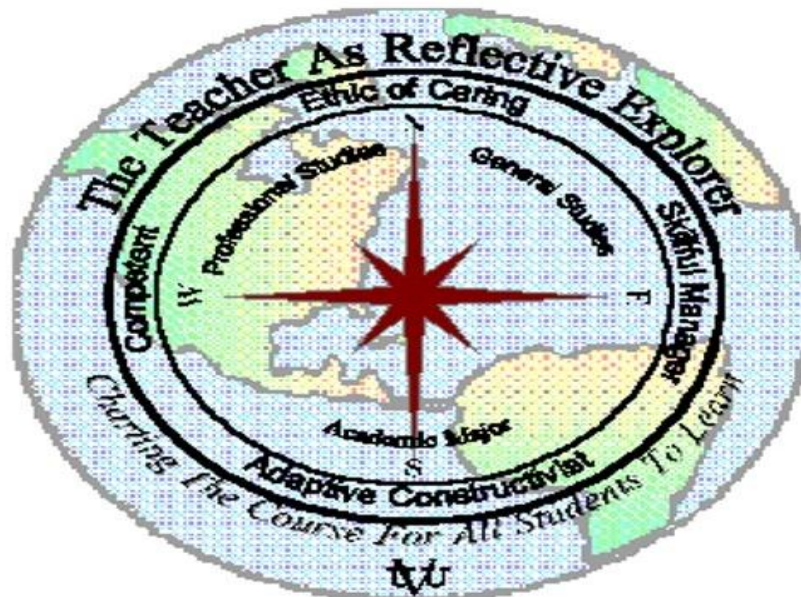




VIRGINIA UNION UNIVERSITY
**Department of Teacher Education and Interdisciplinary
Studies**

PROFESSIONAL EDUCATION
PROGRAMS



1500 North Lombardy Street
Richmond, VA 23220

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DEAN'S WELCOME

Welcome to the Department of Teacher Education at Virginia Union University. The mission of the Department is to provide a nationally validated program that develops a community of professionals competent and dedicated to improving humanity. These professionals will exhibit excellence in their fields of study, engage in life-long learning and will be committed to professional growth. Our emphasis is on community and caring. Our Department has developed a rich tradition of preparing pre- and in-service teachers who can lead students in becoming independent and skilled contributors to our society.

The Department of Teacher Education and Interdisciplinary Studies has a vision and a network that reaches out locally, regionally, and nationally. Our Department is a vibrant and cutting edge learning community. Whatever their special area of expertise, our graduates seek to empower the people and communities they serve. If you want to make a difference in the world as a teacher, the Department of Teacher Education and Interdisciplinary Studies can help you develop a strong foundation. Our graduates are celebrated educators and are highly recruited.

Our Department has several specialized areas of teaching licensure endorsements that are organized into three areas: Elementary Education, Exceptional Education, and Secondary Education. Students who desire to teach in the elementary school grades Pk-6 and exceptional education classes K-12 must declare a major in Interdisciplinary Studies. Students who desire to teach in middle and high schools must declare an academic major in a content area and an associate major in secondary education. Academic majors are available in Biology, Business and Information Technology, Chemistry, English, History/Social Science, and Mathematics. We also offer programs to meet the continuing education needs of in-service teachers and persons who desire to change careers. These programs include intensive weekend college courses.

The Department faculty members are well educated and caring individuals, who embrace creative and innovative instructional methods, conduct and publish research, actively attend conferences, and perform service to our Commonwealth, nation, and world. Our student candidates are given many opportunities to participate in faculty projects as well as to develop their own.

In this handbook, information on required courses, assessments, field experiences is provided as well as the policies and procedures for entering and exiting the Teacher Licensure Program. It is a valuable resource in keeping students and faculty informed. Please feel free to contact faculty and staff in the Department of Teacher Education and Interdisciplinary Studies for further information.

The Teacher Education Program at Virginia Union University is approved by the Virginia Department of Education and is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).



Marshá T. Horton, Ph.D.
Dean, Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies

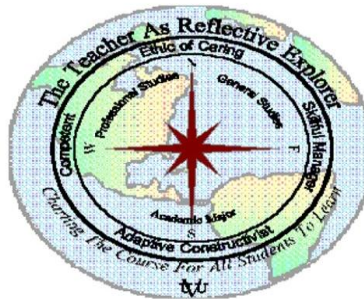
THE DEPARTMENT OF TEACHER EDUCATION AND INTERDISCIPLINARY STUDIES

MISSION

The mission of the Evelyn Reid Syphax School of Education, Psychology and Interdisciplinary Studies is to provide a nationally validated program that develops a community of professionals competent and dedicated to improving humanity. These professionals will exhibit knowledge and skills in their fields of study, engage in life-long learning and will be committed to professional growth. The School encourages scholarly inquiry based on reflective analysis in search for excellence, solid values, and a sense of personal worth in diverse settings. The mission of the Department of Teacher Education is to prepare candidates to become competent, highly qualified and successful teachers.

CONCEPTUAL FRAMEWORK

The candidate for licensure is charged with the task of “charting the course for student learning.” The rationales and organizing principles that guide all curricula and instruction for professional education at Virginia Union University are identified by the theme “Teacher as a Reflective Explorer”. The principle characteristics of the Reflective Explorer are as follows: a) possesses competence; b) exercises an ethic of caring; c) uses an adaptive approach to constructivist teaching, and d) utilizes reflective inquiry as the central structure of each of these components and the process by which candidates prepare and evaluate student learning.



Competent: has content literacy, tools of inquiry, content pedagogy, and a liberal arts background.

Adaptive constructivist: creates a learning environment that implements developmental instruction and that encourages students to engage in active construction of meaning.

Ethic of Caring: provides a climate for socio-emotional and intellectual development of students, while engaged in self-care.

Skillful manager: provides a structure that involves judgment, imagination, creativity, and flexibility.

PROGRAM GOALS AND OUTCOMES

Goal 1.0 The Teacher As Reflective Explorer is Competent. To be competent in teaching, the candidate must have content literacy, tools of inquiry, content pedagogy and a Liberal Arts background.

Outcomes:

- 1.1 Demonstrates proficiency in communication: reading, writing, speaking, and listening;
- 1.2 Demonstrates proficiency in the use of technology as a learning problem solving tool;
- 1.3 Demonstrates an awareness of the inter-relatedness of knowledge;
- 1.4 Has an understanding of the value of cultural diversity and multi-cultural perspective;
- 1.5 Applies theories of learning;
- 1.6 Plans lessons and adjusts instruction to meet needs of diverse learners;
- 1.7 Uses multiple approaches to deliver content;
- 1.8 Assesses student progress and uses results to make instructional decisions;
- 1.9 Synthesizes and evaluates information (knowledge) across disciplines;
- 1.10 Uses explanations/ representations that link curricular to prior student learning;
- 1.11 Is knowledgeable in the content area;
- 1.12 Applies historical and philosophical perspective to education practice
- 1.13 Integrates concepts of cross-disciplinary themes that can serve as tools for thinking about global issues.

Goal 2.0 The Teacher As Reflective Explorer is an Adaptive Constructivist. To be an adaptive constructivist, the candidate must be capable of creating learning environments that implement developmental and sequential instruction and that encourages all students to actively construct meaningful learning experiences.

Outcomes:

- 2.1 Plans lesson strategies for creating instructional opportunities for diverse student populations.
- 2.2 Develops critical thinking and problem solving skills among learners;
- 2.3 Uses motivational strategies;
- 2.4 Engages students in individual and cooperative learning activities;
- 2.5 Uses traditional and authentic assessment to measure the continuous academic development of the students;
- 2.6 Communicates effectively with the larger community in support of the student;
- 2.7 Guides students in the use of technology for local and global interaction
- 2.8 Plans lessons that infuse student`s beliefs and life experiences.

Goal 3.0 The Teacher As Reflective Explorer has an Ethic of Caring. To have an ethic of caring, the candidate is bound to provide a caring climate for the socio-emotional and intellectual development of students while engaged in self-care.

Outcomes:

- 3.1 Provides socio-emotional standards that demonstrate caring;
- 3.2 Provides positive ways for students to assert their needs, resolve conflicts and make friends;
- 3.3 Engages in intellectual development as a means of caring;
- 3.4 Models self-care
- 3.5 Makes ethical decisions in delivering instruction.

Goal 4.0 The Teacher As Reflective Explorer is a Skillful Manager. To be a skillful manager, the candidate must understand that quality education occurs within a structure that involves judgment, imagination, creativity, and flexibility.

Outcomes:

- 4.1 Practices effective classroom management upkeep;
- 4.2 Prepares and adjusts lessons according to the student's stages of development, learning, strengths and needs;
- 4.3 Uses correct procedures appropriate to behaviors;
- 4.4 Develops strategies to encourage self-regulated student management;
- 4.5 Maintains efficient records;
- 4.6 Maintains an appropriate sense of humor;
- 4.7 Uses "artistic" problem-solving strategies;
- 4.8 Makes efficient use of time, space, and resources;
- 4.9 Develops strategies to encourage students to extend their thinking;
- 4.10 Develops strategies to encourage students to be critical thinkers;
- 4.11 Is reflective.

Wholistic Developmental Model for Clinical and Field-Based Experiences

The Virginia Department of Education (VDOE) developed a guidance document, “*Designing a Continuum of Successful Field Experiences: A Blueprint*”, as a resource for education programs and preK-12 school settings to enhance supervised field experiences. According to VDOE, the blueprint focuses on the continuum of placements from early field experiences through the pre-student teaching field experiences to the culminating student teaching field experiences that serve as a bridge from the education program into the profession.”

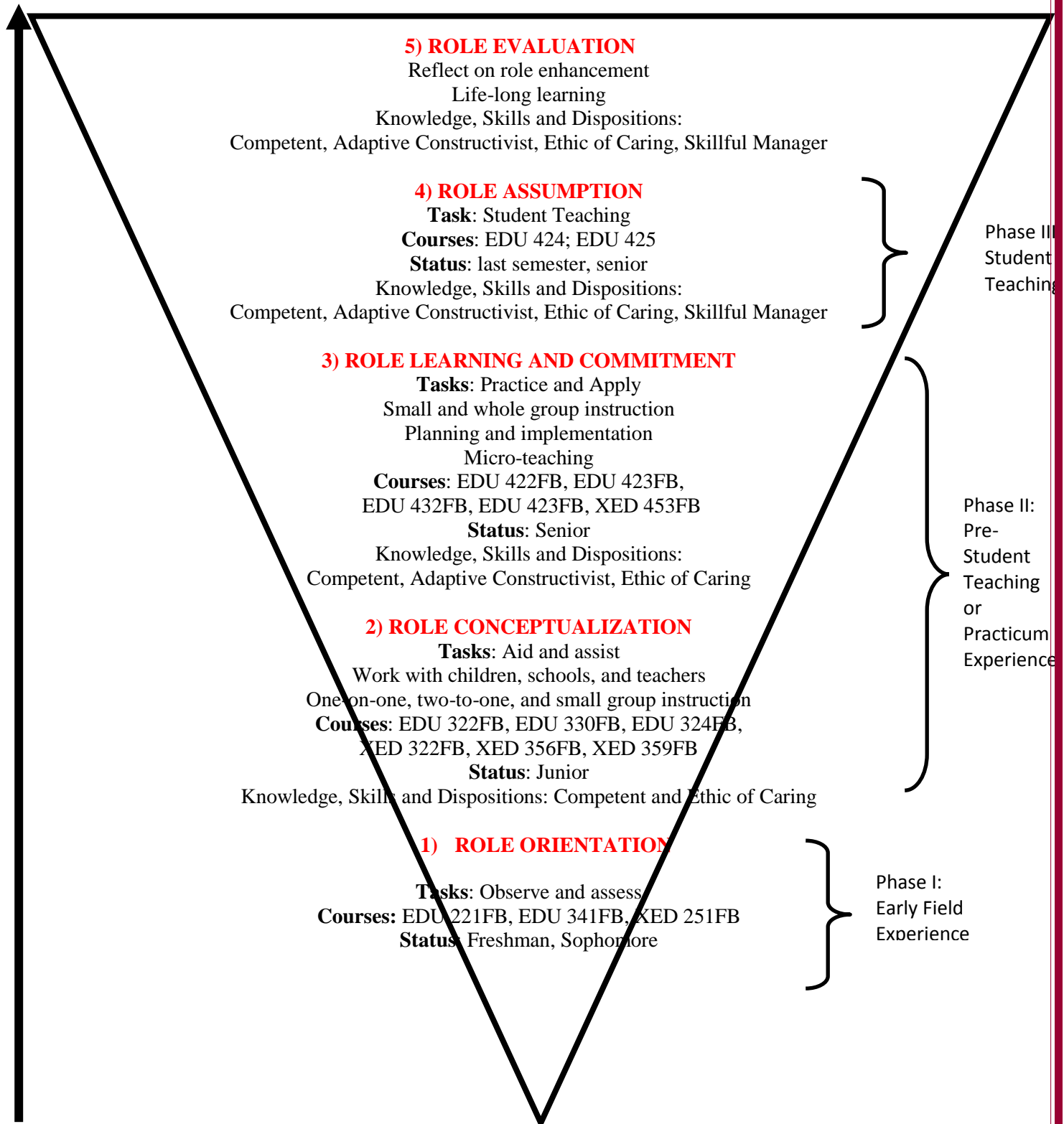
The Teacher Education programs at Virginia Union University mirrors this continuum, offering experiences that are developmentally aligned with our Conceptual Framework. The program provides supervised fieldwork that places emphasis on experiences in a variety of settings with diverse groups of students, tools of inquiry and reflection.

The field experiences are partnered with coursework, and are purposeful and sequenced. Experiences are completed in a *variety of educational settings*, including:

- ❖ classrooms that serve *culturally, linguistically, and socio-economically diverse students*;
- ❖ classrooms that serve students with a range of abilities including *students with exceptional needs*; and
- ❖ classrooms that represent the *range of grade levels* for which they will be certified .

This continuum is graphically represented in the schematic on the following page.

Wholistic Developmental Model for Clinical and Field-Based Experiences in Relation to the Sequential Stages of the Conceptual Framework



GOVERNANCE

The Department of Teacher Education and Interdisciplinary Studies is the administrative unit that oversees the preparation of teachers. The unit's program is approved by the Virginia Department of Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Virginia Department of Education (VDOE) Assessment Requirements for Teacher Licensure

Elementary Education PK-6 Grades

- 1) Praxis I (for admission to the School of Education)
- 2) Virginia Communication and Literacy Test (VCLA/passing score: 470)
- 3) Reading for Virginia Educators (RVE/passing score 157)
- 4) Praxis II Elementary Education Content Knowledge (passing score: 143)

Exceptional Education K-12 (LD, ED, MR)

- 1) Praxis I (for admission to the School of Education)
- 2) Virginia Communication and Literacy Test (VCLA/ passing score: 470)
- 3) Reading for Virginia Educators (RVE/passing score 157)

Secondary education 6-12 grades

- 1) Praxis I (for admission to the School of Education)
- 2) Virginia Communication and Literacy Test (VCLA/passing score: 470)
- 3) Praxis II Content Knowledge (see below)

PRAXIS I requirements:

Content Area	Code	Passing Score
Elementary Education Content Knowledge	0014	143
English Content Knowledge	0041	172
Mathematics Content Knowledge	0061	147
Music Content Knowledge	0113	160
Biology Content Knowledge	0235	155
Chemistry Content Knowledge	0245	153
Business Education	0100	590

DECISION POINT CRITERIA

**CRITERIA FOR ENTERING AND COMPLETING
THE TEACHER EDUCATION PROGRAM**

The School of Education, Psychology and Interdisciplinary Studies requires candidates to meet all criteria at the appropriate time and decision points noted below to progress successfully through the Teacher Education Program.

MATRICULATION YEAR	DECISION POINT	REQUIREMENTS
Freshman	1 – Pre-Admission Requirements	<ul style="list-style-type: none"> • Participation in the Assessment/Praxis Support Program (Being enrolled in IDS 190) • Earn a “C” or better in all English, Mathematics, History and Science courses • Acceptable scores on the Criterion Test • Completion of “Introduction to Teaching”(IDS 119) with a “C” or above
Sophomore	2 –Admission Requirements	<ul style="list-style-type: none"> • Application for Admission to the Teacher Preparation Program • Two (or more) references • Professional Dispositions Agreement • Character Reference Evaluation • Conditional Admission for selected students fall semester of sophomore year only <ul style="list-style-type: none"> ○ 2.0 minimum GPA ○ Continued participation in the Assessment/Praxis Support Program (IDS 191, 192, etc.) • Full Admission Sophomore Year <ul style="list-style-type: none"> ○ Passing score on the Virginia Communication and Literary Assessment (VCLA) (Composite Score 470) and Praxis I Mathematics Test OR Passing scores on Praxis I Reading, Writing and Mathematics (Composite Score 532). PLEASE NOTE: If you opt to use passing scores on Praxis I to fulfill admission requirements for the Teacher Preparation Program, you will still be required to pass the VCLA as it is a requirement for licensure. ○ 2.5 or above GPA ○ Acceptable evaluation of Professional Dispositions in courses completed ○ Successful completion of an oral interview by the Admission Committee ○ A well written philosophy of education ○ A 500-word autobiographical statement highlighting expected professional dispositions ○ Mandatory Background Check to be completed prior to enrollment in any field-based course ○ Completion of “Foundations of Education” (EDU 220/221 FB) with a “C” or above. ○ Ten (10) hours of field-based experience to be completed through enrollment in EDU 220/221FB. <p>The Admission Committee will make the decision about whether the candidate has satisfactorily completed the requirements. Candidates will be notified in writing by the Chair of the Department of Teacher Education and Interdisciplinary Studies. Students who are not admitted should continue participating in the Assessment Support</p>

		Program and reapply after one semester.
Junior	3 – Pre-Student Teaching Requirements	<ul style="list-style-type: none"> • Passing score on Praxis II (not applicable to IDS: Special Education) • Passing score on the Reading for Virginia Educators [(RVE– formerly VRA). This applies to Elementary and Special Education majors only] • Acceptable evaluation of professional dispositions in field-based experiences • Successful completion of an oral interview with an advisor • Successful completion with a grade of “C” or better in all required academic major and EDU methodology courses • Completion of field experience hours as follows: 100 hours for Secondary Education, 110 hours for Elementary Education, and 120 hours for Special Education • 2.5 (or above GPA) • Submission of complete application packet for student teaching <p>The Admission Committee will determine whether each candidate has met the requirements for student teaching and will notify them in writing of their status.</p>
Senior Year	4 – Student Teaching	<ul style="list-style-type: none"> • Evaluation Summary – Successful completion of student teaching as assessed by the Supervising Teacher and the University Faculty Supervisor. • Completion of all required courses • Complete Senior Audit with advisor (to be submitted along with graduation application to the registrar) • Complete Virginia Licensure application (to be submitted to the Dean for processing)
Program Completer	5 – Graduation And Graduate Follow-Up	<ul style="list-style-type: none"> • Graduate Survey • Employer/Professional Survey • Post-Graduation Assessment and Follow-Up

I have read and had the admission criteria discussed with me by my advisor.

Signature of Candidate _____

Date _____

SUMMARY OF MAJORS AND LICENSURE ENDORSEMENTS

The majors and endorsements listed below are offered in the Department of Teacher Education and Interdisciplinary Studies and approved by the Virginia Department of Education.

Majors

Endorsements

Interdisciplinary Studies

Pre K-6 Elementary Education

Interdisciplinary Studies

K-12 Exceptional Education
Mental Retardation
Emotionally Disturbed
Learning Disabled

Biology

Secondary Biology Grades 6-12

Business and Information Technology

Secondary Business Grades 6-12

Chemistry

Secondary Chemistry Grades 6-12

English

Secondary English Grades 6-12

History/Social Science

Secondary History and Social Studies

Grades 6-12

Mathematics

Secondary Mathematics Grades 6-12



For each of the licensure areas, teacher candidates are responsible for:

- Following the approved curriculum for licensure/ certification.
- Receiving advisement each semester.
- Meeting all of the CRITERIA at Decision Points 1-5 within the Teacher Education Program.

PROGRAM COURSE REQUIREMENTS

Interdisciplinary Education: Elementary Education K-6 Endorsement

This program is designed for students who desire to teach at the elementary school level (PreK – 6) major in Interdisciplinary Studies with an endorsement in Elementary Education. The program is designed to give students a broad background in general education, a specified core curriculum for academic content knowledge, professional studies, and appropriate field-based (FB) instruction.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with an endorsement concentration in Elementary Education, including both course work and clinical experiences. The Praxis I: Reading, Mathematics, and Writing (or relevant exemption test) are required for admission into the Department of Teacher Education. The Virginia Communication and Literacy Assessment must be passed prior to the student being classified as a “Junior.” The Praxis II 10014: Elementary Education and the Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment must be passed prior to the start of student teaching. The Department of Teacher Education sets a minimum grade of "C" for Academic Core courses.

Testing Requirements

Passing scores for the Praxis I: Reading, Mathematics, and Writing (or relevant exemption test) are required for admission into programs that lead to licensure. The Virginia Communication and Literacy Assessment must be passed prior to the student being classified as a “Junior.” The Praxis II: Elementary Education and the Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment must be passed prior to the start of student teaching. See the chart below for test codes and passing scores.

TEST	TEST CODE		REQUIRED PASSING SCORE*
	Computer Based	Paper	
Praxis I: Reading, Mathematics, and Writing	Reading – 5710	Reading -0710	178
	Writing – 5720	Writing – 0720	176
	Mathematics - 5730	Mathematics - 0730	178
			Or Composite: 532
Praxis II Elementary Education: Content Knowledge	5014	10014	143
Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education	5306	0306	157

Teachers Assessment		
Virginia Communication and Literacy Assessment (VCLA)	NA	Writing Subtest: 235 Reading Subtest: 235 Or Composite: 470

**Passing scores are subject to change. Please go to the Va. DOE site to determine current required scores.*

Students should designate Virginia Union University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the Teacher Education main office (Martin E. Gray Building).

Curriculum

General Education Requirements (52 hours)

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Core Curriculum Requirements” listed in the catalog under “The Center for Undergraduate Studies” for a full listing of courses.

Interdisciplinary Studies – Academic Core (Required for Elementary and Special Education majors; 39 hours)

IDS 190	Fundamentals of Learning	1
SCI 151	Introduction to Physical Sciences	4
NSC 260	Introduction to Environmental Science	4
ENG 303	Advanced Composition	3
ENG 340	Modern English Grammar or	3
ENG 341	Introduction to Linguistics	3
HIS 201	United States History to 1865	3
HIS 202	United States History since 1865	3
HUM 211	History and Appreciation of Music	2
PHI 211	Logic	3
MAT 170	College Algebra and Trigonometry	4
MAT 201	Statistics	3
PSC 230	American Government (Required for Elem Ed only)	3
PSY 306	Psycho-Educational Measurements and Evaluation	3

Professional Studies and Field Based (37 hours)

EDU 220	Foundations of Education	3
EDU 221 FB	Foundations of Education FB	0
EDU 321	Curriculum and Instructional Strategies for Diverse Learners	3

EDU 322 FB	Curriculum and Instructional Strategies for Diverse Learners FB	0
EDU 323	Adaptive Constructivist Teaching	3
EDU 324 FB	Adaptive Constructivist Teaching FB	0
EDU 331	Emergent Literacy and Developmental Reading I	3
EDU 332 FB	Emergent Literacy and Developmental Reading I FB	0
EDU 340	Computers and Technology in Ed.	3
EDU 341 FB	Computers and Technology in Education	0
EDU 358	Classroom/ Behavior Management	3
EDU 359 FB	Classroom/Behavior Management	0
EDU 422 FB	Interdisciplinary Instruction: Design and Practice	3
EDU 424	Student Teaching	9FB
EDU 425	Reflective Teaching Colloquium/ Critical Issues	3
EDU 431	Emergent Literacy and Developmental Reading II	3
EDU 432 FB	Emergent Literacy and Developmental Reading II	0
EDU 490	Critical Issues in Education	1

Interdisciplinary Education: Special Education K-12 Endorsement

This program is designed for students who desire to teach students enrolled K-12 Special Education General Curriculum. The program is designed to give students a broad background in general education, a specified core curriculum for academic content knowledge, professional studies, and appropriate field-based (FB) instruction.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with an endorsement concentration in Special Education General Curriculum, including both course work and clinical experiences. Passing scores on the Praxis I: Reading, Mathematics, and Writing (or relevant exemption test) are required for admission into programs that lead to licensure. The Virginia Communication and Literacy Assessment must be passed prior to the student being classified as a "Junior." The Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment must be passed prior to the start of student teaching. The Department of Teacher Education sets a minimum grade of "C" for Academic Core courses.

Testing Requirements

Passing scores on the Praxis I: Reading, Mathematics, and Writing (or relevant exemption test) are required for admission into programs that lead to licensure. The Virginia Communication and Literacy Assessment must be passed prior to the student being classified as a “Junior.” The Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment must be passed prior to the start of student teaching. See the chart below for test codes and passing scores.

TEST	TEST CODE		REQUIRED PASSING SCORE*
	Computer Based	Paper	
Praxis I: Reading, Mathematics, and Writing	Reading – 5710	Reading -0710	178
	Writing – 5720	Writing – 0720	176
	Mathematics - 5730	Mathematics - 0730	178
			Or Composite: 532
Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment	5306	0306	157
Virginia Communication and Literacy Assessment (VCLA)	NA		Writing Subtest: 235 Reading Subtest: 235 Or Composite: 470

**Passing scores are subject to change. Please go to the Va. DOE site to determine current required scores.*

Students should designate Virginia Union University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the Teacher Education main office (Martin Gray Building).

Curriculum

General Education Requirements (52 hours)

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Core Curriculum Requirements” listed in the catalog under “The Center for Undergraduate Studies” for a full listing of courses.

Interdisciplinary Studies – Academic Core (36 hours)

IDS 190	Fundamentals of Learning	1
SCI 151	Introduction to Physical Sciences	4
NSC 260	Introduction to Environmental Science	4
ENG 303	Advanced Composition	3
ENG 340	Modern English Grammar <i>or</i>	3
ENG 341	Introduction to Linguistics	3
HIS 201	United States History to 1865	3
HIS 202	United States History since 1865	3
HUM 211	History and Appreciation of Music	2
PHI 211	Logic	3
MAT 170	College Algebra and Trigonometry	4
MAT 201	Statistics	3
PSY 306	Psycho-Educational Measurements and Evaluation	3

Professional Studies and Field Based (37 hours)

SPED 250	Introduction to Special Education	3
SPED 251 FB	Introduction to Special Education	0
SPED 340	Characteristics of Exceptionalities	3
SPED 341 FB	Characteristics of Exceptionalities	0
SPED 353	Language Acquisition for Exceptional Learners	3
SPED 354 FB	Language Acquisition for Exceptional Learners	0
SPED 355	Vocational Exploration for Exceptional Children	3
SPED 356 FB	Vocational Exploration for Exceptional Children	0
SPED 358	Classroom Management for Exceptional Children	3
SPED 359 FB	Classroom Management for Exceptional Children	0
SPED 453 FB	Instruc. Programming for Learners	3 FB
EDU 220	Foundations of Education	3
EDU 431	Emergent Literacy and Developmental Reading II	3
EDU 340 FB	Computers and Technology in Ed.	3
EDU 424	Student Teaching	9 FB
EDU 425	Reflective Teaching Colloquium/ Critical Issues	3
EDU 490	Critical Issues in Education	1

Content Area Majors: Secondary Education 6-12 Endorsement

The Department of Teacher Education and Interdisciplinary Studies offers an associate major in Secondary Education (Mathematics, Biology, Chemistry, Business, History/Social Science, and English). This will lead to a Bachelor of Arts degree and teacher licensure with an endorsement for grades 6-12. This program is designed to give students a broad background in general studies, a specific core curriculum for academic content knowledge, and professional studies. In addition, candidates must complete a minimum of hours of field experiences including Student Teaching, and the capstone course in their senior year.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Arts degree with an endorsement concentration in Mathematics, Biology, Chemistry, Business, History/Social Science, or English, including both course work and clinical experiences. Passing scores on the Praxis I: Reading, Mathematics, and Writing (or relevant exemption test) are required for admission into programs that lead to licensure. The appropriate Praxis II for the major subject area and the Virginia Communication and Literacy Assessment must be passed prior to the start of student teaching. The Department of Teacher Education sets a minimum grade of "C" for all courses.

Testing Requirements

Passing scores on the Praxis I: Reading, Mathematics, and Writing (or relevant exemption test) are required for admission into programs that lead to licensure. The appropriate Praxis II for the major subject area, the Virginia Communication and Literacy Assessment must be passed prior to the start of student teaching. See the chart below for test codes and passing scores.

TEST	TEST CODE		REQUIRED PASSING SCORE*
	Computer Based	Paper	
Praxis I: Reading, Mathematics, and Writing	Reading – 5710	Reading -0710	178
	Writing – 5720	Writing – 0720	176
	Mathematics - 5730	Mathematics - 0730	178
			Or Composite: 532
Praxis II: Mathematics		0061	147
Praxis II: Biology		0235	155
Praxis II: Chemistry		0245	153
Praxis II: Business Education		0101	157
Praxis II: History		0081	161
Praxis II: English Language, literature and Composition		0041	172
Virginia Communication and	NA		Writing Subtest: 235 Reading Subtest: 235

Literacy Assessment (VCLA)		Or Composite: 470
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**Passing scores and approved tests are subject to change. Visit the Virginia Department of Education website (http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf) or the ETS site for specific information regarding which Praxis II test is required for the content area major and current required passing scores.*

Students should designate Virginia Union University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the Department of Teacher Education main office (Peoples Building, New Castle) prior to registering for any methods course. Visit the Virginia Department of Education website (http://www.doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf) or the ETS site for specific information regarding which Praxis II test is required for the content area major.

Curriculum

General Education Requirements for Mathematics, Biology, Chemistry, Business, History/Social Science, and English Majors (52 hours)

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Core Curriculum Requirements” listed in the catalog under “The Center for Undergraduate Studies” for a full listing of courses.

Professional Studies and Field Based Requirements for Mathematics, Biology, Chemistry, Business, History/Social Science, and English Majors (38 hours)

IDS 190	Fundamentals of Teaching	1
EDU 220	Foundations of Education	3
EDU 221 FB	Foundations of Education FB	0
EDU 321	Curriculum and Instructional Strategies for Diverse Learners	3
EDU 322 FB	Curriculum and Instructional Strategies for Diverse Learners FB	0
EDU 323	Adaptive Constructivist	3
EDU 329	Reading in Content Areas	3
EDU 330 FB	Reading in Content Areas	0
EDU 340	Computers and Technology in Education	3
EDU 341 FB	Computers and Technology in Education	0
EDU 358	Classroom/ Behavior Management	3

EDU 359 FB	Classroom/Behavior Management	0
EDU 423 FB	Curriculum and Instruction in Secondary Schls	3FB
PSY 306	Educational Measurement and Evaluation	3
EDU 424	Student Teaching	9FB
EDU 425	Reflective Teaching Colloquium/ Critical Issues	3
EDU 490	Critical Issues in Education	1

**Mathematics-Education Major - Required Content Core
(37 hours; minimum grade of C required)**

MAT 175	Pre-Calculus Trigonometry	4
MAT 214	Analytical Geometry and Calculus I	4
MAT 216	Analytical Geometry and Calculus II	4
MAT 301	Modern Geometry	3
MAT 304	Linear Algebra	3
MAT 306	Modern Algebra I	3
MAT 315	Discrete Mathematics	3
MAT 322	Multivariate Calculus	4
MAT 427	Differential Equations	3
MAT 428	Advance Calculus I	3
MAT 441	Complex Variables I	3

**Biology-Education Major - Required Content Core
(48 hours)**

BIO 112	General Biology II	4
BIO 115	Writing in the Sciences	1
BIO 201	Microbiology	4
BIO 213	Genetics	4
BIO 308	Comparative Anatomy of Vertebrates	4
BIO 315	Cell Biology	4
CHE 101	General Chemistry I	4
CHE 102	General Chemistry II	4
CHE 210	Organic Chemistry I	4
PHY 221	College Physics I	4
MAT 175	Pre-Calculus with Trigonometry	4
MAT 201	Statistics	3
NSC 260	Introduction to Environmental Science	4

**Chemistry-Education Major - Required Content Core
(47 hours)**

CHE 102	General Chemistry II	4
CHE 201	Quantitative Analysis	4

CHE 210 Organic Chemistry I	4
CHE 211 Organic Chemistry II	4
CHE 310 Physical Chemistry I	4
CHE 311 Physical Chemistry II	4
CHE 380 Inorganic Chemistry	3
CHE 450 Senior Research Seminar	4
BIO 111 General Biology I	4
PHY 251 University Physics I	4
MAT 175 Pre-Calculus with Trigonometry	4
MAT 214 Analytic Geometry	4

**Business Education Major - Required Content Core
(38 hours)**

ACC 201 Financial Accounting	4
ACC 202 Managerial Accounting	4
ECO 232 Micro-Economics	3
ENM 315 Entrepreneurship	3
FNB 300 Principles of Finance	3
MGT 199 Prof. and Ethical Development	3
MGT 200 Intro to Legal Environments	3
MGT 213 Managerial Communications	3
MGT 314 Management and Organizational Behavior	3
MGT 316 Global Business	3
MKT 300 Principles of Marketing	3
PSY 306 Psycho-Educational Measurement and Evaluation	3

History/Social Science-Education Major - 41 hours

Required Content Core 39 hours

HIS 146 World Civilizations II	3
HIS 201 U.S. History I	3
HIS 202 U.S. History II	3
HIS 226 African-American History II	3
PSC 230 Introduction to American Government	3
European History	6
History Restricted Elective	3
Social Science Restricted Elective	3
Geography	9
Economics	3

Required Related Course **3 hours**

PSY 306 Psycho-Educational Measurement and Evaluation 3

English -Education Major - 51 hours

Required Content Core **33 hours**

ENG 303 Advanced Composition *or* ENG 453 Rhetorical Criticism 3

ENG 313 History of the English Language *or* ENG 341 Introduction to Linguistics 3

ENG 323 American Literature I 3

ENG 324 American Literature II 3

ENG 328 British Literature I 3

ENG 329 British Literature II 3

ENG 337 African-American Literature I 3

ENG 338 African-American Literature II 3

ENG 340 Modern English Grammar 3

ENG 454 Introduction to Literary Criticism 3

ENG 495 Senior Seminar 3

Related Courses **18 hours**

Foreign Language Requirements for English Majors **6 hours**

SPA or FRE 205 (Intermediate SPA I or French I) 3

SPA or FRE 206 (Intermediate SPA or FRE II) 3

Restricted (English) Electives for English Major **12**
hours

(300-400 level English courses)

RECOMMENDATIONS FOR LICENSURE

Candidates, who fulfill all degree and endorsement requirements, including successful completion of the Virginia Communication and Literacy Assessment (VCLA), Praxis Series Reading for Virginia Educators (RVE) and Praxis II, should consult with the Field Placement Coordinator to apply for a teaching license from the Virginia Department of Education. The Virginia Interstate Agreement also may qualify graduates for licensure in other states. Licensure criteria may change in accordance with policies and regulations from the Virginia Board of Education.

Interdisciplinary Education: Community Based Education (Non-Licensure)

The Community-Based Education program is designed to prepare students to work in education at programs in community settings. Students will learn the fundamentals of leadership and educational programming for community based preschool, after-school and alternative programs. Students in this program will major in interdisciplinary studies. Courses are open to all students as electives.

Conceptual Framework

The rationale and organizing principles that guide the curriculum for community-based education are identified by the theme, “The Community Educator as the Reflective Strategist.” The principle components of the reflective strategist are 1) competence, 2) an ethic of caring, 3) use of developmental principles for diversity programming, and 4) collaboration for strategic planning. This process empowers the professional community-based educator to model intellectual independence by continually exploring the needs of the community.

Admission Requirements for Senior Field-Experience

In the final semester of the senior year, students who meet all program requirements, general education requirements, and interdisciplinary studies or academic major requirements are able to enroll in Senior Field Experience and Senior Field Seminar. Students will spend a semester experience in a community-based organization implementing what has been learned.

Curriculum: Elementary Education (non-licensure)

General Education Requirements (52 hours)

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Core Curriculum Requirements” listed in the catalog under “The Center for Undergraduate Studies” for a full listing of courses.

Interdisciplinary Studies – Academic Core (39 hours)

IDS 190	Fundamentals of Learning	1
SCI 151	Introduction to Physical Sciences	4
NSC 260	Introduction to Environmental Science	4
ENG 303	Advanced Composition	3
ENG 340	Modern English Grammar <i>or</i>	3
ENG 341	Introduction to Linguistics	3
HIS 201	United States History to 1865	3
HIS 202	United States History since 1865	3
HUM 211	History and Appreciation of Music	2

PHI 211	Logic	3
MAT 170	College Algebra and Trigonometry	4
MAT 201	Statistics	3
PSC 230	American Government <i>(Required for Elem Ed only)</i>	3
PSY 306	Psycho-Educational Measurements and Evaluation	3

Professional Studies and Field Based (37 hours)

EDU 220	Foundations of Education	3
EDU 221 FB	Foundations of Education FB	0
EDU 321	Curriculum and Instructional Strategies for Diverse Learners	3
EDU 322 FB	Curriculum and Instructional Strategies for Diverse Learners FB	0
EDU 323	Adaptive Constructivist Teaching	3
EDU 324 FB	Adaptive Constructivist Teaching FB	0
EDU 331	Emergent Literacy and Developmental Reading I	3
EDU 332 FB	Emergent Literacy and Developmental Reading I FB	0
EDU 340	Computers and Technology in Ed.	3
EDU 341 FB	Computers and Technology in Education	0
EDU 358	Classroom/ Behavior Management	3
EDU 359 FB	Classroom/Behavior Management	0
EDU 422 FB	Interdisciplinary Instruction: Design and Practice	3
EDU 431	Emergent Literacy and Developmental Reading II	3
EDU 432 FB	Emergent Literacy and Developmental Reading II	0
IDS 426	Senior Field Experience	9FB
IDS 427	Reflective Teaching Colloquium/ Critical Issues	3
EDU 490	Critical Issues in Education	1

Curriculum: Special Education (non-licensure)

General Education Requirements (52 hours)

A grade of C or better is required in all English, Mathematics, History, and Science courses. See “General Education Core Curriculum Requirements” listed in the catalog under “The Center for Undergraduate Studies” for a full listing of courses.

Interdisciplinary Studies – Academic Core (36 hours)

IDS 190	Fundamentals of Learning	1
SCI 151	Introduction to Physical Sciences	4
NSC 260	Introduction to Environmental Science	4
ENG 303	Advanced Composition	3
ENG 340	Modern English Grammar <i>or</i>	3
ENG 341	Introduction to Linguistics	3
HIS 201	United States History to 1865	3
HIS 202	United States History since 1865	3
HUM 211	History and Appreciation of Music	2
PHI 211	Logic	3
MAT 170	College Algebra and Trigonometry	4
MAT 201	Statistics	3
PSY 306	Psycho-Educational Measurements and Evaluation	3

Professional Studies and Field Based (37 hours)

SPED 250	Introduction to Special Education	3
SPED 251 FB	Introduction to Special Education	0
SPED 340	Characteristics of Exceptionalities	3
SPED 341 FB	Characteristics of Exceptionalities	0
SPED 353	Language Acquisition for Exceptional Learners	3
SPED 354 FB	Language Acquisition for Exceptional Learners	0
SPED 355	Vocational Exploration for Exceptional Children	3
SPED 356 FB	Vocational Exploration for Exceptional Children	0
SPED 358	Classroom Management for Exceptional Children	3
SPED 359 FB	Classroom Management for Exceptional Children	0
SPED 453 FB	Instruc. Programming for Learners	3 FB
EDU 220	Foundations of Education	3
EDU 431	Emergent Literacy and Developmental Reading II	3
EDU 340 FB	Computers and Technology in Ed.	3
IDS 426	Senior Field Experience	9FB
IDS 427	Reflective Teaching Colloquium/ Critical Issues	3
EDU 490	Critical Issues in Education	1

The above information applies to students who enter this degree program during the 2012-2013 Academic Year. If you entered this degree program before the Fall 2012 semester, please refer to the [academic catalog](#) for the year you began your degree program.

THE “WEEKEND COLLEGE”

A CONTINUING EDUCATION INITIATIVE

The “Weekend College” is a Continuing Education Outreach Initiative which offers practicing and prospective teachers, as well as ‘career-switchers’ courses that make them eligible for licensure in the Commonwealth of Virginia.

This section of the Program Handbook is designed as a guide to help participants plan and prepare for their courses of study. We believe that this information will be a valuable resource in keeping students and faculty informed of the requirements to complete the courses of study.

In this section, you will find the required courses, assessments, field experiences and policies and procedures for entering and exiting the Teacher Licensure Program through Continuing Education at Virginia Union University. Candidates are expected to follow and be knowledgeable of all requirements of the Teacher Education Program.

DESCRIPTION OF THE “WEEKEND COLLEGE”

Through the Weekend College, the VUU Department of Teacher Education offers courses required for endorsements in licensure areas as approved by the Commonwealth of Virginia. The endorsement areas are:

Elementary Education – grades Pre-K-6

Secondary Education – grades 6-12

Special Education – grades Pre-K-12

Classes are taught in a series of three weekends: Fridays, 5 p.m-10:00 p.m. and Saturdays, 8 a.m.-6:00 p.m.

ADMISSION AND ENROLLMENT INFORMATION

ALL Candidates Must:

- Possess at least a Bachelor’s Degree with a major appropriate for the proposed area of the teaching license.
- Have an undergraduate G.P.A of at least 2.5 cumulative on a 4.0 scale.
- Have no criminal record.

- Submit undergraduate transcript(s) to the Department of Teacher Education for evaluation. If you attended school overseas, you must have an official translation by the World Education Services, Inc. (www.wes.org).
- Submit an application for admission.
- Earn passing scores on all assessments required by the Virginia Department of Education.

ADDITIONAL REQUIREMENTS

Elementary Education	<p>The required Bachelor's Degree must include:</p> <ul style="list-style-type: none"> • English - 12 credits • Mathematics - 12 credits • Science - 12 credits • History - 9 credits <ul style="list-style-type: none"> ○ U.S. History (3 credits) ○ World History (3 credits) ○ Elective (3 credits) • Social Sciences – 6 credits <ul style="list-style-type: none"> ○ Geography (3 credits) ○ Economics (3 credits) • Humanities – 3 credits • Philosophy – 3 credits
Secondary Education	<p>The required Bachelor's Degree must indicate a major in Biology, Business, Chemistry, English, History & Social Science, or Mathematics. Those who seek endorsement in other subject areas must consult their school division for transcript acceptance.</p>

KEY DATES

Program Application	Six weeks prior to the first class session.
Official Bachelor's Degree Transcript	Five weeks prior to the first class session.
Three References	Three weeks prior to the first class session.
Assessment Reports	Two weeks prior to the first class session.
Tuition and Fees	One week prior to the first class session.

GENERAL OPERATING PROCEDURES

Cost

Cost for this program is \$400.00 per course for a three-hour credit course.

Payment

Payment for courses shall be made one week before the first class meeting. The University does not accept personal checks. Payment must be made by cashier's check or money order.

Textbooks

Students are responsible for purchasing their textbooks. Textbooks are available at the Virginia Union University Bookstore located in the L. Douglas Wilder Library and online websites.

Parking

Students are required to purchase a parking decal at a cost of \$35.00 annually for on campus parking. Vehicles without a decal are subject to be ticketed or towed.

ASSESSMENTS REQUIRED BY VIRGINIA DEPARTMENT OF EDUCATION FOR TEACHER LICENSURE

Elementary PK-6 Grades

1. Praxis I (for admission to the VUU Department of Education).
2. Virginia Communication and Literacy Test (VCLA/passing score: 470).
3. Reading for Virginia Educators (RVE/passing score 157).
4. Praxis 11

Special Education K-12 General Education Curriculum

1. Praxis I (for admission to the VUU Department of Education).
2. Virginia Communication and Literacy Test (VCLA/passing score: 470).
3. Virginia Reading Assessment (VRA/passing score 235).

Secondary Education 6-12 Grades

1. Praxis I (for admission to the VUU Department of Education).
2. Virginia Communication and Literacy Test (VCLA/passing score: 470).
3. Praxis II Content Area test (see below).

PRAXIS II Requirements:

Content Area	Code	Passing Score
Elementary Education Content Knowledge	0014	143
English Content Knowledge	0041	172
Mathematics Content Knowledge	0061	147
Biology Content Knowledge	0235	155
Chemistry Content Knowledge	0245	153
Business Education	0100	590
Social Studies	0081	161

THE ADVISEMENT PROCESS

Take advantage of the advisement process and use the time productively. Follow the suggestions below to participate in a rewarding meeting.

- ✓ Know your advisor's name, address, telephone number, and email address.
- ✓ Meet with your advisor each semester.
- ✓ Before registration at the university begins, call the secretary to make an appointment with your advisor.
- ✓ Be on time for your appointment.
- ✓ If an emergency prevents you from keeping your appointment, call your advisor or the secretary at least one-half hour in advance to cancel the appointment.
- ✓ If an emergency prevents you from keeping your appointment, re-schedule your advisement.
- ✓ Come to your advisement meeting prepared.
 - ❑ Obtain an unofficial transcript from website.
 - ❑ Report to the secretary before going to your advisor to pick up your folder.
 - ❑ **BRING YOUR ADVISEMENT GUIDE WITH YOU!**
- ✓ Know the curriculum plan and work with your advisor to follow the sequence of courses.
- ✓ Ask for assistance that you may need in any aspect of the program.
- ✓ Make sure that you fill out your forms completely.

ADVISORY GROUPS

The Teacher Education Council

The Teacher Education Council provides the opportunity for all members of the professional community to be actively involved in the Unit's policy-making. The Council is composed of representatives of higher education and professional faculties, administration, candidates, instructional support staff, and public school districts. It serves in an advisory capacity to the Unit. Following the guidelines of the Virginia Department of Education, it recommends policies and procedures related to all program endorsement areas that lead to teacher licensure.

Special Education Advisory Council

Representatives from local agencies and school districts and faculty from the Department of Teacher Education and Interdisciplinary Studies meet to discuss current trends and issues pertinent to the field. The aim is to provide guidance related to course development, technology, and field/clinical experience in the surrounding areas.

CLUBS AND ORGANIZATIONS

Student Education Association

The Association provides an opportunity for students to practice professional and leadership skills in an educational organization. Students actively engage in planning, implementing, and facilitation events that assist in their professional development and advance education in the community. Activities focus on mentoring and tutoring of school-age children. Membership is open to all persons interested in education.

Council for Exceptional Children

The Council emphasizes issues and activities related to exceptional education. Students are exposed to their field experience through practical activities.

SCHOLARSHIPS

Virginia Scholarship Loan Program (www.pen.k12.va.us)
Lucille M. Brown Scholarship
Dorothy N. Cowling Scholarship
Endowed Teacher Education Scholarship
Charles S. Mott Scholarship
Virginia Council of Teachers of Mathematics (VCTM)
VACTE Scholarship (Virginia Association of Colleges for Teacher Education)

PROFESSIONAL ORGANIZATIONS

Richmond Area Association of Black School Educators (RAABSE)
Phi Delta Kappa International
American Association of Colleges for Teacher Education (AACTE)
Virginia Association of Colleges for Teacher Education (VACTE)
Virginia Association for Supervision and Curriculum Development (VASCD)
Pi Lambda Theta International Honor Society
Kappa Delta Pi International Honor Society

APPENDICES

APPLICATION FOR ADMISSION

Name _____ Social Security: _____ ID # _____

Address: _____

Home Phone _____ Cell Phone: _____

E-mail: _____ Fax: _____

Endorsement Information (Please check one):

- | | |
|---|--|
| <input type="checkbox"/> Elementary Education PK-6 | <input type="checkbox"/> Secondary Chemistry Grades 6-12 |
| <input type="checkbox"/> Exceptional Education K-12 | <input type="checkbox"/> Secondary English Grades 6-12 |
| <input type="checkbox"/> Secondary Biology Grades 6-12 | <input type="checkbox"/> Secondary History and Social Studies
Grades 6-12 |
| <input type="checkbox"/> Secondary Business Grades 6-12 | <input type="checkbox"/> Secondary Mathematics Grades 6-12 |

Advisor: _____

Praxis I Scores: Reading _____ Writing _____ Mathematics _____

Virginia Communication and Literary Assessment (VCLA) Scores: _____
G.P.A. _____

S.A.T. Scores: Verbal _____ Math _____ Total _____

Responses to the two questions below are required by the Virginia Department of Education. Please put an (X) in the space before the correct answer to each question:

1. Have you ever been convicted of a felony? _____ Yes _____ No
2. Have you ever had a teaching license revoked or suspended in another state?
_____ Yes _____ No

Affirmation Statement:

I, _____, hereby apply for admission to the teacher preparation program in the Department of Teacher Education and Interdisciplinary Studies at Virginia Union University. I understand that application does not ensure acceptance, as there are specific requirements that must be met before admission to the program. I also understand that if I am admitted to the program, I must maintain the required grade point average, respond to state mandated licensure examinations, and satisfy all university requirements for graduation. I also declare that I have provided the necessary documentation to accompany this application.

The statements in this document are accurate. I will follow the rules and regulations of the Department of Teacher Education and Interdisciplinary Studies relating to admissions. As a representative of Virginia Union University and the teaching profession, I will conduct myself in a professional manner, including standard speech, demeanor, and dress.

Pre-Candidate's Signature _____ Date: _____

APPLICATION CHECKLIST (WEEKEND COLLEGE)

Pre-Candidate Name: _____

_____ APPLICATION FOR ADMISSION

_____ PHILOSOPHY OF EDUCATION – 1 page

You will write a one page statement on your philosophy of education. Your statement is to be a maximum of 1000 words, single spaced and should include: a) Why you want to be a teacher and b) a description of a powerful experience in your life and how it might impact your teaching.

_____ LETTERS OF RECOMMENDATION

You are asked to submit three (3) letters of recommendation. The first letter should come from a college-level instructor who can speak to your academic competencies. The second letter should come from your academic major advisor. Both of the first two letters should provide anecdotal evidence of how you interact with youth and your suitability for the teaching profession. The third letter should come from your current supervisor who can provide information regarding the following skills: written and oral communication, analytical reasoning, and/or the ability to read complex material. Letters may not be from a neighbor, friend, or relative. Letters that are not submitted electronically should be mailed directly to the Syphax School of Education, Psychology and Interdisciplinary Studies.

(Please list names of persons providing reference letters)

Professional: _____

Academic Major Advisor: _____

Supervisor: _____

_____ Praxis I Scores (copy of ETS score report)

_____ SAT Scores (if over 1100) (copy of official score report)

_____ GPA Transcript 2.5 or Higher (copy of transcript)

Please return the application and your Philosophy of Education by July for Fall Semester or December for Spring Semester enrollment. Please see page 4 for the deadlines for the required attachments.

With the exception of the affirmation signature, all parts of the application must be typed.

Signature: _____

Date: _____

APPLICATION FOR ADMISSION – WEEKEND COLLEGE

Name _____ Social Security: _____

Address: _____

Home Phone _____ Cell Phone: _____

E-mail: _____ Fax: _____

Endorsement Desired:

_____ **Elementary Education** – grades Pre-K-6

_____ **Secondary Education** – grades 6-12

_____ **Special Education** – grades Pre-K-12

Praxis I Scores: Reading _____ Writing _____ Mathematics _____

G.P.A. _____

S.A.T. Scores: Verbal _____ Math _____ Total _____

Responses to the two questions below are required by the Virginia Department of Education. Please put an (X) in the space before the correct answer to each question:

1. Have you ever been convicted of a felony? _____ Yes _____ No
2. Have you ever had a teaching license revoked or suspended in another state?
_____ Yes _____ No

Affirmation Statement:

I, _____, hereby apply for admission to the teacher preparation program in the School of Education and Interdisciplinary Studies at Virginia Union University. I understand that application does not ensure acceptance, as there are specific requirements that must be met before admission to the program. I also understand that if I am admitted to the program, I must maintain the required grade point average, respond to state mandated licensure examinations, and satisfy all university requirements for graduation. I also declare that I have provided the necessary documentation to accompany this application.

The statements in this document are accurate. I will follow the rules and regulations of the School of Education and Interdisciplinary Studies relating to admissions. As a representative of Virginia Union University and the teaching profession, I will conduct myself in a professional manner, including standard speech, demeanor, and dress.

Pre-Candidate's Signature _____ Date: _____

Current Honors Received:

Additional Outstanding Accomplishments:

Memberships (Current):

Offices Held (Current):

Volunteer Service:

Experience with K-12:

Employment History:

CURRICULUM
SHEETS
BY MAJOR

Interdisciplinary Studies Elementary Education - B.S. Degree

Fall Semester

Freshman Year

Spring Semester

	Course Name	Hours
ENG 101	English (GE)	3
MAT 115	College Algebra (GE)	3
HIS 145 or 146	World Civilization (GE)	3
SPH 217 or 203	Inform. & Persuasive Speaking or Voice & Diction (GE)	2 or 3
FL 101	Foreign Language (GE)	3
GST 004	Freshman Orientation (GE)	1
HLH 101	Personal and Community Health (GE)	1
Total Hours		16 or 17

	Course Name	Hours
ENG 102	Freshman Composition (GE)	3
MAT 121	Contemporary College Math (GE)	3
SCI 150	General Biology (GE)	4
HUM 210	History and Appreciation of Art (GE)	2
IDS 190	Fundamental of Learning (GE)	1
FL 102	Foreign Language (GE)	3
Total Hours		16

Sophomore Year

	Course Name	Hours
HIS 201	American History (IDS)	3
PSY 201	Human Growth and Development (GE)	3
SCI 151	Introduction to Physical Sciences (IDS)	4
GEO 203	Introduction to Cultural Geo (GE)	3
PSC 230	Introduction to American Government (IDS)	3
PED 101	Physical Education (GE)	1
Total Hours		17

	Course Name	Hours
HIS 202	US History since 1865 (IDS)	3
ECO 231	Principles of Economics (GE)	3
EDU 220/221FB	Foundations of Education	3
HUM 211	History and Appreciation of Music (IDS)	2
HUM 225 or 226	Survey of World Literature I or 2 (GE)	3
(Choose One from List)	African American Heritage (HIS 225, 226; ENG 337, 338; MUS 333, 321; MCM 304, NSC 290, REL 235, ART 310) (GE)	3
Total Hours		17

Junior Year

	Course Name	Hours
ENG 323 or 324	American Literature (GE)	3
MAT 170	Pre-Calculus (IDS)	4
EDU 321 & EDU 322FB	Instructional Strategies for Diverse Learners	3
EDU 340 & EDU 341FB	Computers and Tech in Education	3
PHI 211	Logic (IDS)	3
Total Hours		16

	Course Name	Hours
NSC 260	Introduction to Environmental Science (IDS)	4
MAT 201	Basic Principles of Statistic (IDS)	3
ENG 340 or 341	Modern English Grammar or Linguistics (IDS)	3
EDU 323 & EDU 324FB	Adaptive Constructivist Teaching	3
EDU 331 & EDU 332FB	Emergent Literacy & Developmental Reading I	3
EDU 490	Critical Issues in Education	1
Total Hours		17

Senior Year

	Course Name	Hours
PSY 306	Psycho-Educational Measurement and Evaluation (IDS)	3
ENG 303	Advanced Composition (IDS)	3
EDU 422FB	Interdisciplinary Inst.: Design & Practice	3
EDU 431 & 432FB	Emergent Literacy & Developmental Reading II	3
EDU 358 & 359FB (Fall 2009 Admits Only)	Classroom/Behavior Management	3
Total Hours		15

	Course Name	Hours
EDU 424	Student Teaching	9
EDU 425	Reflective Teaching Colloquium	3
Total Hours		12

Total minimum hours required for degree completion **126 or 127**

Hours earned year one -- Hours earned year two --- Hours earned year three --- Hours earned four --- Hours earned year five/---Total hours earned

Student's Signature: _____ Date: _____ Advisor's Signature _____ Date: _____

Interdisciplinary Studies: Special Education (SPE) - B.S. Degree

Fall Semester

Freshman Year

Spring Semester

	Course Name	Hours
GST 004	Orientation and Interpersonal Awareness	1
ENG 101	Freshman Composition	3
MAT 115	College Algebra	3
HIS 145 or 146	World Civilization I or World Civilization II	3
SPA/FRE 101	Foreign Language	3
SPH 217 or 203	Informative & Persuasive Speaking or Voice and Diction	2 or 3
Total Hours		15 or 16

	Course Name	Hours
ENG 102	Freshman Composition	3
MAT 121	Contemporary College Mathematics	3
SCI 150	Intro to Biological Science	4
HUM 210 or 211	History and Appreciation of Art or History and Appreciation of Music	2
SPA/FRE 102	Foreign Language	3
IDS 190	Fundamentals of Learning	1
Total Hours		16

Sophomore Year

	Course Name	Hours
HIS 201	American History	3
ECO 231	Principles of Economics	3
ENG 323	American Literature	3
PED 101	Fundamentals of Physical Education	1
SCI 151	Introduction to Physical Sciences	4
GEO 203	Principles of Geography	3
Total Hours		17

	Course Name	Hours
HIS 202	American History II	3
PSC 230	Introduction to American Government	3
EDU 220/221FB	Foundations of Education	3
SPE 250/251FB	Introduction to Special Education, Legal Issues & Legal Aspects of Disability	3
HLH 101	Personal and Community Health	1
HIS 225/226	African American Heritage	3
Total Hours		15

Junior Year

	Course Name	Hours
ENG 340 or 341	Modern English Grammar of Introduction to Linguistics	3
MAT 170	Pre-Calculus	4
SPE 340/341FB	Characteristics of Exceptionalities	3
HUM 211	History & Appreciation of Music	3
PSY 201	Human Growth & Development	3
Total Hours		16

	Course Name	Hours
NSC 260	Introduction to Environmental Science	4
MAT 201	Elementary Statistics	3
ENG 303	Advanced Composition	3
SPE 353/354FB	Language Acquisition and Reading for Exceptional Learners	3
SPE 358/359FB	Classroom/Behavior Management	3
Total Hours		16

Senior Year

	Course Name	Hours
PSY 306	Psycho-Educational Measurement and Evaluation	3
EDU 431/432FB	Emergent Literacy & Developmental Reading II	3
SPE 453FB	Instructional Programming for Exceptional Learners	3
SPE 355/356FB	Vocational Exploration for Exceptional Learners	3
EDU 340/341FB	Computer & Technology	3
Total Hours		15

	Course Name	Hours
EDU 424	Student Teaching	9
EDU 425	Reflective Teaching Colloquium	3
Total Hours		12

Total minimum hours required for degree completion **123 or 124**

Hours earned year one

Hours earned year two

Hours earned year three

Hours earned four

Hours earned year five/Total hours earned

Student's Signature

Date

Advisor's Signature

Date

Curriculum Check Sheet Biology Secondary Education

Fall			Spring					
Course Code	Course Title	Credits	Freshman year	Course Code	Course Title	Credits	Annual Credits	
BIO 111	General Biology I	4			BIO 112	General Biology II	4	
CHE 101	General Chemistry I	4		CHE 102	General Chemistry II	4		
MAT 115	College Algebra	3		MAT 170	Pre-Calculus	4		
ENG 101	College Composition I	3		ENG 102	College Composition II	3		
HLH 101	Personal Health	1		PED 101	Physical Education	1		
GST 004	Orientation	1		IDS 190	Fundamentals of Learning	1		
Total Credits		16		Praxis I & VCLA		17	33	
BIO 213	Genetics	4	Sophomore year	BIO 201	Microbiology	4		
CHE 210	Organic Chemistry I	4		ELECT	Social Science Elective	3		
MAT 201	Elementary Statistics	3		MAT 175	Pre-Calculus with Trig.	4		
PSY 201	Human Growth and Developm.	3		ELECT	Literature Elective	3		
EDU 220	Foundations of Education	3		ELECT	History Elective	3		
/221FB				TESTS PRAXIS I / VCLA				
Praxis I & VCLA		17		Total Credits		17	34	
BIO 308	Comparative Anatomy	4	Junior year	BIO 315	Cell Biology	4		
ELECT	Fine Arts Elective	2 or 3		ELECT	Literature Elective	3		
EDU 321	Curriculum and Instructional Strategies for Diverse Learners	3		EDU 323	Adaptive Constructivist Teaching	3		
EDU 340	Computers and Technology in Education	3		EDU 329	Reading and Writing in the Content Areas	3		
EDU 358	Classroom / Behavior Management	3		PSY 306	Psycho-Educational Measurement and Evaluation	3		
EDU 490	Critical Issues in Education	1		BIO 115	Writing in the Sciences	1		
Praxis II Total Credits		16 - 17			Praxis II Total Credits		17	33-34
NSC 260	Intro. to Environmental Sci.	4		Senior year	CSC 200	Intro. to Computer Science	3	
PHY 221	College Physics I	4	ELECT		Afr. Am. Heritage Elective	3		
ELECT	Foreign Language	3	ELECT		Foreign Language	3		
EDU423FB	Curriculum and Instruction in Secondary Schools	3	ELECT		Social Science Elective	3		
Praxis II Total Credits		14			TEST PRAXIS II			
Praxis II Total Credits		14		Total Credits		12	26	
			Fifth year					
EDU 424	Student Teaching	9						
EDU 425	Reflective Teaching Colloq.	3						
Total Credits		12		Total Credits		12	12	
Total minimum hours required for degree completion:						138 - 139		

Curriculum Check Sheet Business & Information Technology

First Semester		Second Semester		
GST 004--Orientation	1	FRESHMAN YEAR	ENG 102:Freshman Comp. II	3
ENG 101: Freshman Comp I	3		MAT 160 Pre Calculus	3
			SCI 150 or 151 or 152: Intro. to Biological or Physical or Chemical Science	4
MAT 115: Coll. Algebra	3		ECO 231: Prin. of Economics	3
HIS 145 or 146: World Civ. I or II	3		Take Praxis I & VCLA	
CIS 162: Business Computer Application	3		African American Heritage	3
MGT 199:Prof. & Ethical Dev.	3		PED 101: Fundamentals of Physical Education	1
IDS 190: Fundamental of Learning	1			
TOTAL	17		TOTAL	17
EDU 220/221 FB: Foundations of Education	3	SOPHOMORE YEAR	SPA/FRE: Intermediate SPA/FRE	3
Psy 201: Human Growth	3		HLH 101: Personal & Community Health	1
			MGT 200: Introduction to Legal Environments	3
ECO 232: Micro-Economics	3		MGT 313:Operation Mgt	3
			MGT 213: Managerial Communications	3
ACC 201Financial Acctg	4		Acct 202:Managerial Accounting	4
SPA/FRE:Elementary SPA/FRE	3			
TOTAL	16		TOTAL	17
Take Praxis I & VCLA			Take Praxis I & VCLA	
Fine Arts (Choose 3 Credits)	3	JUNIOR YEAR	FNB 300:Prin of Finance	3
EDU 358/359FB:Classroom Management	3		PSY 306: Education Measurement & Evaluation	3
Take Praxis II			Social Science (GEO 203)	3
EDU321/322FB: Curr. & Inst. For Diverse Learners	3		EDU 329/330FB: Reading & Writing in the Content Area	3
EDU 490: Critical Issues in Education	1		HUM 225 or 226:World Lit. I. or World Lit II	3
Take Praxis II			ENM 315: Entrepreneurship Mgt	3
EDU 340/341FB: Computers & Tech in Education	3		Take Praxis II	
EDU 323: Adaptive Constructive Teaching	3			
TOTAL	16		TOTAL	18
MGT 316: Global Business	3	SENIOR YEAR	EDU 424:Student Teaching	9
MGT 314:Mgmt & Org. Beh.	3		EDU 425: Reflective teaching Colloquium	3
MKT 300:Principles of Marketing	3			
EDU 423: FB Secondary School Curriculum	3			
Take Praxis II				
TOTAL	15		TOTAL	12
Total minimum hours required for degree completion	128			

Curriculum Check Sheet Chemistry Secondary Education

Fall				Spring			
Course Code	Course Title	Credits		Course Code	Course Title	Credits	Annual Credit
CHE 101	General Chemistry I	4	Freshman year	Chemistry 102	General Chemistry II	4	
MAT 115	College Algebra	3		Mathematics 170	Pre-Calculus	4	
ENG 101	College Composition I	3		ENG 102	College Composition II Afr. Am. Heritage	3	
ELECT	Fine Arts Elective	3		ELECT	Elective	3	
ELECT	History Elective	3		HLH 101	Personal Health	1	
GST 004	Freshmen Orientation	1		PED 101	Physical Education	1	
				IDS 190	Fundtals of Learning	1	
Total Hours		17		Take Praxis I & VCLA		17	34
			Sophomore year				
CHE 210	Organic Chemistry I	4		Chemistry 211	Organic Chemistry II	4	
BIO 111	General Biology I	4		BIO 112	General Biology II	4	
Mathematics 175	Pre-Calc. with Trig.	4		MAT 214	Anal. Geo. Calculus I	4	
EDU 220/221FB	Foundations of Edu	3		ELECT	Literature	3	
Soc Sci Elect	PSY 201	3		PSY 306	Edu Measure & Eva	3	
Take Praxis I & VCLA		18			Take Praxis I & VCLA		18
			Junior year				
CHE 201	Quantitative Analysis	4		PHY 252	University Physics II	4	
PHY 251	University Physics I	4		MAT 216	Anal. Geo. Calculus II	4	
ELECT	Foreign Language	3		ELECT	Foreign Language	3	
EDU 321/322FB	Curricul & Inst. Strateg	3		EDU 323	Adaptive Constructivist	3	
				EDU 329/330FB	Read & Writg Cont Area	3	
Take Praxis II		14			Take Praxis II		17
			Senior year				
CHE 310	Physical Chemistry I	4		CHE 311	Physical Chemistry II	4	
CHE 415	Adv. Organic	3		Computer Science 200		3	
EDU 340/341FB	Computer & Tech in Edu	3		CHE 433	Quant. Organic Analysis	4	
EDU 423/424FB	Curr & Instru in Sec Sch	3		CHE 380	Inorganic Chemistry	3	
EDU 358/359FB	Classrm/Behavior Manag	3					
EDU 490	Critical Issues in Edu	1		Take Praxis II			
Take Praxis II		17		Take Praxis II		14	31
			Senior Year Extra				
Total minimum hours required for degree				Total Credit Hours:			132
EDU 424	Student Teaching	9					
EDU 425	Reflective Teaching Col	3					12
		12	Total Credit Hours:			144	

English Secondary Education Curriculum Check Sheet

Fall				Spring		
Course Name	Hours		<i>Freshman year</i>	Course Name	Hours	
GST	Freshman Orientation004	1		CSC 160	Into to Computing	1
ENG 101	FR Composition I	3		ENG 102	FR Composition II	3
MAT 115	College Algebra	3		MAT121	Con College Math	3
FL 101	BEG SPA or FRE	3		FL 102	Beginning SPA or FRE	3
HIS145, 146, 201, 202	World CIV I or II AM HIS I or II	3		SCI 150 or SCI 151	BIO or PHY SCI	4
IDS 190	FUN of Learning I	1		CSC 160	Into to Computing	1
				ENG 102	FR Composition II	
				MAT121	Con College Math	
				FL 102	Beginning SPA or FRE	
Total		14		Total		15
HUM 225	World LIT I	3	<i>Sophomore year</i>	HUM 226	World LIT II	3
Art, HUM, MUS, and SPD options	Fine Arts Options	3-Feb		AF AM HER Option	AF AM HER Option	3
HLH 101	Per and COM HLH	1		PED101	PHY EDU	1
FL 205	Intermediate SPA or FRE	3		FL 206	Intermediate SPA or FRE	3
PSY 201(SOC SCI)	SOC SCI Option I	3		SOC SCI	SOC SCI Option II	3
EDU 220/221FB	FOUN of EDU	3		SOC SCI	SOC SCI Option III	3
ASSESSMENTS (If not Passed)	PRAXIS I VCLA			ASSESSMENTS (If not passed)	PRAXIS I VCLA	
Total		15-16		Total		16
ENG EL	Student's Choice	3	<i>Junior year</i>	EDU 329/330FB	Read & Write Content Area	3
EDU 321/322FB	CURR & INSTR	3		EDU 340/341	Computers & Tech	3
	Diverse Learners			ENG 313 or 341	HIS of ENG LANG	3
EDU 358/359FB	Classroom BEHAV & MANAGE	3				
ENG 323	American Lit	3		ENG 324	American LIT II	3
EDU 490	Critical Issues	1		ENG 329	British LIT II	3
EDU 323	ADAPT CONST TEACH	3		PSY 306	Education Measurement & Evaluation	3
ASSESSMENTS	N/A		ASSESSMENTS	PRAXIS II (Take in AP 15)		
Total		16		Total		18
ENG 328	British LIT I	3	<i>Senior year</i>	English Elective	Student's Choice	3
ENG 337	AF AM LIT I	3		ENG 338	AF AM LIT II	3
ENG 340	Modern Grammar	3		ENG 495	SR Seminar	3
EDU 423FB	CURR & INSTR	3		ENG 454	Literary CRIT	3
ENG 303 or 453	ADV COMP or Rhetoric CRIT	3		ENG Elective	Student's Choice	3
ASSESSMENT	PRAXIS II			ENG Elective	Student's Choice	3
				ASSESS	PRAXIS II	
Total		15		Total		18
EDU 424	Student Teaching	9	<i>Senior year (3rd semester)</i>			
EDU 425	Reflective Teaching Colloquium	3				
Total		12				

Curriculum Check Sheet History / Social Sciences

Fall			Freshman year	Spring		
	Course Name	Hours			Course Name	Hours
HIS 145	World History I	3		HIS 146	World History II	3
Foreign Language 101	Elementary Language I	3		Foreign Language 102	Elementary Language II	3
MAT 115	College Algebra	3		MAT 121	Contemporary College Mathematics	3
ENG 101	Freshman Comp I	3		ENG 102	Freshman Comp II	3
HLH 101	Personal and Com Health	1		SCI 150/151/152	Biology/Physics/Chemistry	4
GST 004	Freshman Orientation	1			Take Praxis I and VCLA	
PED 101	Physical Education	1				
IDS 190	Fundamentals of Learning	1				
Total Hours		16		Total Hours		16
HIS 201	U.S. History I	3		Sophomore year	HIS 202	U.S. History II
PSY 201	Human Growth & Development	3	PSC 230		American Government	3
HIS 225	African-American History I	3	Geography		Geography	3
HUM 225 or Hum 226	World Literature I or World Litature II	3	HUM 225 or 226; or ENG 323, 324, 328,329		Literature General Education Requirement	3
EDU 220/221FB	Found. Of Education	3	HIS 226		African-American History II	3
SPH 217	Effective Speech	2			Take Praxis I and VCLA	
Total Hours		17	Total Hours		15	
History Elective	History Restricted Elective	3	Junior year	EDU 329/330 FB	Reading in the Content Areas	3
EDU 321/322 FB	instructional Strategies for Diverse Learners	3		European History	European History	3
EDU 340/341 FB	Computers & technology	3		EDU 323	Adaptive Constructivist Teaching	3
Geography	Geography	3		Economics/FNB	Economics	3
EDU 358/359 FB	Classroom Behavior/Management	3		PSY 306	Psycho-Educational Measurement and Evaluation	3
EDU 490	Issues in Education	1			Take Praxis II	
Total Hours		16	Total Hours		15	
European History	European History	3	Senior year	Education 424	Student Teaching	9
Soc Science Elective	History Restricted Elective	3		Education 425	Reflective Teaching Colloquium	3
Geography	Geography	3				
EDU 423 FB	Instruction in Secondary Schools	3				
Economics/FNB	Economics	3		Total Hours		12
Total		15				
Total minimum hours required for degree completion						122

Math Secondary Education Curriculum Check Sheet

Fall			Freshman year	Spring		
	Course Name	Hours			Course Name	Hours
	Foreign Language 102	3			Foreign Language 205	3
	SPD 203 or 217	2 or 3			HUM 210 or 211	2
	HIS 145 or 146	3			SCI 151	4
	MAT 115	3			General Physics	4
	ENG 101	3			MAT 170	4
	HLH 101	1			Pre-Calculus/ Functios	3
	GST 004	1			ENG 102	3
					PED 101	1
					IDS 190	1
					Fundamentals of Learning	1
					Take Praxis I and VCLA	
Total Hours		16 or 17		Total Hours		18
	MAT 315	3	Sophomore year		MAT 214	4
	Afr. Amr. Heritage	3			MAT 304	3
	MAT 175	4			Social Science II	3
	EDU 220 / 221FB	3			HUM 225 or 226	3
	Social Science I	3			ENG 323 or 324	3
					World Lit. I or II	3
					Take Praxis I and VCLA	
Total Hours		16		Total Hours		16
	EDU 321 / 322FB	3	Junior year		EDU 323 / 324FB	3
	EDU 340 / 341FB	3			Adaptive Constructivist	3
	Soc Sci III	3			EDU 329 /330FB	3
	MAT 216	4			Reading and Writing	3
	EDU 358 / 359FB	3			MAT 201	3
					Elementary Statistics	3
				MAT 427	3	
				MAT 322	4	
				MAT 322	4	
				PSY 306	3	
				Measurement & Evaluation	3	
				Take Praxis II		
Total Hours		16		Total Hours		19
	EDU 423FB	3	Senior year		EDU 424	9
	MAT 428	3			Student Teaching	9
	EDU 490	1			EDU 425	3
	MAT 441	3			Reflective Teaching Colloquium	3
	MAT 306	3			MAT 301	3
				Modern Geometry	3	
				Take Praxis II		
Total Hours		13		Total Hours		15
Total minimum hours required for degree completion						129 or 130

COURSE OF STUDY

ELEMENTARY EDUCATION COURSE DESCRIPTIONS

EDU-220/221FB FOUNDATION OF EDUCATION 3 Credits

A first look at the teaching profession as it relate to the roles and responsibilities of the classroom teacher in multiple settings is the focus of this course. A broad view of the origin, nature, and scope of American Education will be presented. Emphasis will be placed on trends in history and philosophy that have helped shape the aims, curriculum, organization, administration, and supervision of the American Education System. The impact of ancient philosophies will be thoroughly investigated. Development of a Philosophy of Education consistent with democratic ideals represents an objective of this course. This course requires 10 clinical hours. Credit: 3 hours.

PSY 201-HUMAN GROWTH/DEVELOPMENT & MEASUREMENT 3 Credits

A life span approach to the study of developmental processes with special emphasis on the early years and adolescence. A primary goal of this course is to help students translate developmental theories into practical implications for teaching and caring for youngsters. Credit: 3 hours.

EDU 321/322 FB-CURRICULUM & INSTRUCTION FOR DIVERSE LEARNERS 3 Credits

The foundation of learning process for diverse learners (to include: cultural, developmentally disabled, exceptional learners, gifted/talented, and ESL) will be examined. Candidates will explore various instructional methods and strategies for implementing curriculum as it relates to the Standards of Learning. Multiple means of resources and technology will be utilized as a necessary tool for instruction. This course requires 10 clinical hours. Credit: 3 hours.

EDU 340/341 FB COMPUTERS AND TECHNOLOGY IN EDUCATION 3 Credits

A variety of instructional media; such as Laser Disc, Digital imagery, Computer-Assisted Instruction and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the basic operation of the computer and the utilization of computers to aid instruction and productivity in the classroom. This course requires 10 clinical hours. Credit: 3 hours.

EDU 331/332 FB-EMERGENT LETERACY AND DEVELOPMENTAL READING I 3 Credits

This course focuses on the significance of language acquisition in learning to read. Techniques and methods of teaching reading will include phonemic awareness, word attack skills and their connection to comprehension. Methods for diagnostic reading and remediation will be emphasized. This course requires 10 clinical hours. Credit: 3 hours.

EDU 323/324 FB-ADAPTIVE CONSTRUCTIVIST TEACHING 3 Credits

A lecture/ lab course designed to focus on techniques for teaching core subjects. Strategies for developing critical thinking skills, creativity, and practical application of lessons that address individual student needs will be emphasized. Topics include: differential instruction, cultural awareness, motivating reluctant learners, and flexible grouping. This course requires 10 clinical hours. Credit: 3 hours.

EDU 422 FB-INTERDISCIPLINARY STUDIES: DESIGN AND PRACTICE 3 Credits

Provides opportunities for elementary teacher candidates to move from observation to practicing techniques in a variety of education settings. This course requires 30 clinical hours. Credit: 3 hours.

PSY 306-PSYCHO EDUCATIONAL MEASUREMENT AND EVALUATION 3 Credits

Competency-based instruction, covering the principles and methods used in measurement and evaluation as part of the teaching and learning process. Emphasis is given to the construction of objective tests, performance-based assessments and observation techniques that are of interest to both regular education and special education majors. Credit: 3 hours.

EDU 431/432 FB-EMERGENT LITERACY AND DEVELOPMENTAL READING II 3 Credits

Focuses on the significance of the language acquisition, learning to read, and methods for diagnostic reading and remediation. Students examine techniques and methods of teaching reading, including phonemic awareness, word attack skills and their connection to comprehension. This course requires 10 clinical hours. Credit: 3 hours.

EDU 424-STUDENT TEACHING 9 Credits

Students apply teaching competencies acquired in the Teacher Education Program and content area discipline to a classroom setting under the supervision of a University supervisor and the classroom cooperating teacher. The university student is provided the opportunity to take on the role of teacher. Credit: 9 hours.

EDU 425-REFLECTIVE TEACHING COLLOQUIUM 3 Credits

A synthesis of teaching as a profession is the emphasis of this course. A problem-solving, research-based approach is used to deal with specific issues related to the "real-world" of teaching encountered by the student teacher. Credit: 3 hours.

EDU 358/ 359 FB CLASSROOM / BEHAVIOR MANAGEMENT 3 Credits

This course focuses on the study of principles, practical application and behavior management related to planning classroom organization for exceptional individuals. Basic research design, positive practices, group contingencies, non-aversive punishment techniques are emphasized. This course requires 10 clinical hours. Credit: 3 hours.

SPECIAL EDUCATION COURSE DESCRIPTIONS

SPE 250/251 FB -INTRODUCTION TO SPECIAL EDUCATION, LEGAL ISSUES AND LEGAL ASPECTS OF DISABILITY – 3 CREDITS

This course is an in depth study of exceptional children, including the gifted and the child at-risk with emphasis on educational programs, trends, historical overview, teacher accountability and legal issues. This course requires 10 clinical hours. Credit: 3 hours.

EDU 220/221FB-FOUNDATIONS OF EDUCATION 3 Credits

A first look at the teaching profession as it relate to the roles and responsibilities of the classroom teacher in multiple settings is the focus of this course. A broad view of the origin, nature, and scope of American Education will be presented. Emphasis will be placed on trends in history and philosophy that have helped shape the aims, curriculum, organization, administration, and supervision of the American Education System. The impact of ancient philosophies will be thoroughly investigated. Development of a Philosophy of Education consistent with democratic ideals represents an objective of this course. This course requires 10 clinical hours. Credit: 3 hours.

PSY 201-HUMAN GROWTH/DEVELOPMENT & MEASUREMENT – 3 Credits

A life span approach to the study of developmental processes with special emphasis on the early years and adolescence. A primary goal of this course is to help students translate developmental theories into practical implications for teaching and caring for youngsters. Credit: 3 hours.

SPE 340/341 – CHARACTERISTICS OF LEARNING DISABILITIES – 3 Credits

This course examines the characteristics of the Learning Disabled. There will be diagnosis and development and effective programs for students with learning disabilities who require intensive multi-sensory remediation in order to learn basic skills. This course requires 10 clinical hours. Credit: 3 hours.

EDU 340/341 FB COMPUTERS AND TECHNOLOGY IN EDUCATION 3 Credits

A variety of instructional media; such as Laser Disc, Digital imagery, Computer-Assisted Instruction and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the basic operation of the computer and the utilization of computers to aid instruction and productivity in the classroom. This course requires 10 clinical hours. Credit: 3 hours.

SPE 358/359FB – CLASSROOM MANAGEMENT FOR EXCEPTIONAL INDIVIDUALS – 3 Credits

This course focuses on the study of principles, practical application and behavior management related to planning classroom organization for exceptional individuals. Basic research design, positive practices, group contingencies, non-aversive punishment techniques are emphasized. This course requires 10 clinical hours. Credit: 3 hours.

PSY 306 – PSYCHO-EDUCATIONAL MEASUREMENT AND EVALUATION – 3 Credits

Competency-based instruction, covering the principles and methods used in measurement and evaluation as a part of the teaching and learning process. Emphasis is given to the construction of objective tests, performance-based assessments and observation techniques that are of interest to both regular education and special education majors. Credit: 3 hours.

SPE 353 – LANGUAGE ACQUISITION AND READING FOR EXCEPTIONAL LEARNERS – 3 Credits

Included in this course are structure and function of oral and written language, handwriting, spelling and reading which are related to the curriculum in Exceptional Education. This course requires 10 clinical hours. Credit: 3 hours.

SPE 355 VOCATIONAL EXPLORATION FOR EXCEPTIONAL LEARNERS – 3 Credits

Study of Assessment instruments and techniques for individuals with special needs. This course requires 10 clinical hours. Credit: 3 hours.

EDU 431/432-EMERGENT LITERACY AND DEVELOPMENTAL READING II 3 Credits

Focuses on the significance of the language acquisition, learning to read, and methods for diagnostic reading and remediation. Students examine techniques and methods of teaching reading, including phonemic awareness, word attack skills and their connection to comprehension. This course requires 10 clinical hours. Credit: 3 hours.

SPE 453 – INSTRUCTIONAL PROGRAMMING FOR EXCEPTIONAL LEARNERS – 3 Credits

This course is designed to provide students with skills in planning, developing, implementing and evaluating programs for students with special needs. Classroom organization, development and implementation of individual educational programs (IEP), group instruction, curriculum strategies and adaptation for trading content area material to students with disabilities is addressed in a classroom setting. This course requires 40 clinical hours. Credit: 3 hours.

EDU 424 STUDENT TEACHING 9 Credits

Students apply teaching competencies acquired in the Teacher Education Program and content area discipline to a classroom setting under the supervision of a University supervisor and the classroom cooperating teacher. The university student is provided the opportunity to take on the role of teacher. This course requires a minimum of 300 clinical hours. Credit: 9 hours.

EDU 425 REFLECTIVE TEACHING COLLOQUIUM 3 Credits

A synthesis of teaching as profession is the emphasis of this course. A problem solving, research – based approach is used to deal with specific issues related to the “real – world” of teaching encountered by the student teacher. Credit: 3 hours.

SECONDARY EDUCATION COURSE DESCRIPTIONS

EDU-220/221FB FOUNDATION OF EDUCATION 3 Credits

A first look at the teaching profession as it relate to the roles and responsibilities of the classroom teacher in multiple settings is the focus of this course. A broad view of the origin, nature, and scope of American Education will be presented. Emphasis will be placed on trends in history and philosophy that have helped shape the aims, curriculum, organization, administration, and supervision of the American Education System. The impact of ancient philosophies will be thoroughly investigated. Development of a Philosophy of Education consistent with democratic ideals represents an objective of this course. This course requires 10 clinical hours. Credit: 3 hours.

PSY 201-HUMAN GROWTH/DEVELOPMENT & MEASUREMENT 3 Credits

A life span approach to the study of developmental processes with special emphasis on the early years and adolescence. A primary goal of this course is to help students translate developmental theories into practical implications for teaching and caring for youngsters. Credit: 3 hours.

EDU 321/322 FB-CURRICULUM & INSTRUCTION FOR DIVERSE LEARNERS 3 Credits

The foundation of learning process for diverse learners (to include: cultural, developmentally disabled, exceptional learners, gifted/talented, and ESL) will be examined. Candidates will explore various instructional methods and strategies for implementing curriculum as it relates to the Standards of Learning. Multiple means of resources and technology will be utilized as a necessary tool for instruction. This course requires 10 clinical hours. Credit: 3 hours.

EDU 340/341 FB COMPUTERS AND TECHNOLOGY IN EDUCATION 3 Credits

A variety of instructional media; such as Laser Disc, Digital imagery, Computer-Assisted Instruction and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the basic operation of the computer and the utilization of computers to aid instruction and productivity in the classroom. This course requires 10 clinical hours. Credit: 3 hours.

EDU 329/330FB-READING IN THE CONTENT AREA 3 Credits

A course which addresses alternative teaching strategies in the content areas. Attention will be given to reading and writing in content areas that improve content literacy – comprehension, critical thinking, and appreciation for literature appropriate to the discipline. This course includes study skills, time management, and studying with the text. Writing ability for study and research by integrating skills into content will be emphasized This course requires 10 clinical hours. Credit: 3 hours.

EDU 323/324 FB-ADAPTIVE CONSTRUCTIVIST TEACHING 3 Credits

A lecture/ lab course designed to focus on techniques for teaching core subjects. Strategies for developing critical thinking skills, creativity, and practical application of lessons that address individual student needs will be emphasized. Topics include: differential instruction, cultural awareness, motivating reluctant learners, and flexible grouping. This course requires 10 clinical hours. Credit: 3 hours.

EDU 423FB – CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS 3 Credits

Provides opportunities for secondary teacher candidates to move from observation to practicing techniques in a variety of education settings. This course requires 30 clinical hours. Credit: 3 hours.

PSY 306 – PSYCHO EDUCATIONAL MEASUREMENTS AND EVALUATION 3 Credits

Competency-based instruction, covering the principles and methods used in measurement and evaluation as part of the teaching and learning process. Emphasis is given to the construction of objective tests, performance-based assessments and observation techniques that are of interest to both regular education and special education majors.

EDU 424-STUDENT TEACHING 9 Credits

Students apply teaching competencies acquired in the Teacher Education Program and content area discipline to a classroom setting under the supervision of a University supervisor and the classroom cooperating teacher. The university student is provided the opportunity to take on the role of teacher. Credit: 9 hours.

EDU 425-REFLECTIVE TEACHING COLLOQUIUM 3 Credits

A synthesis of teaching as a profession is the emphasis of this course. A problem-solving, research-based approach is used to deal with specific issues related to the “real-world” of teaching encountered by the student teacher. Credit: 3 hours.

EDU 358/ 359 FB CLASSROOM / BEHAVIOR MANAGEMENT 3 Credits

This course focuses on the study of principles, practical application and behavior management related to planning classroom organization for exceptional individuals. Basic research design, positive practices, group contingencies, non-aversive punishment techniques are emphasized. This course requires 10 clinical hours. Credit: 3 hours.

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