

CURRICULUM & INSTRUCTION (CRIN)

CRIN 500 Classroom Behavior and Management (3 Credits)

This course is designed to help both current and prospective elementary and secondary school teachers promote positive student behavior. Emphasis is placed on the selection of strategies and procedures to enhance classroom organization and management and to reduce challenging behaviors. The course also addresses strategies for effective collaboration with stakeholders, including parents and families, and is designed to emphasize problem solving, reflection, and decision-making. This course fulfills the professional studies requirements set by the state of Virginia for provisionally-licensed teachers to earn a teaching license. It reflects the NCATE, VDOE, and professional standards focused on developing classrooms that are organized and managed to promote learning, and it supports the W&M SOE Conceptual Framework through the development of education content expertise in classroom organization and management.

CRIN 501 Foundations of Education and Teaching Profession (3 Credits)

This course is designed to offer background knowledge of education in terms of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States. We will attend to the legal status of teachers and students, understand school as an organization and culture and comprehend contemporary issues and current trends in education, and survey Local, state, and federal governance of schools. Moreover, we will identify professionalism and ethical standards, as well as personal integrity. Last, we will build knowledge and develop an understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

CRIN 502 Human Development and Learning (Birth through adolescence) (3 Credits)

This course will develop skills in this area contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students. In addition, this course focuses on the interaction of children with individual differences. Factors such as economic, social, racial, ethnic, religious, physical, and cognitive are incorporated in the course content. Lastly, this course includes skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.

CRIN 503 Literacy in the Content Areas (Secondary) (3 Credits)

The course is designed to develop skills related to an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science. The course also supports developing strategies, which include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers. This course is open to anyone who might need a course for their provisional license. This course is explicitly aligned to the competencies for the professional studies courses as shown in the Virginia state licensure regulations. This course is designed to advance in-service or preservice teachers' understandings of the role of literacy within the context of academic disciplines. This course balances a focus on general instructional techniques to support adolescent readers as they learn from texts with a nuanced focus on the literacy demands within specific disciplines.

CRIN 504 Curriculum and Instruction PK-12 (3 Credits)

This course helps teachers make thoughtful decisions about curriculum and instruction. This course introduces methods for effective implementation of curricula that support academic progress toward Virginia Standards of Learning for all PK-12 learners. It builds capacity to apply culturally relevant methodologies and materials responsive to needs of all PK-12 learners.

CRIN 505 Language Acquisition - Elementary & Special Education (3 Credits)

This course is designed to develop skills and understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition includes typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

CRIN 518 ESL Dual Endorsement Practicum (1 Credit)

This course is designed to provide English as a Second Language (ESL) pre-service teachers with opportunities to teach ESL lessons and to reflect on those lessons through post-observation conferences with a qualified University Supervisor.

CRIN 519 Methods in Teaching ESL, PreK-12 (3 Credits)

This course introduces the student to instructional methods and practices for teaching TESOL in PreK-12 classroom settings with a focus on academic language development, providing comprehensible input, increasing background knowledge, developing language and content objectives, vocabulary development, increasing oral language production, selecting culturally responsive materials, integrating language and content instruction, and differentiating according to ELLs' language proficiency levels.

CRIN 520 Understanding Language: Second Language Acquisition, Theory, and Practice (3 Credits)

This course examines first and second language acquisition, theory, and practice. In addition, it supports pre-service teachers' understandings of the role of language within the context of specific academic disciplines. Course topics include: Language development, strategies to promote literacies across specific academic disciplines, culturally responsive pedagogy, and assessment for ELs.

CRIN 521 ESL Curriculum Design: Teaching ELLs in the U.S. (3 Credits)

This course examines key processes in curriculum design for teaching in ESL contexts and how to develop and align curriculum, instruction, and assessment when applied to the PreK-12 public school setting. This course also introduces best practices for teaching content instruction to ELs, communicating with and involving families of ELs in schools, and identifying ELs for special education and gifted services.

CRIN 522 Cross-Cultural & Cross-Linguistic Communication for Educators (3 Credits)

This course introduces students to critically explore ways educators can establish equitable and culturally responsive classrooms. It examines theories related to language, culture, social justice, equity, and advocacy. Students will be able to increase EL's background building and activate EL's prior knowledge within the context of the school and community.

CRIN 523 Bilingual Education and Dual Language Programs (3 Credits)

This course introduces students to the foundational principles and practices in the field of bilingual-bicultural education in the U.S. This course provides an overview of how to implement dual language-TW1 programs in K12 classrooms. This course explores issues of curriculum development, instruction, and access to resources in bilingual classroom settings.

CRIN 524 ESL and Bilingual Education Practicum (3 Credits)

This course is designed to provide ESL/bilingual Education pre-service teachers with ample opportunities to plan, design, and implement lessons adopting an ESL/bilingual perspective. Pre-service teachers will integrate grade-level language and content instruction as they actively reflect during pre- and post-observation conferences with a qualified University Supervisor.

CRIN 525 ESL Testing and Evaluation (3 Credits)

This course introduces the students to assessment issues and experience in developing assessment techniques for English language learners. It allows students to differentiate assessments according to students language proficiency levels. It allows students to ensure ELs have equitable access to academic content and language instruction.

CRIN 526 Internship in Supervised Teaching ESL/Bilingual Education (8 Credits)

This course is a field-based experience designed to enable ESL/Bilingual Education preservice teachers plan, design, and implement lessons adopting an ESL/bilingual perspective. Pre-service teachers will integrate grade-level language and content instruction as they actively reflect during pre- and post-observation conferences with a qualified University Supervisor.

CRIN 530 Teaching With Local History Resources (3 Credits)

This course focuses on how local history (e.g., archives, museums, historic sites) can be used in teaching history, and includes an immersion in Colonial Williamsburg's rich historical environment. Students will engage in classroom and field experiences to learn strategies for incorporating local history resources, experts, and content in their teaching.

CRIN 540 Teacher Inquiry for Equity & Inclusion (3 Credits)

This course helps beginning teachers become more effective educators by reviewing the research literature and systematically collecting and interpreting evidence to improve practice. The course takes place in the context of a summer school/summer enrichment experience for middle and high school youth. Students will learn how to identify and use research literature and evidence to improve practice with a focus on documenting and supporting young people's thinking and learning.

CRIN 541 Teacher, Schools & Community (3 Credits)

This course is placed in the context of a summer school/summer enrichment experience for K-12 youth. Coursework will focus on key issues affecting teachers and schools and the communities they serve. Students will be introduced to legal, professional, and ethical standards of practice. They will also examine national, state, and local policies impacting teachers, schools, and student learning. Students will have opportunities to build relationships with youth and practice co-teaching strategies with mentor teachers. Students will also build relationships with administrators and families while drawing on the assets of a local community.

CRIN 542 Designing for Deeper Learning (3 Credits)

This course will familiarize students with research, examples and models in deeper learning K-12 schools. Core tenets, student outcomes, instructional practices, and performance assessments will be explored through analysis of research and review of authentic curriculum-based examples. Students will design, implement, and reflect on a deeper learning curriculum project.

CRIN 543 Teaching for Social Justice (3 Credits)

This survey course focuses on designing for key issues of social justice affecting teachers and schools and the communities they serve. Teachers will analyze how the sociological foundations of schools, including the sociopolitical and cultural contexts influence equity for students. They will also examine the origins of national, state, and local policies impacting teachers, schools, and student learning and their implications to equitable outcomes of learners. In particular, practicing teachers will interrogate socio-cultural issues of their teaching and learning environments and analyze relationships to positive socio-emotional outcomes for the whole student and across diverse students. Teachers will explore best practices for collaborating and developing effective equitable relationships with families and the communities and support students to be agents of social change.

CRIN 544 Globalization and Education (3 Credits)

This course will study broad perspectives on, theories of, and practices in education and how these have been impacted by globalization and its ensuing political, economic, and social effects across the world. The course includes an exploration of how language, culture, and content intersect in education. The purpose of this exploration is to better prepare students as global citizens as they seek to solve international and intranational problems, and to research how these solutions can contribute to addressing global challenges and inequities.

CRIN 545 Leading Change in the Profession (3 Credits)

This course examines the theoretical and practical applications of teacher leadership in order to develop knowledge, skills, and attributes required to inform and develop policy and practice and expand existing efforts to steer systemic improvements to benefit student learning.

CRIN 552 Assessment of and for Learning (1-3 Credits)

This course helps teachers critically think about curriculum and program evaluation, in terms of assessment of and for learning. This includes identification, placement, monitoring of student progress, development of authentic performance-based measures, design of portfolios, application of measurement concepts, analysis of assessment instruments, and linking assessment to instruction.

CRIN 580 Clinical Faculty: Roles and Responsibilities (1-3 Credits)

This course prepares experienced teachers for the role and responsibilities of clinical instructors who will supervise William and Mary pre-service teachers and mentor beginning teachers in their schools.

CRIN 592 Creativity and Innovation in Education (3 Credits)

This course focuses on the theory, research, and application of creativity in education and business. It engages students in understanding and mastering the tool skills and processes of divergent thinking in designing educational products.

CRIN 766 Advanced Studies in Curriculum Leadership (3 Credits)

This course allows doctoral students in Educational Policy, Planning and Leadership to work independently with faculty members in C&I. Topics may include, but are not limited to, curriculum development, subject-specific pedagogy, curriculum-based assessment, gifted education, special education, reading/literacy, and educational technology. Permission of the instructor is required, and the student is responsible for identifying, constructing, and completing the independent study under the instructor's tutelage.

CRIN E03 Literacy Planning, Instruction & Assessment - A (3 Credits)

This course addresses the development of reading and writing, with a specific focus on the emergent and beginning stages. The course will include attention to oral language, phonological awareness, print concepts, phonics, and early writing development. In line with these concepts, students will learn related theories, assessment, and instructional practices.

CRIN E04 Literacy Planning, Instruction & Assessment - B (3 Credits)

This course addresses the development of reading and writing, with a specific focus on the intermediate and advanced stages. The course will include attention to word analysis, vocabulary, comprehension, critical thinking and writing development. In line with these concepts, students will learn related theories, assessment, and instructional practices.

CRIN E05 Social Studies Planning, Instruction & Assessment (3 Credits)

An exploration of elementary social studies including constructivism, critical thinking, problem finding/solving, and inquiry. Students will acquire skills including using and identifying high-quality, age-appropriate content, instructional planning methods, teaching strategies, and assessments to develop an authentic social studies unit that reflects national and local standards and activities with interdisciplinary connections.

CRIN E06 Science Plng, Instr, & Assmt (3 Credits)

A course designed to build fundamental knowledge of elementary science teaching and learning including standards-based curriculum design, nature of science principles, and research-based teaching strategies. The course focuses upon developing inquiry-based experiences for a diverse population while establishing an equitable classroom environment.

CRIN E07 Mathematics Planning, Instruction & Assessment (3 Credits)

This course explores learning and teaching mathematics with understanding. It focuses on children's mathematical thinking and its use in designing and adapting instructional tasks. It engages future teachers in fostering an environment that includes cultural, racial, social, and linguistic backgrounds in teaching and learning mathematics, and in researching mathematics instruction.

CRIN E10 Classroom Organization, Management & Discipline (Elementary Education) (3 Credits)

This course is designed to help prospective elementary school teachers promote positive student behavior. Emphasis is placed on the selection of strategies and procedures to enhance classroom organization and management and reduce and/or prevent misbehavior and strategies for effective collaboration with stakeholders, including parents and families.

CRIN E11 Student Teaching Seminar in Elementary Education (1 Credit)

The student teaching seminar is designed to provide students with an opportunity to reflectively refine their knowledge, decision-making and skills in coordinating instruction, classroom organization, management and discipline.

CRIN E22 Introduction to Characteristics of & Instructional Supports for Exceptional Student Pop (Elem) (3 Credits)

This course introduces teachers to the characteristics of students with exceptional needs and provides an overview of the process of differentiating instruction for the individual learning needs of students in classrooms who have exceptional needs.

CRIN G80 Psychology and Education of the Gifted Learner (3 Credits)

This course focuses on the nature of gifted learners and how they differ in cognitive, affective, developmental, and behavioral ways from more typical learners. It will emphasize general theories of intelligence, development, and learning and how they apply to gifted learners.

CRIN G82 Social and Emotional Development and Guidance of the Gifted Learner (3 Credits)

This course focuses on the social and emotional characteristics and needs of the gifted individual and various counseling and guidance strategies that can facilitate his/her development over the life span. The course will emphasize theories of emotional development and self-actualization and their implications for guiding the gifted.

CRIN G84 Practicum in Gifted Education (3 Credits)

This practicum is designed to provide direct experiences with gifted education programs and services. Both seminar and field experiences focus on comprehensive articulated programs and services for this population.

CRIN G86 Addressing the Individual Needs and Talents in the Regular Classroom (3 Credits)

This course will outline instructional and managerial techniques that can be used in the heterogeneous classroom to address the individual learning needs, strengths, styles, and preferences of all students, but specifically, those with gifts and talents. This course will also teach students the principles of Universal Design for Learning (UDL).

CRIN L20 Supervised Teaching in Elementary Education Supervised Teaching in Elementary Education (8 Credits)

A 15-week field-based experience designed to enable pre-service elementary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN L29 Internship in Supervised Teaching (Social Studies) (8 Credits)

This class is a field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom social studies teachers.

CRIN L30 Internship in Supervised Teaching (English) (8 Credits)

This course is a field-based experience designed to enable preservice secondary teachers to become competent at the entry level in the roles, functions, and skills of English language arts classroom teachers.

CRIN L32 Internship in Supervised Teaching (Mathematics) (8 Credits)

A field and university based course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom mathematics teachers.

CRIN L33 Internship in Supervised Teaching (Science) (8 Credits)

This course is a field-based experience designed to enable graduate pre-service K-12 teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN R07 Language Development and English Language Learners (3 Credits)

This course focuses on language development, stages of language acquisition, methods of evaluating language performance, and strategies for improving the quality and quantity of oral language for first and second language learners. The influence of dialect and exceptionalities and the impact of oral language on early literacy development are addressed.

CRIN R08 Literacy Instruction for Diverse Learners (3 Credits)

A course designed to help teachers understand the foundations of children's literacy development. Focus is placed on the research-based best practices that promote student achievement in the teaching of reading and language arts to diverse groups of learners. Attention is given to the cultural context of literacy development.

CRIN R11 Reading and Writing Across the Curriculum (3 Credits)

A course intended for K-12 teachers who desire to improve their knowledge and skill in effectively integrating content reading into any subject area. Reading assessment and instructional strategies for content reading will be explored as well as instructional strategies for student who have reading difficulties in content areas.

CRIN R13 The Teaching of Writing (3 Credits)

This course is designed to help teachers learn current practices and theories of teaching. All aspects of the writing process will be explored as well as the role of grammar and spelling instruction within the context of student writing. Intervention strategies for writing will be demonstrated and implemented by teachers in the class.

CRIN R15 Diagnosis and Correction of Reading Difficulties (3 Credits)

This course is designed to help students identify potential and actual reading difficulties and to develop and implement effective reading instruction for K-6 grade students experiencing reading difficulties. It focuses on diagnostic techniques, interpretation of information gathered, and instructional strategies for these students.

Prerequisite(s): (CRIN R08 and CRIN R22 (may be taken concurrently))

CRIN R17 Diagnosis and Correction of Reading Difficulties Practicum (6-12 Grades) (3 Credits)

This course is designed to help students identify potential and actual reading difficulties and to develop and implement effective reading instruction for 6-12 grade students experiencing reading difficulties. It focuses on diagnostic techniques, interpretation of information gathered, and instructional strategies for these students.

Prerequisite(s): (CRIN R15 and CRIN R11 (may be taken concurrently))

CRIN R19 Reading Recovery Strategies (3 Credits)

Second course in the series. Teachers will continue to learn observation and questioning techniques to help students accelerate their progress in reading. Class instruction will focus on observation of student and teacher behaviors and the theory that guides the practice of reading recovery teachers. Classroom instruction is coordinated with the individual instruction of students in an integrated field experience.

CRIN R21 Diverse Literature for Children (3 Credits)

This course provides a thorough look at the field of children's literature to include the value and usage of diverse children's literature across genres, criteria for evaluation and selecting books for all children, methods of extending children's literature through creative activities, and the discussion of current issues in the field of children's literature.

CRIN R22 Word Knowledge: Phonics, Spelling and Vocabulary (3 Credits)

This course examines the theoretical and practical context for word knowledge instruction for K-12 classrooms. This includes the developmental stages of word knowledge, methods of evaluating word knowledge and instructional strategies supporting children's understanding of phonics, spelling, and vocabulary development.

CRIN R30 Writing Workshop (3,6 Credits)

An intensive summer workshop offered as part of the Eastern Virginia Writing Institute to give teachers a sound theoretical basis for teaching writing to allow them to experience writing as writers, and to prepare them to present colleague inservice workshops on the teaching of writing.

CRIN R31 Literacy Leadership (3 Credits)

This course prepares the reading specialist as a school leader and expands knowledge of literacy gained in prerequisite courses and applies it to program organization, administration and professional development.. The course focuses on designing, implementing and evaluating reading programs and professional development activities at the classroom, school and district levels.

CRIN R85 Literacy Coaching & Internship (3 Credits)

This course will examine research, principles and practices of effective literacy coaching. Emphasis will be given to theories of adult learning and teacher change, models of effective literacy instruction and assessment, and strategies for effective mentoring and peer collaboration. Emphasis will be given to the complexities of observing and modeling in classrooms and providing feedback to teachers.

Prerequisite(s): CRIN R08 and CRIN R13 and CRIN R15

CRIN S00 Curriculum and Instructional Methods (Social Studies) (3 Credits)

This course provides an introduction into prominent issues in history and social studies education and focuses on best practices in instructional methodology for the field. In addition, students will be engaged in critiquing and constructing curriculum and exploring issues of diversity and citizenship in social studies education.

CRIN S01 Curriculum and Instructional Methods (English) (3 Credits)

This course is designed to build fundamental knowledge of middle and secondary English teaching and learning, including standards-based curriculum design and research-based teaching strategies.

CRIN S03 Curriculum and Instructional Methods (Mathematics) (3 Credits)

A basic course in instructional methodology and introduction to secondary mathematics teaching methods and materials.

CRIN S04 Curriculum and Instructional Methods (Science) (3 Credits)

A course designed to build fundamental knowledge of middle and secondary science teaching and learning including standards-based curriculum design and research-based teaching strategies. The course focuses upon developing inquiry-based science instruction for grades 6-12 students.

CRIN S05 Reading and Writing Across the Disciplines (3 Credits)

This course is designed to support preservice teachers' understandings of the role of literacy within the context of academic disciplines. This course balances a focus on general instructional techniques to support adolescent readers as they learn from texts with a nuanced focus on the literacy demands within specific disciplines.

CRIN S05P Content Reading & Writing-Prac (1 Credit)

Corequisite(s): CRIN S05, CRIN S07, CRIN S08, CRIN S09, CRIN S50, CRIN S51

CRIN S09 Classroom Organization, Management and Discipline (Secondary Education) (3 Credits)

This course is designed to help prospective secondary school teachers promote positive student behavior. Emphasis is placed on the selection of strategies and procedures to enhance classroom organization and management and reduce and/or prevent misbehavior and strategies for effective collaboration with stakeholders, including parents and families.

CRIN S10 Clinical Experience in Secondary Schools (Social Studies) (3 Credits)

Introduces students in the Secondary Education Teacher Certification Program to school settings where observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

CRIN S11 Clinical Experience in Secondary Schools (English) (3 Credits)

Introduces students in the Secondary Education Teacher Certification Program to school settings where observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

CRIN S13 Clinical Experience in Secondary Schools (Mathematics) (3 Credits)

Introduces students in the Secondary Education Teacher Certification Program to school settings where observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

CRIN S14 Clinical Experience in Secondary Schools (Science) (3 Credits)

Introduces students in the Secondary Education Teacher Certification Program to school settings where observation, inquiry, and participation in the processes of teaching and learning are possible. Provides opportunities for the development of instructional strategies and teaching practices, as well as for inquiry into the contexts of classrooms and schools.

CRIN S18 Theory and Reality: A Practicum in High-need Schools (1 Credit)

This course will provide field experiences in high-need schools. Pre-service teachers will learn from experienced educators about the methods they use to be successful teachers and advocates. This course will provide opportunity for pre-service teachers to build relationships with students in low-income communities.

CRIN S21 Seminar in Teaching (2-3 Credits)

A course designed to provide teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, and of students.

CRIN S38 Curriculum Planning and Assessment (English) (3 Credits)

This course is designed for students to develop and apply skills and knowledge in English language arts curriculum and assessment, as they create instructional units for their internship classroom. Students will examine issues of differentiation of instruction and use of technology. Students will also implement a classroom based intervention study focused on either a topic of student learning or classroom culture.

Corequisite(s): CRIN L30, CRIN S09

CRIN S39 Curriculum Planning and Assessment (Mathematics) (3 Credits)

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics to instructional design, teaching, and evaluation of their instruction practices.

Corequisite(s): CRIN L32, CRIN S09

CRIN S39P Instr Plng in Sec Math - Prac (1 Credit)

Corequisite(s): CRIN 550, CRIN L32, CRIN S39, CRIN S44

CRIN S40P Instr Plng in Sec Md Lg - Prac (1 Credit)

Corequisite(s): CRIN 550, CRIN L31, CRIN S40, CRIN S45

CRIN S41 Curriculum Planning and Assessment (Science) (3 Credits)

This course is a field and university-based course designed to provide students the opportunity to reflectively apply and refine their skills and knowledge about teaching science. The course emphasizes incorporating appropriate technologies and adaptations for the diverse needs of learners.

Corequisite(s): CRIN L33, CRIN S09

CRIN S42 Curriculum Planning and Assessment (Social Studies) (3 Credits)

This course is designed for students to develop skills and knowledge in constructing and refining social studies curriculum and assessment, and applying these in developing instructional units for their internship classroom. Students will also examine issues of differentiation of instruction, and use of technology, and reflect on their practice. Students will also employ a classroom based intervention study focused on either a topic of student learning or behavior/classroom culture.

CRIN S50 Introduction to the Characteristics of and Instructional Supports for Exceptional Students (3 Credits)

This course introduces secondary education teachers to the characteristics of students with exceptional needs and provides an overview of the process of differentiating instruction for the individual learning needs of students in secondary classrooms who have exceptional needs.

CRIN S77 Literature for Adolescents (3 Credits)

In this course students read, discuss, and write about literature written specifically for adolescents, books that reflect adolescent coming-of-age issues, cover a range of genres, and represent the best authors in the field. Students study and apply contemporary ways of interpreting literature that range from New Criticism to Cultural Studies, including Archetypal theory, Structuralism, Post-structuralism, Reader Response, the Black Aesthetic, and Feminism. The course addresses ways in which literature for adolescents can be used successfully in middle and high school classrooms to teach students to become better readers, writers, and critical thinkers. Designed for current and prospective teachers and librarians, the course is also intended for others interested in relating to adolescents and adolescent development.

CRIN X16 Supv Tch SpEd / Elem Gen Curr (3 Credits)

A clinical experience to prepare special educators to work with diverse students with mild/moderate disabilities in the general education curriculum. Candidates are placed in appropriate elementary settings for supervised internship that includes early field experiences during the first 7 weeks, 5 weeks of full-time teaching, and 3 weeks of phasing out part-time. Cooperating teachers and university supervisors regularly observe and conference with teacher candidates. Group seminars via CRIN X63 offer additional developmental support.

CRIN X17 Supervised Teaching in Special Education - Secondary Students with Disabilities in General Curric (3 Credits)

A clinical experience to prepare special educators to work with students with mild/moderate disabilities in the general education curriculum. Candidates are placed in appropriate secondary settings for supervised internship that includes early field experiences during the first 7 weeks, 5 weeks of full-time teaching, and 3 weeks of phasing out part-time. Cooperating teachers and university supervisors regularly observe and conference with teacher candidates. Group seminars via CRIN X63 offer additional developmental support.

CRIN X18 Field Experience Practicum in Special Education (1-3 Credits)

This course is designed to provide students a field experience opportunity to observe and work with students with disabilities, and/or students experience academic difficulties, prior to a formal student teaching experience or internship in schools. It is an optional course to accompany special education courses in the School of Education requiring a field experiences.

CRIN X33 Assessment and Instruction in Math for Students with Disabilities (3 Credits)

This course will engage participants in the study and implementation of evidence-based assessment and instruction in mathematics for students with disabilities in grades K-12.

CRIN X48 Current Trends and Legal Issues in Educating Special Populations (3 Credits)

This course provides an introduction to the field of special education and meets certification requirements for those students seeking to be certified as special educators in Virginia. This course provides an overview of the characteristics of various disabilities as classified by the Individuals with Disabilities Education Act. In addition, this course provides opportunities for students to develop an understanding of the legal issues governing exceptional education and current trends affecting exceptional education.

CRIN X51 Language Development and Reading Instruction for Exceptional Students (3 Credits)

This course focuses on language and reading development in children and youth with exceptionalities. Topics include language acquisition and reading development in typically developing children contrasted with children identified with disabilities and multilingual learners. Emphasis is placed on development, assessment, and classroom techniques in teaching reading and written language. If students do not already have an elementary placement, they will need to register for CRIN X18 to afford them an elementary placement to give them access to elementary age students with whom to complete assignments.

CRIN X52 Instructional Design/Methods for Students with Disabilities in the General Curriculum (3 Credits)

This course develops content knowledge in fundamental teaching methods (instructional assessment, instructional design, evidence-based instructional methodology, universally designed instruction, accommodations/modifications, data-based decision-making, and individualized planning) necessary for successful instruction and support of students with disabilities in the general standards-based K-12 curriculum.

CRIN X53 Characteristics and Accommodations for Students with Mild/Moderate Disabilities in General Curric (3 Credits)

Characteristics of students with learning and emotional disabilities, traumatic brain injury, and other health impairments participating in the general education curriculum: Definitions, terminology, contributing factors, support needs, and techniques for identifying children and youth with these disabilities are addressed. The impact of these conditions on learning and performance as well as instructional accommodations and service delivery options are examined.

CRIN X54 Characteristics & Adaptations for Students w/ Developmental Disabilities & Autism Spectrum Disorder (3 Credits)

A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID) (i.e., mental retardation). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.

CRIN X56 Classroom Management and Positive Behavioral Supports for Students with Disabilities (3 Credits)

This course explores evidence-based assessment and intervention to meet the behavioral and social-emotional needs of students with disabilities and those who experience risk in schools. The course emphasizes data-based decision-making; evidence-based individual, class, and school-wide prevention and intervention strategies; as well as functional behavioral assessment.

CRIN X57 Advanced Procedures in Classroom Management and Social Intervention (3 Credits)

This course explores advanced issues in and procedures for addressing the social and behavioral needs of students exhibiting persistent and/or severe challenging behavior in school. The course emphasizes examination, synthesis, analysis, and classroom applications of research bases for effective behavioral support strategies and teaching for these students.

Prerequisite(s): CRIN X56

CRIN X59 Assessment for Instructional Design (3 Credits)

This course will provide students with information needed to administer and interpret standardized and non-standardized assessments for a variety of purposes including eligibility, instructional design and decision-making. Consideration is given to ethical issues that guide assessment decisions of students with disabilities as well as culturally and linguistically diverse learners.

CRIN X63 Special Education Student Teaching Seminar (1 Credit)

A seminar designed to provide students an opportunity to reflect on their special education student teaching experiences and their application of knowledge, skills, and decision-making in delivering specially designed instruction and academic/behavioral interventions for students with mild/moderate disabilities.

CRIN X83 Individualized Education Program Transition Planning & Services (3 Credits)

An examination of individualized education program (IEP) transition planning and services that promote positive post-school outcomes for youth and young adults with disabilities. Topics include legislative requirements, transition IEP assessment, writing measurable transition goals, infusing transition competencies into the general curriculum, identifying appropriate programs and transition services, and collaborating with community agencies.

CRIN X86 Advanced Teaching Strategies for Exceptional Students with Learning Problems (3 Credits)

A course designed for students who desire an in-depth look at specialized teaching techniques used with exceptional students. Emphasis is placed on familiarizing the student with the techniques used to remediate specific learning problems, examining applied research to assess the effectiveness of methods, and integrating diagnostic data with instructional modes.

CRIN X87 Collaboration for Teaching and Learning (3 Credits)

This course focuses on skills and structures for effective collaboration to provide students with diverse needs, including those with learning and behavioral disabilities, autism, ADHD, and ID, appropriate educational opportunities within the context of the general education curriculum. Communication and collaboration skills and approaches to team problem solving, needs assessment, and collaborative planning and instruction with colleagues, specialists, and families will be explored.