

SCHOOL OF EDUCATION

Vision & Mission of the School of Education

Our Vision

To be a model of excellence for solving complex educational problems through innovative and participatory teaching, scholarship, and community engagement.

Our Mission

We transform students, schools, and communities through professional preparation, collaborative partnerships, and the translation of research into action.

We Value

Innovative Teaching and Learning

Providing innovative and rigorous curricula through outstanding instruction and clinical supervision -

We will:

- Cultivate transformative leaders
- Model teaching excellence and innovation
- Demonstrate content area expertise
- Address local and global challenges in education through offering traditional and non-traditional learning experiences
- Incorporate multiple perspectives in curricular materials

Influential Research

Engaging in rigorous, ongoing, and actionable research that impacts educational practice and policy-

We will:

- Publish actionable research consistently
- Showcase faculty research in School of Education communications
- Develop school, community, and university research partnerships, locally and globally
- Pursue high impact grant and contract opportunities
- Disseminate research through conferences and outreach opportunities

Community Engagement

Fostering collaborative educational partnerships through research, professional development, and outreach services -

We will:

- Collaborate with community partners to identify educational needs
- Draw on research and practice to develop and implement innovative solutions
- Empower the School of Education community to design and deliver responsive professional development
- Provide an excellent facility and responsive support for our outreach efforts
- Leverage School of Education expertise for William & Mary and larger community for discussing, challenging, and influencing educational policies and programs

Cultural Competence and Diversity

Preparing culturally responsive, ethical, reflective, and collaborative leaders to transform schools and communities-

We will:

- Respect ourselves and others
- Be open-minded, collaborative, and inclusive
- Promote and model cultural competencies
- Treat everyone with dignity
- Strengthen and expand our diversity

Positive Climate

Supporting a safe, caring, and thriving community-

We will:

- Demonstrate caring, open, and honest communication
- Treat others with civility and respect
- Foster faculty and staff enrichment and learning
- Behave ethically
- Confront bullying, harassment, and intimidating and threatening behaviors

Clear and Supportive Organizational Structures

Creating and maintaining administrative, organizational, and governance structures that support our vision, mission, and values-

We will:

- Use our vision, mission, and values to set priorities
- Challenge behavior inconsistent with our vision, mission, and values
- Monitor the implementation of the strategic plan
- Advocate vigorously for the School of Education
- Engage in continuous improvement

Programs

Program	School	Degree	Academic Level
Educational Studies, Minor	School of Education	Minor	Undergraduate
Elementary Education (BAEd in Elementary Education)	School of Education	Bachelor of Arts in Education	Undergraduate
ESL/Bilingual Education, Minor	School of Education	Minor	Undergraduate
Secondary Education (6-12), English	School of Education		Undergraduate

The School of Education also offers graduate programs in teacher education. See the Graduate Catalog for programs of study.

School of Education Admissions Criteria and Procedures

Admission to baccalaureate study at William & Mary does not automatically include admission to programs in the School of Education.

Students must apply to the School of Education if they want to pursue the BAEd in Elementary Education or Elementary or Secondary Education as a second major.

Admission to the BAEd and Second Major Programs

Students must apply directly to the School of Education if they wish to major in Education; this application process typically begins during the second semester of a student's sophomore year. Our admissions process is holistic as well as competitive: we seek a diverse array of students who are committed to academic excellence, extracurricular involvement, and personal achievement. Successful students exhibit:

- Academic achievement to date as exhibited by grades, course load, difficulty of course load and academic performance, and recovery from academic setbacks
- Students must have a 2.0 GPA to apply to the program; however, meeting this minimum benchmark does not guarantee admission.
- Personal attributes and life experiences that illustrate resilience in the face of challenges, ethical character, openness to diverse perspectives, creative spirit, and collaborative ability
- Strong communication skills as demonstrated by one's application essay

Applicants must supply the following:

- Online application
- WM unofficial transcript (Transfers should also supply an unofficial transcript from their previous school¹)
- Personal essays
- 1
- Students transferring from the Virginia Community College System, Richard Bland or other institutions should consult the transfer credit guidelines available on the Undergraduate Admissions website to determine how their coursework will transfer to William & Mary.

Graduate Study in Teacher Education

Undergraduate students interested in the MAEd in Curriculum & Instruction should apply at the end of the Junior year. Applications will open June 1st. The deadline to apply is January 15th. William & Mary undergraduates that are interested in the graduate programs in teacher education are encouraged to take EDUC 301 Educational Psychology and EDUC 310 Social, Philosophical, Cultural & Historical Foundations of American Education as an undergraduate.

Students interested in Special Education are encouraged to also take EDUC 425 Trends and Legal Issues in Special Education. These undergraduate courses can be used as an exemption for the corresponding graduate classes in the master's program.

Concentrations available for initial licensure in the master's program:

- Elementary Education
- Secondary Education (English, Math, Science, Social Studies)
- Special Education
- ESL and Bilingual Education

General Information for Education Programs

Program Objectives

Students who complete one of the programs are expected to develop and demonstrate a variety of knowledge, skills and attitudes considered by the faculty to be essential characteristics of an effective, liberally-educated teacher. For instance, students are expected to develop and demonstrate knowledge of the disciplines and subject matter related to school curriculum; the developmental characteristics of children; cultural and individual differences among children; principles of learning; principles of curriculum and instructional theory; principles of measurement and evaluation; principles of classroom management and discipline; the use of media and computers in education; the role of the school in society; federal, state and local policies and procedures; and support services, professional organizations and resources relevant to education. With respect to skills, students are expected to develop and demonstrate their ability to communicate effectively; to assess the characteristics and learning of students; to develop and implement an instructional plan appropriate for K-12 children; to organize and manage a classroom; and to interact effectively with students, parents and other professionals. Lastly, as they progress through the program, students are expected to develop and demonstrate respect for individual differences; respect for principles of fairness and justice; commitment to teaching and professional growth as evidenced by responsibility and enthusiasm; a positive self-concept; willingness and ability to collaborate professionally; and willingness and ability to consider alternatives judiciously.

Student Advisement

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with education faculty about potential careers in teaching. Upon admission to an education program, individual students are assigned academic advisors in the School of Education. Before registering for education courses, students should meet with their advisors to discuss academic, personal and professional goals; to review both the academic regulations of William & Mary and the specific course requirements for teacher licensure; and to plan a program of studies in education. Advisors work with the students throughout their programs.

Field Experience and Continuation Policy

To be eligible to student teach, teacher candidates must successfully complete all education program courses with a grade of C- or above. Earning a D, F or I in any of the education program courses will prevent students from participating in student teaching. A student with extenuating circumstances may petition to the Associate Dean for Academic Programs for special approval to participate in field experiences. Prior to the beginning of their first field experience, it is the student's responsibility to show verification of a current tubercular examination or risk assessment. In addition, students must complete a background check as indicated by the school division in which they are placed. Any student that fails to satisfactorily complete an improvement plan may be dismissed from the program.

Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the *Handbook for Teacher Candidate Clinical Experiences*, which is available on the Office of Teacher Education website.

Transportation

All field experiences take place in K-12 classroom settings. Students are placed in schools within a 60 mile radius of the School of Education, which could be up to a 45 minute drive from campus. Students are responsible for getting to practicum and student teaching placements.

Taking public transportation is an option, but not always practical, and will only work if placed in the Williamsburg-James City County school division.

Licensure Testing

Students are required to achieve passing scores on assessments prescribed by the Virginia Board of Education, both for program completion and for licensure. In order to apply for licensure, the Virginia Board of Education requires that paper copies of official score reports be submitted; therefore, these reports will need to be provided to the Office of Teacher Education along with other licensure paperwork. Registration information for all tests and additional information about applying for licensure are available on the Office of Teacher Education website.

(Note: Virginia's mandated licensure assessments are graduation requirements.)

LiveText

There is an additional, one-time LiveText Fee (not included in the tuition and fees). LiveText is a web-based document creation and storage system that provides School of Education students the ability to store, maintain, and publish a professional career portfolio that can be accessed for up to five years after graduation.

Program Completion

To complete a program in education, students must successfully complete all of the designated licensure assessments, endorsement courses and education courses, including student teaching. The students' university supervisor and cooperating teacher are each required to verify and evaluate the students' performance during a full-time student teaching experience with pupils in a state-accredited K-12 school. After verification by the Office of Teacher Education that the students have successfully completed all course and program requirements, that office assists students in obtaining the appropriate teaching license in Virginia.

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-TWI 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 Disorder (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

ELEM 300 Clinical Experience in Elementary Schools (1 Credit)

A 1-credit, field-based course taken each fall semester prior to student teaching designed to provide students the opportunity to apply their elementary education content and teaching skills in field placements.

This course provides opportunities for students to design, implement and reflect upon instructional strategies and teaching practices.

ELEM 312 Intro to Characteristics & Legal Aspects of Educating Exceptional Students (3 Credits)

This course introduces elementary 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 elementary classrooms who have exceptional needs.

ELEM 403 Literacy Planning, Instruction, and Assessment Part A (3 Credits)

This course addresses the development of reading, language, and writing, with a specific focus on the foundational processes needed to learn how to read and write. The course will include attention to phonological and phonemic awareness, phonics, print concepts, and early writing, vocabulary, and comprehension development. In line with these concepts, students will learn related theories, assessments, and instructional practices.

Corequisite(s): ELEM 404

ELEM 404 Literacy Planning, Instruction, and Assessment Part B (3 Credits)

This course addresses the teaching of reading, language, and writing, with a specific focus on developing students' reading and writing skills beyond the primary grades. The course will include attention to multisyllabic decoding, fluency, comprehension, vocabulary, and writing skills. In line with these concepts, students will learn related theories, assessments, and instructional practices.

Corequisite(s): ELEM 403

ELEM 405 Social Studies Planning, Instruction, and 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.

ELEM 406 Science Planning, Instruction, and Assessment (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.

ELEM 407 Math Planning, Instruction, and Assessment (3 Credits)

This course explores learning and teaching mathematics with understanding. It focuses on children's mathematical thinking and how to use this to design and adapt instructional tasks. This course also discusses fostering an equitable classroom environment that includes cultural, racial, social, and linguistic backgrounds in rich discussions of mathematics.

ELEM 408 Literacy Across the Curriculum (3 Credits)

This course addresses the integration of reading, writing, and speaking across the curriculum at the elementary level. The course will attend to pedagogical practices that support students' integration and synthesis of knowledge and will include attention to the role of text sets, varied discussion techniques and protocols, and the utility of graphic organizers and written assignments to foster and extend learning in the content areas.

Prerequisite(s): (ELEM 403 and ELEM 404)

ELEM 410 Classroom Organization, Management, and Discipline (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.

ELEM 411 Student Teaching Seminar (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.

ELEM 420 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.

College Curriculum: C400

ELEM 441 Teachers, Schools, and Community (3 Credits)

This survey course focuses on key issues affecting teachers and schools and the communities they serve. For the teacher, 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. In particular, students will examine issues related to school culture and its relationship to providing educational opportunities for all students. Students will explore best practices for collaborating and developing effective relationships with families and other community resources.