## **EDUC 351A** - Instructional Design and Assessment (4 Credits)

Prerequisite: EDUC 290, EDSE 250, and EDUC 291. This course provides a foundation in interpreting curriculum and planning instruction and assessment in K-12 classrooms, with a focus on evidence-based practices. 30-hour field experience required.

## **EDUC 371** - Language Development and Literacy Instruction: Primary (3 Credits)

Prerequisite: EDUC 351A and EDUC 388. Study of language development and learner-sensitive approaches to early childhood literacy instruction for emerging readers. Focus is on teaching and assessment strategies for literacy instruction in the primary grades (K-2).

## **EDUC 373** - Language Development and Literacy Instruction: Intermediate (3 Credits)

Prerequisites: EDUC 351A, EDUC 371, and EDUC 388. Focus is on teaching and assessment strategies for literacy instruction in the upper elementary grades (3-6). Course emphasizes how to effectively utilize literacy workstations, guided reading, word study, spelling instruction and vocabulary exploration to optimize children's learning and development across the curriculum, and addresses the language and literacy needs of students who do not speak English as their first language. Field experience required.

## **EDUC 385** - Managing the Secondary Classroom (3 Credits)

Prerequisite: EDUC 290, EDSE 250, and EDUC 291. Teacher candidates will learn a variety of approaches to secondary classroom management. Emphasis is on establishing a classroom community, working with challenging adolescents, and communicating with parents

## **EDUC 386** - Elementary Social Studies Methods (3 Credits)

Prerequisite: EDUC 351A and EDUC 388. Teacher candidates will learn the major orientations to the social studies and their corresponding methods. Emphasis is on researching, writing, and implementing lessons that teach for understanding and inspire critical thinking.

## **EDUC 388** - Managing the Elementary Classroom (3 Credits)

Prerequisite: EDUC 290, EDSE 250, and EDUC 291. Teacher candidates will learn a variety of approaches to elementary classroom management. Emphasis is on establishing a classroom community, working with challenging children, and communicating with parents.

## **EDUC 401** - Instructional Technologies (3 Credits)

Prerequisite: EDUC 351A. This course introduces students to instructional technology teaching and learning tools. It explores theories and practical applications of using and evaluating digital technologies in the classroom to improve learning for students. Students develop a digital portfolio demonstrating knowledge and skills designing learning experiences using a variety of technologies for education. Cross-listed with IND 501.

**EDUC 415 - Literacy and Language Across the Curriculum (3 Credits)**

Prerequisites: EDUC 351A and EDUC 385 or EDUC 388. All courses in Phases I, II and III for the 4-year Secondary and Pre-K-12 licensure pathways. This course explores reading and language acquisition in the content areas. Emphasis is placed on comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students explore strategies to foster appreciation of literature that supports the curriculum. This course is cross-listed as EDCI 515.

**EDUC 420D - The Professional Teacher and Critical Issues in Education (3 Credits)**

Prospective teachers become independent, reflective decision makers by critically examining the philosophical, ethical, historical, legal, and social contexts of the American school.

**EDUC 451 - Teaching Lab: Elementary (1 Credits)**

Prerequisite: EDUC 351A and EDUC 385 or EDUC 388. In this teaching lab course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, evaluating practice, and reflecting deeply on their professional teaching practices in preparation for the full-time internship. Students will develop and teach four lesson plans for a minimum of five hours of instructional time, one of which will be video recorded, and reflect on their implementation.

**EDUC 452 - Content-Area Teaching Lab: Secondary, Pre-K-12 (1 Credits)**

Prerequisite: EDUC 351A and EDUC 385 or EDUC 388. Co-requisite: EDUC 453 or EDUC 454 or EDUC 455 or EDUC 456 or EDUC 457 or EDUC 458 or EDUC 459. In this teaching lab course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, evaluating practice, and reflecting deeply on their professional teaching practices in preparation for the full-time internship. Students will develop and teach four lesson plans for a minimum of five hours of instructional time, one of which will be video recorded, and reflect on their implementation.

**EDUC 453 - The Teaching of English and Theater Arts (3 Credits)**

Prerequisite: EDUC 351A. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 553.

**EDUC 454 - The Teaching of Foreign Language (3 Credits)**

Prerequisite: EDUC 351A. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 554.

**EDUC 455 - The Teaching of History and Social Sciences (3 Credits)**

Prerequisite: EDUC 351A. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 555.

**EDUC 456 - The Teaching of Mathematics and Computer Science (3 Credits)**

Prerequisite: EDUC 351A. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 556.

**EDUC 457 - The Teaching of Music (3 Credits)**

Prerequisite: EDUC 351A. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 557.

**EDUC 458 - The Teaching of Sciences (3 Credits)**

Prerequisite: EDUC 351A. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 558.

**EDUC 459 - The Teaching of Visual Arts (3 Credits)**

Prerequisite: EDUC 351A. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDCI 559.

**EDUC 460 - Internship Seminar: Secondary, Pre-K-12 (3 Credits)**

Prerequisite: EDUC 452, EDUC 415, and EDUC 453 or EDUC 454 or EDUC 455 or EDUC 457 or EDUC 458 or EDUC 459. Co-requisite: EDUC 499. In this seminar course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, reviewing research, and reflecting deeply on their professional teaching practices in the internship. Students will complete a digital portfolio of artifacts that demonstrate their accumulated skills and knowledge.

**EDUC 461 - Internship Seminar: Elementary (3 Credits)**

Prerequisite: EDUC 206, EDUC 207, EDSE 250, EDUC 290, EDUC 291, EDUC 388, EDUC 351A, EDUC 371, EDUC 311, MATH 204, EDUC 305, EDUC 373, EDUC 303, EDUC 386, and EDUC 451 or EDSE 450. Co-requisite: EDUC 499. In this seminar course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, evaluating research, and reflecting deeply on their professional teaching practices in the internship. Students will complete a digital portfolio of artifacts that demonstrate their accumulated skills and knowledge.

**EDUC 498 - Advanced Special Topics in Education (1-4 Credits)**

Prerequisite: EDUC 206 and EDUC 207 or permission of the instructor. This course is designed to provide a targeted focus on current topics in education that are of particular interest to program participants. Special topics may be repeated for credit with a change in topic.

**EDUC 499 - Internship (9 Credits)**

Prerequisite: Successful completion of all coursework in the Pre-K-12, Secondary or Elementary Pathways. Corequisites: EDUC 460 or 461. Semester-long orientation to teaching under the direction of mentor teachers in the public schools. Interns plan and deliver instruction and assessment, monitor student progress, develop communication skills to work with all school stakeholders, and reflect on their teaching practices.