

EDUCATION (EDUC)

EDUC 150 First-Year Seminar (4 Credits)

College Curriculum: C150

EDUC 200 Orientation to Teaching as a Profession (3 Credits)

This course is designed to provide an overview of teaching as a professional career for prospective educators, explore issues in education, and hone critical reflective skills as they relate to the development of K-12 learners within diverse educational contexts. A field experience component will introduce students to classrooms and community-based experiences. Students will engage in critical reflections and synthesis in order to bring about greater understanding and connections between educational theory and practice.

Domain: CSI

EDUC 301 Educational Psychology (3 Credits)

Educational psychology is for everyone who is interested in how insights derived from psychology can be applied to improve the teaching-learning process at all levels of instruction. We will focus on key movements within educational psychology, with special emphasis on William James, social cognitive and constructivist views of learning, cognition, and motivation. An important aim is to examine issues and controversies in educational psychology research and theory and to explore their relevance to, and implications for, educational practices. Students are asked to evaluate research findings and theoretical perspectives and to apply the major principles and concepts derived from educational psychology to pressing educational problems.

College Curriculum: C200

Domain: CSI

EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education (3 Credits)

This reading and discussion intensive course is designed to provide students with an introduction to the social, philosophical, cultural, and historical context(s) of schooling in the United States. This course is meant to prepare prospective teachers and education researchers/policy makers with an understanding of the complexities and practicalities of public education in America. Included in this exploration of schooling in the United States are varying conceptions on the purpose of education and public schools. Particular attention is given to issues of inequality, including its causes and strategies to mitigate it. Students in this course will examine a variety of topics, such as, the cultural and political characteristics of schools, school reform, globalization, the role of schools in a democratic society, race and racism, gender, class, social justice, educational equity, diversity, and teacher pedagogy.

College Curriculum: C200

Domain: ALV, CSI

EDUC 311 Classroom Organization, Management, and Discipline (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. Prerequisite(s): and EDUC 301 and EDUC 310

EDUC 312 Characteristics of Exceptional Student Populations (Secondary) (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.

EDUC 317 Topics in Ed Studies (1-3 Credits)

A topics course for undergraduate students interested in contemporary issues and topics in education. Topics may include current issues, in depth exploration of topics or theoretical traditions, or research methods for studying US, comparative or international educational issues.

EDUC 318 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.

EDUC 320 Clinical Experiences 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.

EDUC 321 Clinical Experiences 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.

EDUC 323 Clinical Experiences in Secondary Schools (Math) (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.

EDUC 324 Clinical Experiences 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.

EDUC 333 Assessment and Instruction in Math for Students with Disabilities (3 Credits)

Prerequisite(s): EDUC 301 (may be taken concurrently)

EDUC 350 Concepts in Collaborative Peer Health Advocacy (3 Credits)

For those students wishing to collaborate with other individuals, organizations, and offices as they improve the health of this campus across all eight dimensions of wellness, the instructors intend to augment the facts behind, the behaviors around, and the commitment to promoting community wellness, all while offering multiple opportunities to apply those skill sets to current collegiate health issues through creativity, polyculturalism, and social justice. This course also trains pre-selected students to be potential members of the student arm of the Office of Health Promotion (OHP), a division of Student Affairs here at the College. Though other peer health organizations at the College may have membership guidelines in addition to passing this class, learners who intend to work with the OHP as peer health advocates must earn a cumulative score of 80% or higher as one of several criteria to receive a final offer of membership from the staff.

EDUC 360 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 national and sub-national problems, and to research how these solutions can contribute to addressing global challenges and inequities.

College Curriculum: C30C

EDUC 361 Applied Community Engagement: Leading Alternative Breaks (1 Credit)

This course equips students to lead alternative breaks with Branch Out, William & Mary's alternative break program. Through readings, discussion, lecture, and reflection, students will apply concepts and best practices of active citizenship, facilitation, and positive community impact. This course is required for and limited to Branch Out site leaders.

EDUC 362 Comm Engagement on Campus (1 Credit)

This class investigates the role of college students and higher education in community change. In what forms have campuses engaged with the processes of community change? What are the opportunities and limitations of campus community engagement? Students will explore this topic through case studies, data analysis, and personal reflection.

EDUC 363 Community Engagement in Practice (1-3 Credits)

This course equips students to expand and deepen their community engagement and leadership with theoretical foundations and best practices in justice-oriented service work. Through readings, discussion, lecture, and reflection, students will apply concepts of active citizenship, reflection, and positive community impact to their ongoing work with community.

EDUC 364 Community Well-Being and Peace Education (1-6 Credits)

This study abroad course examines the Rwandan genocide. Specifically, we will identify what contributed to the genocide occurring as well as the subsequent peace, community well-being, and ultimately social and individual healing and restoration that has emerged in the 25 years since the genocide.

EDUC 369 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.

EDUC 370 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.

EDUC 371 ESL Curriculum Design: Teaching ELLs in the U.S. (3 Credits)

This course examines key processes in curriculum design for Teaching English to Speakers of Other Languages (TESOL) 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 ELLs, communicating with and involving families of ELLs in schools, and identifying ELLs for special education and gifted services.

EDUC 373 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.

EDUC 400 Problems in Education (3 Credits)

A course designed for students who are capable of independent study under the direction of, and in consultation with, staff specialists. Students undertake study and research of educational problems of individual concern resulting from previous study or experience.

EDUC 402 Urban Education: Policy, Practice and Leadership (3 Credits)

This reading, discussion and experiential based course is designed to provide students with an introduction to urban education. This course is meant to prepare possible teachers and education researchers/policy makers with an understanding of the complexities and practicalities of public urban education. Included in this exploration of schooling in the United States are varying conceptions on the purposes of education and public schools. Particular attention is given to issues of inequality, including its causes and strategies to mitigate it. Students in this course will examine a variety of topics, such as, the cultural and political characteristics of schools, school reform, the role of schools in a democratic society, race and racism, gender, class, social justice, educational equity, diversity, and teacher pedagogy.

College Curriculum: C350

EDUC 417 Topics in Educational Policy and Equity (1-3 Credits)

A seminar course for undergraduate students that examines topics and research methods focused on educational policy and equity issues. Topics may include current issues, theoretical traditions, or research methods for studying US or international educational policy or the equity issues that exist in k-12 education.

EDUC 419 Topics in Higher Educ (1-3 Credits)

A course for undergraduate students that examines topics and practices within higher education and student affairs. Topics may include current issues, historical background for student leaders regarding student affairs operations, and educational leadership theory. Students will learn about skills and expertise required in student affairs and higher education professions. May be repeated if topic varies.

EDUC 421 Beyond the Book: Critical Perspectives on Children's Literature (3 Credits)

This course provides students with the opportunity to engage with the field of children's literature. Students will understand the evolution of children's literature, particularly how texts reflect and shape cultural and social norms over time, with a focus on race, gender, class, and disability. We will explore how children's literature reflects, reinforces, and challenges societal norms and patterns of marginalization. Students will develop the skills to curate inclusive collections and will reflect on how children's literature can be used to promote empathy and social justice.
College Curriculum: C350

EDUC 425 Trends and Legal Issues in Special Education (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.

EDUC 426 Characteristics & Adaptations: Students with Developmental Disabilities & Autism Spectrum Disorders (3 Credits)

College Curriculum: C350

EDUC 438 Curriculum Planning and Assessment in Secondary English (3 Credits)

A five-week intensive campus and field-based course designed to provide students opportunities to apply and refine skills and knowledge about teaching and learning English. Guided by College faculty and a public school mentor, students continue the work begun in the methods course, designing units of instruction for use during their internship in supervised teaching.

EDUC 439 Curriculum Planning and Assessment in Secondary 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 design, teaching and evaluation of their instruction practices.

EDUC 440 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.

EDUC 441 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.

EDUC 443 Curriculum and Instructional Methods (Mathematics) (3 Credits)

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

EDUC 444 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.

EDUC 446 Curriculum Planning and Assessment in Secondary Science (3 Credits)

A field and university based course designed to provide students with an opportunity to reflectively apply their skills, knowledge about the teaching of science as both a process and a product, to instructional design, teaching, reflection and evaluation of their teaching and the revision thereof.

EDUC 447 Curriculum Planning and Assessment in Secondary Social Studies (3 Credits)

A field and campus based course designed to provide students with an opportunity to make thoughtful decisions, with the help of College faculty and public school mentor about planning and instruction immediately prior and during the first five weeks of student teaching.

EDUC 450 Sec C&I Sem Math (1 Credit)

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.

Corequisite(s): EDUC 340, EDUC 439, EDUC 439P, EDUC 497

EDUC 453 Characteristics & Accommodations for Students with Mild/Moderate Disabilities in the Gen Curriculum (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.

EDUC 456 Characteristics & Adaptations for Students with Developmental Disabilities & Autism Spectrum Disord (3 Credits)

A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder, and intellectual disability. The impact characteristics have on students in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.

EDUC 460 Content Read/Writ (3 Credits)

This course is designed to develop in prospective teachers an understanding of the role of reading and writing in the content area disciplines. Course topics include developmental reading and writing in the content areas, instructional strategies with content area textbooks, and techniques for improving reading and writing in the content areas. Prerequisite(s): and EDUC 301 (may be taken concurrently) and EDUC 310 (may be taken concurrently))

EDUC 462 Instructional Design/Methods for Students with Disabilities in the General Curriculum (3 Credits)

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

EDUC 463 Assessment for Instructional Design (3 Credits)

This course will provide students with information needed to administer and interpret standardized and nonstandardized 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.

EDUC 464 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 English Learners. Emphasis is placed on development, assessment, and classroom techniques in teaching, reading and written language.

EDUC 465 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.

EDUC 466 Collaboration for Teaching and Learning (3 Credits)

This course focuses on collaborative skills and structures to provide appropriate educational opportunities within the K-12 general education curriculum to students with diverse needs, including those with learning/behavioral disabilities, autism, ADHD, and ID. Communication skills for engaging colleagues and families, team problem solving, and collaborative planning and instruction.

EDUC 470 Leadership Theory and Application (0-3 Credits)

This course aims to help students think critically about what makes for successful leaders in the public sector. Lessons and examples are drawn from history, communication studies, education, philosophy, sociology, and politics as well as from the field of social entrepreneurship. The class will explore the complex challenges that affect our communities today. This innovative curriculum combines rigorous academic work with a variety of site visits to locations and agencies throughout Washington DC. Through lectures, discussions, debates, readings and writing assignments, students will develop a deeper perspective from which to interpret, question, reflect upon, and engage with the underlying issues within engaged community leadership.

EDUC 491 Independent Study (1-6 Credits)

Hours and credits arranged. Independent study shall not substitute for regular required courses.

EDUC 492 Research in Education (1-3 Credits)

Individually supervised empirical investigations in various areas of education research. A student must have permission from a faculty supervisor before enrolling. Course may be repeated. Contents and credit each time may vary according to an agreement reached between faculty supervision and student at the time of registration.

EDUC 494 Internship in Supervised Teaching (Social Studies) (6 Credits)

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.

College Curriculum: C400

EDUC 495 Internship in Supervised Teaching (English) (6 Credits)

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 English teachers.

College Curriculum: C400

EDUC 497 Internship in Supervised Teaching (Mathematics) (6 Credits)

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 mathematics teachers.

College Curriculum: C400

EDUC 498 Internship in Supervised Teaching (Science) (6 Credits)

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 science teachers.

College Curriculum: C400