

Course of Study with Course Descriptions

**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.

**EDSE 250 – Survey of Special Education: Characteristics and Legal Issues (3 credits)**

Prerequisites: EDUC 206 and EDUC 207;

Co-requisite: EDUC 290 and EDUC 291.

This course presents an overview of the historical basis and regulatory requirements related to special education, including the individual education plan (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools. The characteristics of elementary and secondary learners with disabilities and their educational and medical implications are examined, as well as the cultural, familial, and ethical issues involved.

**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.

Practicum: 30 hours

### **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.

Practicum: 30-hours

### **EDUC 385 or 388 - Managing the Secondary (or Elementary) Classroom (3 Credits)**

Prerequisite: EDUC 290, EDSE 250, and EDUC 291.

Teacher candidates will learn a variety of approaches to secondary (or elementary) classroom management.

Emphasis is on establishing a classroom community, working with challenging adolescents, and communicating with parents

### **EDSE 305 - Mathematics Instruction for Special Education (3 Credits)**

Prerequisites: EDUC 351A and EDUC 385 or EDUC 388.

This course prepares pre-service teachers to apply evidence -based teaching and assessment practices for the instruction of Virginia Mathematics Standards of Learning (SOL) content strands at the elementary and secondary levels to students with disabilities.

### **EDSE 421 - Language and Literacy for Special Populations (3 Credits)**

Prerequisites: EDUC 351A and EDUC 385 or EDUC 388.

The study of language development provides a context for understanding and diagnosing language and reading problems. Topics include normal and abnormal language development patterns, basic reading skills, explicit phonics instruction, multisensory structured language programs, comprehension, assessment and evaluation, and effective language, reading and writing instructional strategies for students with disabilities

Practicum – 20 hours

### **EDSE 434 - Assessment, Evaluation, and Instructional Planning (3 Credits)**

Prerequisite: EDSE 305 and EDSE 421.

This course examines a variety of formal and informal approaches to assessing and evaluating student learning and behavior. Experiences are provided in selecting, administering, and interpreting norm-referenced, criterion referenced, and curriculum-based measures; participating in eligibility decisions and response to intervention programs; developing instructional plans; and monitoring the progress of students with disabilities in the K-12 setting

### **EDSE 324 - Transition Planning for Students with Disabilities (3 Credits)**

Prerequisites: EDUC 351A and EDUC 385 or EDUC 388.

This course prepares students to work with K-12 students with varying disabilities who are transitioning throughout the educational experience. These skills include consultation, case management and collaboration with general educators, service providers and parents. Additional topics include postsecondary education, training, employment, and independent living skills in relationship to technology, community resources, self-advocacy, self-determination, guardianship, and legal requirements.

**EDSE 439 - Supporting Students with Disabilities in the General Curriculum (3 Credits)**

Prerequisite: EDSE 434.

Co-requisite: EDSE 450.

This course prepares students to work with K-12 students with disabilities who are accessing the general curriculum across the K-12 grade levels. Topics include legal and regulatory requirements in special education, instructional planning, individualized education planning, assessment and evaluation, collaboration, and co-teaching.

**EDSE 450 - Teaching Lab: Special Education (1 Credits)**

Prerequisites: EDSE 434.

Co-requisite: EDSE 439. 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.

Practicum – 30 hours

**EDUC 460 or 461 - Internship Seminar: Secondary, Pre-K-12 (Or Elementary) (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 499 - Internship (9 Credits)**

Prerequisite: Successful completion of all coursework in the Pre-K-12, Secondary or Elementary Pathways.

Co-requisites: 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