

Virginia State University

School of Liberal Arts and Education

Professional Education Programs

Fall 2006 Curriculum Guide



**P. O. Box 9088
Petersburg, Virginia 23806**

TABLE OF CONTENTS

PROFESSIONAL EDUCATION PROGRAMS UNIT	3
THE CENTER FOR UNDERGRADUATE PROFESSIONAL EDUCATION PROGRAMS	4
Undergraduate Endorsement Programs Offered for Initial Teacher Preparation	4
Program Matriculation and Admissions Requirements	4
INTERDISCIPLINARY STUDIES MAJOR	6
ELEMENTARY EDUCATION (PREK-6) MINOR.....	7
Interdisciplinary Studies with a Minor in Elementary Education (PreK-6) (120 Hrs)	8
SPECIAL EDUCATION (K-12) MINOR.....	9
Interdisciplinary Studies with a Minor in Special Education (K-12) (123 Hrs)	10
SECONDARY EDUCATION (6-12 AND PREK-12) MINOR	11
Agriculture with a Minor in Secondary Education 6-12 (125 hrs)	12
Biology with a Minor in Secondary Education 6-12 (128 hrs).....	13
Chemistry with a Minor in Secondary Education 6-12 (120 hrs).....	15
English with a Minor in Secondary Education 6-12 (123 hrs)	17
Family and Consumer Science with a Minor in Secondary Education 6-12 (121 hrs).....	19
Health and Physical Education with a Minor in Secondary Education 6-12 (121)	20
History and Social Sciences with a Minor in Secondary Education 6-12 (120 Hrs)	22
Instrumental Music with a Minor in Secondary Education K-12 (125 hrs).....	23
Mathematics with a Minor in Secondary Education 6-12 (120 hrs).....	25
Physics with a Minor in Secondary Education 6-12 (122hrs)	26
Vocal/Choral Music with a Minor in Secondary Education K-12 (125 hrs)	27
Course Descriptions.....	29
THE DEPARTMENT OF GRADUATE PROFESSIONAL EDUCATION PROGRAMS	33
Admission Process.....	33
MASTER OF EDUCATION DEGREE IN ELEMENTARY EDUCATION (PREK-6)	33
Initial Licensure Program Description.....	33
Program Requirements and Transition Points	34
Curriculum Requirements.....	35
Course Descriptions.....	36
MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION (K-12)	38
Program Description.....	38
Program Requirements and Transition Points	38
Curriculum Requirements.....	40
Course Descriptions.....	41
MASTER OF SCIENCE AND MASTER OF EDUCATION IN COUNSELOR EDUCATION	44
Program Requirements and Transition Points	44
M.Ed. Counselor Education (Prek-12)	46
M.S. Counselor Education (Prek-12).....	46
Pupil Personnel Services Endorsement.....	47
Course Descriptions.....	48
EDUCATIONAL ADMINISTRATION AND SUPERVISION	51
Program Description.....	51
MASTER OF SCIENCE AND MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (PREK-12)*	51
Program Requirements and Transition Points	51
Curriculum Requirements.....	53
Course Descriptions.....	54
DOCTOR OF EDUCATION - EDUCATIONAL ADMINISTRATION AND SUPERVISION	56
Curriculum Requirements.....	57
Course Descriptions.....	58
SCHOOL OF LIBERAL ARTS AND EDUCATION ORGANIZATIONAL CHART	60

SCHOOL OF LIBERAL ARTS AND EDUCATION PROFESSIONAL EDUCATION PROGRAMS UNIT

Governance

The Professional Education Unit is housed in the School of Liberal Arts and Education. The Unit is the administrative arm that oversees the preparation of teachers and other school personnel. The programs in the Unit are approved by the Virginia Department of Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Unit Conceptual Framework

The conceptual framework reflects the Unit's shared vision for preparing quality educators for work in PreK-12 schools. The overall goal of the Unit at Virginia State University, given its underlying vision, mission, and philosophy, is to facilitate the development of reflective practitioners who create positive learning environments for all students. This goal undergirds the development of successful candidates who are competent, caring, and effective. Through reflective inquiry, candidates use professional knowledge to enhance learning for all students. The following definitions are the foundation of the unit's candidate proficiencies at the initial and advanced levels:

Competent: Understanding the central concepts, tools of inquiry, and structures of the content area(s). Understanding ways to enhance the learning process and learning environment through effective use of technology. Creating learning experiences and environments that make the subject matter meaningful for learners.

Caring: Showing respect to all learners and empowering them to set achievable goals while maintaining high standards. Demonstrating a commitment to professionalism, continuous reflection, and application of research-based best practices.

Effective: Using research-based best practices and performance assessments to guide the learning process and positively impact the learning environment to ensure that all students learn.

Reflective: Reflecting upon and evaluating research and the success of past decisions in an effort to make better decisions in the future.

Unit Mission Statement

Creating a positive learning environment for all students and using evidence-based performance standards to develop reflective practitioners are central to the Professional Education Programs Unit's mission. The Unit promotes and maintains academic programs with research-based pedagogy, technology-based learning, and reflective practices that integrate service to the community, ever mindful of the students' diverse cultural backgrounds.

THE CENTER FOR UNDERGRADUATE PROFESSIONAL EDUCATION PROGRAMS

The Center for Undergraduate Professional Education Programs offers initial teacher preparation programs in the following areas:

Undergraduate Endorsement Programs Offered for Initial Teacher Preparation

Interdisciplinary Studies Major Elementary Education Minor	Interdisciplinary Studies Major Special Education Minor	Content Area Major Secondary Education Minor
<ul style="list-style-type: none"> • Elementary Education PreK-6 	<ul style="list-style-type: none"> • Special Education - Emotional Disturbance K-12 • Special Education - Mental Retardation K-12 • Special Education - Learning Disabilities K-12 	<ul style="list-style-type: none"> • Agriculture 6-12 • Biology 6-12 • Chemistry 6-12 • English 6-12 • Family and Consumer Sciences 6-12 • Health and Physical Education PreK-12 • History and Social Sciences 6-12 • Mathematics 6-12 • Music Education - Choral PreK-12 • Music Education - Instrumental PreK-12 • Physics 6-12

All minors in Secondary Education must complete 18 semester hours of professional education coursework, with the exception of Health and Physical Education (PreK-12).

Program Matriculation and Admissions Requirements

Pre-candidates who indicate aspirations for careers in teaching are assigned an academic advisor who is a faculty member in the Center for Professional Undergraduate Programs. Pre-candidates who desire a minor in Secondary Education must also have an advisor in the academic major content area. Before registering for courses in Professional Studies, pre-candidates and candidates meet with their advisors to discuss their academic and professional goals and objectives. Pre-candidates/candidates and their advisors jointly review the academic regulations of the University and the specific course requirements for endorsement. Based on the desired teaching specialization, a comprehensive four-year program of study is planned.

The Professional Education Unit has developed phases that serve as transition points for undergraduates to follow as they matriculate through the program: Pre-admission, Admission, Pre-student Teaching, Student Teaching, and Graduate Follow-up.

Phase I: Pre-admission

Students in this phase are called **pre-candidates**. They have expressed an interest in becoming a teacher and the Unit begins to collect data on the potential candidate. Information will be collected during this phase to develop a profile of potential candidates. Strengths and weaknesses will be identified and addressed with pre-candidates in the development of individualized personal development plans.

During their freshman year, pre-candidates must submit the following documents (effective fall 2006):

1. Application of Intent, which will include SAT/ACT Scores and an Attitude Survey
2. Plato Scores
3. College BASE Scores
4. College GPA
5. Evidence of successful completion of IDST 100 Analytical Reading, Writing and Reasoning I (*if needed*)

6. Evidence of successful completion of IDST 101 Analytical Reading, Writing and Reasoning II (*if needed*)

Phase II: Admission

Pre-candidates must apply to the Center for Professional Undergraduate Education Programs no later than the last semester of their sophomore year. Transfer students who have a minimum of sixty (60) credit hours are required to apply after the completion of one full semester. An applicant must meet the following criteria:

1. Submit a completed Application for Admission to the Teacher Education Program (available on the website)
2. Complete EDUC 201 Introduction to Teaching I and EDUC 202 Introduction to Teaching II with a minimum grade of "C" and begin a portfolio
3. Have a minimum cumulative grade point average of 2.5
4. Pass the Praxis I assessment, with scores of 178 in Reading, 178 in Mathematics and 176 in Writing or a composite score of 532 **or** submit Scholastic Aptitude Test (SAT) scores of 1100 with minimum scores of 530 verbal and 530 on mathematics
5. Complete an interview with a faculty member, during which the Admissions Dispositions Assessment is administered

The above information is then presented to the Admissions Committee for final determination of the acceptance status of program applicants. The Unit does not discriminate on the basis of race, color, religion, national origin, sex, marital status, age, disability, or veteran status in any admission related activity.

Phase III: Pre-Student Teaching

After admission to the Center for Professional Undergraduate Education Programs, pre-candidates become candidates. Candidates begin taking the professional education courses outlined for their endorsement program and continue to participate in field experiences (see Professional Studies Course outline). Candidates continue to develop their portfolios, submit evidence of meeting program outcomes, and document completion of field experiences.

Phase IV: Student Teaching

Candidates who have completed their academic and professional education courses and have been admitted to the Teacher Education Program must apply to Student Teaching during the first semester of their senior year. In order to be eligible for student teaching, candidates must:

1. Complete a Student Teaching Application
2. Submit documentation showing completion of the following assessments required by the Virginia Department of Education:
 - a. Praxis II all endorsement areas (Special Education minors must take Praxis II for Elementary Education to be considered highly qualified)
 - b. Passing score of 235 on the Reading and Writing sections of the Virginia Communication and Literacy Assessment or a composite score of 470 (required in December 2006)
 - c. Passing score of 235 on the Virginia Reading Assessment (Elementary and Special Education minors only) (required July 1, 2006)
 - d. Complete the Technology Skills for Instructional Personnel (TSIP's)
 - e. Complete the Child Abuse Recognition and Intervention Training
3. Submit documentation of completion of Professional Education course requirements (except EDUC 401 and EDUC 402) by November 15 for Spring Student Teaching placement and April 15 for a Fall placement, and
4. Complete an interview to present portfolios with the Coordinator of Field Experiences and members of the Professional Community.

Upon acceptance into Student Teaching candidates begin the transition from a Working Portfolio to a Professional Portfolio and are required to present that portfolio as a part of the Exit Presentation for the culmination of Student Teaching.

Phase V: Graduate Follow-up

Prior to graduating, Student Teachers are required to complete all licensure documents required by the Virginia Department of Education. The Unit will submit the forms and documentation for licensure. Student teachers are required to complete a Program Evaluation prior to graduation. The Center for Professional Undergraduate Education Programs is responsible for conducting follow-up surveys and initiatives with graduates for a period of three years. Endorsement program requirements may change based on Virginia Department of Education Regulations.

The following are course requirements for a minor in Elementary Education (PreK-6):

INTERDISCIPLINARY STUDIES MAJOR

General Education Courses

Course Number	Course Title	Semester Hours
FRST 101	Freshman Studies	2
ENGL 110	Composition I	3
ENGL 111	Composition II	3
GEBI 116	Biological Science and Lab	4
GEES 181	Earth Science and Lab	4
HPER 170	Health and Wellness	2
ECON 100	Basic Economics	3
GEHI 114/115	World History I or World History II	3
GEHI 122/123	U.S. History I or U.S. History II	3
GEPI 140	Philosophy	3
IDST 200	Digital Media in Teacher Education	3
MATH 130*	Numbers and Operation	3
MATH 131*	Algebra and Functions	3
ENGL 201 or 202*	Introduction to Literature or African American Literature	3
GEEN 310*	Advanced Communication Skills	3
Total Hours		45

Interdisciplinary Studies (Academic Core Courses)

Course Number	Course Title	Semester Hours
Mathematics (9 Credits)		
MATH 130*	Numbers and Operation	3
MATH 131*	Algebra and Functions	3
MATH 230	Geometry & Measurements	3
English/Language Arts (9 Credits)		
ENGL 201 or 202*	Introduction to Literature or African American Literature	3
ENGL 214 or 215	World Literature I or World Literature II	3
GEEN 310*	Advanced Communication Skills	3
Social Studies (9 Credits)		
GEOG 210	World Geography	3
HIST 431	History of Virginia	3
GEPO 150	U.S. Government	3
Science (12 Credits)		
GEBI 116*	Biological Science and Lab	4
GEES 181*	Earth Science and Lab	4
GEPH 101	Physical Science and Lab	4
		39

* These courses also meet General Education requirements.

ELEMENTARY EDUCATION (PREK-6) MINOR

Course Number	Course Title	Semester Hours
Professional Studies Courses (21 Hours)		
EDUC 201	Introduction to Teaching I	2
EDUC 202	Introduction to Teaching II	2
EDUC 315	Data Driven Instructional Design	3
ELED 328	Curriculum and Instruction	3
ELED 429	Language Acquisition and Reading I	3
EDUC 424	Critical Issues in Education	2
ELED 430	Language Acquisition and Reading II	3
EDUC 401	Student Teaching Seminar	3
Field Experiences (FE) (12 Hours)		
EDUC 402	Student Teaching	9
SPED 403	Classroom Management in Educational Settings FE	3
Restricted Electives (20 Hours)		
IDST 100**	Analytical Reading, Writing and Reasoning I	2
IDST 101**	Analytical Reading, Writing and Reasoning II	2
PSYC 314	Test and Measurements	3
BIOL 427	Science Process Skills & Lab	4
PSYC 212	Human Growth and Development	3
STAT 210	Elementary Statistics	3
SPED 325	Survey of Exceptional Children	3
Total Hours		

** These courses do not count toward graduation requirements

The Center for Undergraduate Professional Education Programs
Interdisciplinary Studies with a Minor in Elementary Education (PreK-6) (120 Hrs)

		Freshman Year		
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 130	Numbers and Operation	3	-	3
MATH 131	Algebra and Functions	-	3	3
GEBI 116	Biological Science and Lab	4	-	4
GEES 181	Earth Science and Lab	-	4	4
GEPE	Elective	1	-	1
HPER 170	Health and Wellness	-	2	2
ECON 100	Basic Economics	-	3	3
		15	17	32

		Sophomore Year		
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
GEHI 114 or 115	World History I or World History II	-	3	3
GEHI 122 or 123	U.S. History I or U.S. History II	3	-	3
GEOG 210	World Geography	-	3	3
ENGL 201 or 202	Introduction to Literature or African Amer Lit.	3	-	3
IDST 200	Digital Media in Teacher Education	3	-	3
GEPH 101	Physical Science and Lab	-	4	4
GEPI 140	Philosophy	3	-	3
PSYC 212	Human Growth and Development	3	-	3
STAT 210	Elementary Statistics	-	3	3
Foreign Language	100 level or above	-	3	3
		17	18	35

		Junior Year		
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
ENGL 214 or 215	World Literature I or II	3	-	3
EDUC 315	Data Driven Instructional Design	3	-	3
ELED 328	Curriculum and Instruction	-	3	3
ELED 429	Language Acquisition and Reading I	-	3	3
GEEN 310	Advanced Communication Skills	-	3	3
PSYC 314	Test and Measurements	3	-	3
GEPO 150	U.S. Government	3	-	3
BIOL 427	Science Process Skills & Lab	-	4	4
MATH 230	Geometry & Measurements	3	-	3
GEMU 380	Music and Art	-	3	3
		15	16	31

		Senior Year		
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
HIST 431	History of Virginia	3	-	3
SPED 403	Classroom management in Educational Settings (FE)	3	-	3
ELED 430	Language Acquisition and Reading II	3	-	3
SPED 325	Survey of Exceptional Children	3	-	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	12	26

The following are course requirements for a minor in Special Education (K-12):

SPECIAL EDUCATION (K-12) MINOR

Course Number	Course Title	Semester Hours
Professional Studies Courses (24 Hours)		
EDUC 201	Introduction to Teaching I	2
EDUC 315	Data Driven Instructional Design	3
SPED 328	Reading and Language Development for Exceptional Learners	3
SPED 325	Survey of Exceptional Children	3
EDUC 424	Critical Issues in Education	2
SPED 425	Transitional Education for Students with Disabilities	2
SPED 402	Diagnosis of Educational Needs	3
ELED 429	Language Acquisition and Reading I	3
EDUC 401	Student Teaching Seminar	3
PSYC 212	Human Growth and Development	3
Field Experiences (FE) (21 Hours)		
SPED 423	Curriculum and Instruction for Exceptional Learners FE	3
SPED 442	Communicating and Collaborating w/ Educators and Parents FE	3
SPED 403	Classroom Management in Educational Settings FE	3
SPED 323	Characteristics of Exceptional Learners FE	3
EDUC 402	Student Teaching FE	9
Restricted Electives (4 hours)		
**IDST 100	Analytical Reading, Writing and Reasoning I	2
**IDST 101	Analytical Reading, Writing and Reasoning II	2
GEMU 380	Music and Art	3

All Professional Studies Courses will require Field Experiences

** These courses do not count toward graduation requirements.

The Center for Undergraduate Professional Education Programs
Interdisciplinary Studies with a Minor in Special Education (K-12) (123 Hrs)

Freshman Year				
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 130	Numbers and Operation	3	-	3
MATH 131	Algebra and Functions	-	3	3
GEBI 116	Biological Science and Lab	4	-	4
GEES 181	Earth Science and Lab	-	4	4
HPER 170	Health and Wellness	-	2	2
ECON 100	Basic Economics	-	3	3
GEPE	Elective	1	-	1
		15	17	32

Sophomore Year				
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
SPED 325	Survey of Exceptional Children (FE)	3	-	3
GEHI 122 or 123	U.S. History I or II	3	-	3
GEOG 210	World Geography	-	3	3
GEHI 114 or 115	World History I or II	-	3	3
Lang Elective	100 or above	-	3	3
GEPH 101	Physical Science and Lab	-	4	4
IDST 200	Digital Media in Teacher Education	3	-	3
ENGL 214 or 215	World Literature I or II	-	3	3
GEPI 140	Philosophy	3	-	3
PSYC 212	Human Growth and Development	3	-	3
		17	18	32

Junior Year				
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
ELED 429	Language Acquisition and Reading I	-	3	3
SPED 328	Reading and Language Development for Exceptional Learners	3	-	3
SPED 323	Characteristics of Exceptional Children (FE)	-	3	3
SPED 403	Classroom Management in Educational Settings (FE)	-	3	3
SPED 425	Transitional Education for Exceptional Learners	2	-	2
SPED 402	Diagnosis of Educational Needs	-	3	3
ENGL 201 or 202	Introduction to Literature or African American Lit	3	-	3
GEMU 380	Music and Art	-	3	3
GEEN 310	Advanced Communication Skills	-	3	3
MATH 230	Geometry & Measurements	3	-	3
		18	18	32

Senior Year				
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
HIST 431	History of Virginia	3	-	3
GEPO 150	U.S. Government	3	-	
SPED 442	Communicating and Collaborating (FE)	2	-	2
SPED 423	Curriculum and Instruction for Exceptional Learners (FE)	3	-	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching (FE)	-	9	9
		14	12	26

The following are Professional Studies and field experiences course requirements for a Minor in Secondary Education (6-12 and PreK-12):

SECONDARY EDUCATION (6-12 AND PREK-12) MINOR

Course Number	Course Title	Semester Hours
Professional Studies Course Requirements (18 Hours)		
EDUC 201	Introduction to Teaching Part I	2
EDUC 202	Introduction to Teaching Part II	2
EDUC 315	Data-Driven Instructional Design	3
EDUC 427	Reading in the Subject Area	3
EDUC 424	Critical Issues in Education	2
EDUC 401	Student Teaching Seminar	3
	Content Area Professional Studies Course	3
Field Experiences (FE) (12 Hours)		
EDUC 402	Student Teaching	9
SPED 403	Classroom Management in Educational Settings FE	3
Restricted Electives (4 Hours)		
IDST 100**	Analytical Reading, Writing and Reasoning I	2
IDST 101**	Analytical Reading, Writing and Reasoning II	2
Total Hours		31

The following curriculum sheets describe the course requirements for each secondary endorsement area.

Department of Agriculture and Human Ecology
Agriculture with a Minor in Secondary Education 6-12 (125 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 112	Basic Math I	3	-	3
MATH 113	Basic Math II	-	3	3
BIOL 100	Principles of Biology & Lab	-	4	4
ANSC 140	Principles of Animal Science	-	3	3
GEAG 150	Environmental Science and Lab	4	-	4
	Humanities Elective	-	3	3
HPER 170	Health and Wellness	2	-	2
AGRI 140	Introduction to Agriculture	2	-	2
		16	16	32

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
IDST 200	Digital Media in Teacher Education	3	-	3
ENGL 201 or 202	Literature Elective I or II	3	-	3
SPEE 214	Introduction to Public Speaking	-	3	3
GEHI 119	Chem & Society	-	4	4
AGEC 140	Intro to Agri Bus Entre	3	-	3
AGME 242	Principles of Ag Mechanics	2	-	2
SOSC 242	Principles of Soil Science	-	4	4
PLSC 140	Principles of Plant Science	3	-	3
GEMU 380	Music and Art	-	3	3
		16	16	32

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
PSYC 212	Human Growth and Development	-	3	3
SPED 403	Classroom management in Educational Settings (FE)	-	3	3
AGRI 340	Agriculture Youth Organizations	3	-	3
AGME 240	Agriculture Mechanics	2	-	2
GEPH 101	Physical Science	-	4	4
AGRI 342	Principles and Practice of Agriculture Education	3	-	3
AGME 141	Agriculture Mechanics	-	2	2
GEHI 122	U. S. History	3	-	3
Global Studies	Global Studies Elective	-	3	3
		14	15	29

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
AGRI 441	Organization and Inst in Ag Ed	3	-	3
AGME 444	Electricity in Agriculture	3	-	3
AGME 445	Inter Combustion Engines	3	-	3
EDUC 427	Reading in The Subject Area	3	-	3
AGRI 402	Teaching of Agriculture	3	-	3
EDUC 401	Student Teaching Seminar	-	3	3
AGRI 401	Student Teaching Agriculture	-	3	3
EDUC 402	Student Teaching	-	9	9
		17	15	32

Department of Biology
Biology with a Minor in Secondary Education 6-12 (128 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 121	College Algebra & Trig II	3	-	3
STAT 210	Statistics	-	3	3
CHEM 101	General Chemistry I	3	-	3
CHEM 103	General Chemistry I Laboratory	1	-	1
CHEM 102	General Chemistry II	-	3	3
CHEM 104	General Chemistry II Laboratory	-	1	2
BIOL 120	Principles of Biology I	3	-	3
BIOL 120	Biology Laboratory I	1	-	1
BIOL 121	Principles of Biology II & Laboratory	-	4	3
History	History Elective	-	3	3
		16	17	33

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
IDST 200	Digital Media in Teacher Education	-	3	3
ENGL 202	Literature Elective	-	3	3
CHEM 305	Organic Chemistry I	3	-	3
CHEM 307	Organic Chemistry I Lab	1	-	1
BIOL 201	Core Course*	3	-	3
BIOL 201	Core Course Laboratory*	1	-	1
BIOL 220	Core Course*	3	-	3
BIOL 220	Core Course Laboratory*	1	-	1
BIOL 224	Core Course* & Laboratory*	-	4	4
	Global Studies Elective		3	3
	Humanities Elective	3	-	3
		17	15	32

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
PSYC 212	Human Growth and Development	-	3	3
SPED 403	Classroom management in Educational Settings (FE)	-	3	3
HPER 170	Health and Wellness		2	2
BIOL 241	Microbiology & Laboratory	4		4
PHYS 116	General Physics I	3		3
PHYS 116	General Physics I Laboratory	1		1
BIOL 310	Plant Morphology & Laboratory		4	4
	Biology Restrictive Elective	3		3
GEES181	Earth Science and Lab	-	4	4
	Humanities Elective	3	-	3
		17	16	33

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
	Biology Restrictive Elective and Lab	4	-	4
BIOL 447	Seminar in Biology	2	-	2
BIOL 428	Teaching Science	3	-	3
BIOL 402	Teaching of Biology	-	3	3
EDUC 427	Reading in The Subject Area	3	-	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

Department of Chemistry and Physics
Chemistry with a Minor in Secondary Education 6-12 (120 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 200	Calculus I	3	-	3
MATH 201	Calculus II	-	3	3
CHEM 111	Chemistry I	3	-	3
CHEM 113	Chemistry I Laboratory	2	-	2
CHEM 112	Chemistry II	-	3	3
CHEM 114	Chemistry II Laboratory	-	2	2
History _____	History Elective	-	3	3
HPER 170	Health and Wellness	-	2	
		13	16	29

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	3
IDST 200	Digital Media in Teacher Education	3	-	3
ENGL 202	African American Lit	-	3	3
CHEM305	Organic Chemistry I	3	-	3
CHEM307	Organic Chemistry I Lab	1	-	1
CHEM301	Analytical Chemistry I	2	-	2
CHEM303	Analytical Chemistry I Lab	1	-	1
PHYS116	General Physics I	3	-	
PHYS116	General Physics I Lab	1	-	1
CHEM 306	Organic Chemistry II	-	3	3
CHEM308	Organic Chemistry II Lab	-	1	1
BIOL112	Principles of Modern Biology and Laboratory	-	4	4
MATH	Restricted Math Elective	-	3	
		16	16	32

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
PSYC 212	Human Growth and Development	-	3	3
SPED 403	Classroom management in Educational Settings (FE)	-	3	3
Lang Elective	100 or above	3	3	6
CHEM401	Physical Chemistry I	3	-	3
CHEM411	Analytical Chemistry II	-	3	3
CHEM320	Organic Chemistry III	2	2	2
GEES181	Earth Science and Lab	4	-	4
_____	Social Science Elective	3	-	3
		16	14	30

		Senior Year		
Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
CHEM422	Biochemistry and Lab	4	-	3
CHEM420	Seminar in Chemistry	1	-	
CHEM414	Inorganic Chemistry	3	-	
CHEM415	Inorganic Chemistry Lab	1		
CHED 473	Teaching Science	3		
EDUC 427	Reading in The Subject Area	3	-	3
CHED 402	Student Teaching in Chemistry	-	3	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

Recommend Spanish, one fulfills Humanities elective and one fulfills Global Studies elective.

Department of Languages and Literature
English with a Minor in Secondary Education 6-12 (123 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
GEMA _____	General Math Elective I	3	-	3
GEMA _____	General Math Elective II	-	3	3
General Science	Science Elective from General Education	-	4	4
_____	Language 212	3	-	3
_____	History or Elective	-	3	3
_____	Language 213	-	3	3
_____	Health and Wellness	2	-	2
_____	History Elective	3	-	3
		16	16	32

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
IDST 200	Digital Media in Teacher Education	3	-	3
_____	General Science Elective	-	4	4
PSYC 212	Human Growth and Development	3	-	3
ENGL 201 or 202	Introduction to Lit I or Intro to African American Lit	3	-	3
ENGL _____	Literature Survey ∈	3	-	3
ENGL _____	Literature Survey ∈	-	3	3
_____	Music/Art Elective	-	3	3
_____	Speech/Drama Elective	-	3	3
		14	15	29

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
SPED 403	Classroom Management in Educational Settings (FE)	-	3	3
ENGL _____	Literature Survey ∈	-	3	3
ENGL _____	Literature Survey ∈	3	-	3
ENGL 341	Expository Writing	3	-	3
ENGL _____	African American Literature ∉	3	-	3
ENGL _____	Language/Linguistics ∠	-	3	3
ENGL 403 or 404	Shakespeare I or II	-	3	3
_____	Philosophy Elective	-	3	3
ENGL 432	Reading and Literature	3	-	3
ENGL _____	Language/Linguistics	3	-	6
		18	15	33

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
ENED 371	Teaching of English in Secondary Schools	3	-	3
ENGL 431	Composition Theory and Practices	3	-	3
ENGL _____	African Diaspora Literature ∇	3	-	3
EDUC 427	Reading in The Subject Area	3	-	3
EDUC 401	Student Teaching Seminar	-	3	3
ENGL 402	Student Teaching English	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

∈ 1 class from English Literature (ENGL 210, ENGL 211), 1 from American Literature (ENGL 212, ENGL 213), 1 from World Literature (ENGL 214, ENGL 215) and 1 other survey class (12 hours total)

∉ 1 class from ENGL 311, ENGL 320, ENGL 410

∠ 1 class from ENGL 351, ENGL 352, ENGL 422

∇ 1 class from ENGL 315, ENGL 411, ENGL 412

Department of Agriculture and Human Ecology
Family and Consumer Science with a Minor in Secondary Education 6-12 (121 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 112	Basic Math I	3	-	3
MATH 113	Basic Math II	-	3	3
GEBI 116	Principles of Biology & Lab	-	4	4
FACS 141	Perspective on Profession	1	-	1
GEHI 122 or 123	U. S. History or Elective	-	3	3
FCCS 102	Ind.& Family Living	-	3	3
HPER 170	Health and Wellness	2	-	2
HIDG 161	Principles of Art and Design	3	-	3
		14	16	30

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
IDST 200	Digital Media in Teacher Education	3	-	3
ENGL 314	Reading/Writing Literature	3	-	3
GEES 181	Earth Science/Laboratory	4	-	4
GEHI 210	Consumer Economics	3	-	3
DIET 221	Prin. of Food Preparation	-	3	3
FACS 262	Textile/Clothing	-	3	3
FACS 263	Housing & Equipment	-	3	3
PSYC 212	Human Growth and Development	-	3	3
		15	14	29

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
SPED 403	Classroom management in Educational Settings (FE)	-	3	3
SPEE 214	Introduction to Public Speaking	-	3	3
DIET 310	Human Nutrition	3	-	3
FCCS 301	Child Development/Lab	3	-	3
FACS 342	Occupational Family/Consumer	3	-	3
HLTH	School & Community Health	-	3	3
DIET 322	Meal Management	-	3	3
HIDG 461	Housing & Society	3	3	3
		15	18	30

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
FCCS 401	Family Planning/Sexual Education	3	-	3
FACS 403	Home and Financial Management	3	-	3
FACS 440	Contemporary Curr. Tech	3	-	3
FCCS 402	Decision Making	3	-	3
EDUC 427	Reading in The Subject Area	3	-	3
EDUC 401	Student Teaching Seminar	-	3	3
FACS 402	Student Teaching FACS	-	3	3
EDUC 402	Student Teaching	-	9	9
		17	15	32

Department of Health, Physical Education, Recreation, and Dance
Health and Physical Education with a Minor in Secondary Education 6-12 (121)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 112	Basic Math I	3	-	3
MATH 113	Basic Math II	-	3	3
GEBI 116	Biological Science and Lab	-	4	4
PHED 120	Foundations of Physical Education	-	2	2
PHED 126	Theory and Practice/Gym	-	1	1
HPER 164	Personal Fitness	-	1	1
PHED 125	Body Mechanics	1	-	1
PHED 127/128	Beg/Inter Swimming	1	-	1
HPER 164	Personal Health	2	-	2
GEHI 122	U.S. History	3	-	3
		15	15	30

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
IDST 200	Digital Media in Teacher Education	3	-	3
Science	Natural Science/ Lab Elective	4	-	4
ENGL	Advanced Communications	-	3	3
ENGL 201/202	Literature Elective	3	-	3
HLTH 347	First Aid/Emergency Care	2	-	2
PHED 200/201	Team Sports	1	-	1
PHED 211/212	Lifetime Sports	-	1	1
PHED 335	Rhythmic Forms	1	-	1
GESO	Social Science	-	3	3
Global Studies	Global Studies Electives	-	3	3
ECON 100	Basic Economics	-	3	3
		16	15	31

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
PSYC 212	Human Growth and Development	-	3	3
SPED 403	Classroom management in Educational Settings (FE)	-	3	3
PHED 343	Elementary Methods in PE	2	-	2
PHED 338	Kinesiology	3	-	3
HLTH 346	School and Community Health Program	2	-	2
PHED 344	Secondary Methods in PE	-	3	3
BIOL 315	Human Anatomy	-	3	3
BIOL 316	Human Physiology	3	-	3
PHED	Motor Learning	-	2	3
PHED 339	Measurements and Evaluation in HPE	3	-	3
		16	14	31

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
PHED 401	Org/Adm in HPE and Athletics	3	-	3
PHED 402	Physiology of Exercise	3	-	
PHED 400	Adapted Physical Education	3	-	
EDUC 427	Reading in The Subject Area	3	-	3
PHED 402	Teaching of Health and PE		3	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

Driver Education Endorsement (Add-on Endorsement)

The applicant seeking an add-on endorsement in driver education shall have an endorsement in a secondary or K-12 subject area and shall take:

HLTH 143 Principles of Accident Causation/Prevention	3
HLTH 445 Driver Education Instructional Principles	3
Total	6

Department of History and Philosophy
History and Social Sciences with a Minor in Secondary Education 6-12 (120 Hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
GEHI 114	World History I	3	-	3
ENGL 110	Composition I	3	-	3
GEMA 112	Basic Mathematics	3	-	3
GEES 181	Earth Science and Lab	4	-	4
FRST 101	Freshman Studies	2	-	2
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
GEHI 115	World History II	-	3	3
GEMA 113	Basic Mathematics	-	3	3
LANG	Elective	-	3	3
ENGL 111	Composition II	-	3	3
GEAG 150	Environmental Science and Lab	-	4	4
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
		15	16	31

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
HIST 222	U.S. History I	3	-	3
GEPI 140	Philosophy	3	-	3
EDUC 201	Introduction to Teaching I	2	-	2
ENGL 202	African American Lit	3	-	3
HPER 170	Health and Wellness	2	-	2
GEEN 310	Advanced Communication Skills	3	-	3
HIST 223	U.S. History II	-	3	3
ECON 100	Basic Economics	-	3	3
EDUC 202	Introduction to Teaching II	-	2	3
IDST 200	Digital Media in Teacher Education	-	3	3
GEPO 150	U.S. Government	-	3	3
		16	14	30

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
GEOG 210	World Geography	3	-	3
HIST 201	Historical Methods	3	-	3
HIST 405	Revolution	3	-	3
POLI 102	State and Local Government	3	-	3
EDUC 315	Data Driven Instructional Design	3	-	3
HIST 413	Civil War & Reconstruction	-	3	3
EDUC 427	Reading in The Subject Area	-	3	3
HIST 431	Virginia History	-	3	3
PSYC 212	Human Growth and Development	-	3	3
SPED 403	Classroom Management in Educational Settings (FE)	-	3	3
		15	15	30

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
HIST 426	Methods of History/Social Science	3	-	3
HIST 421	New Deal to Now	3	-	3
EDUC 424	Critical Issues in Education	2	-	2
HIST 444	Senior Seminar	3	-	3
HIST /SOC.SC.	Elective	3	-	3
HIST 402	Student Teaching in History	-	3	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

Department of Music, Art and Design
Instrumental Music with a Minor in Secondary Education K-12 (125 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 112	Basic Math	3	-	3
MATH 113	Basic Math II	-	3	3
MUSI 105	Class Piano	2	-	2
MUSI 121	Applied Major Instrumental	1	-	1
MUSI 161	Marching Band	1	-	1
MUSI 181	Basic Theory	3	-	3
MUSI 183	Sight/Sing/Ear Tr.	1	-	1
MUSI 191	Strings	-	1	
MUSI ____	Seminar	-	0	0
MUSI 106	Class Piano	-	2	2
MUSI 122	Applied Major Instrumental	-	1	1
MUSI 172	Concert Band	-	1	1
MUSI 182	Basic Theory	-	3	3
MUSI 184	Sight/Sing/Ear Tr.	-	1	1
MUSI ____	Seminar	-	0	0
		17	14	30

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
IDST 200	Digital Media in Teacher Education	3	-	3
PSYC 212	Human Growth & Develop	3	-	3
MUSI 205	Class Piano	1	-	1
MUSI 221	Applied Major Instrumental	1	-	1
MUSI 261	Marching Band	1	-	1
MUSI 281	Form and Analysis	-	3	3
MUSC 212	Applied Major Voice	-	2	2
MUSI 285	Music History	3	-	3
MUSI ____	Seminar	-	0	0
MUSI 206	Class Piano	-	1	1
MUSI 259	Vocal Diction	-	1	1
MUSI 262	Concert Band	-	1	1
MUSI 282	20th Century Theory	-	3	3
MUSI 286	Music History II	-	3	3
MUSI ____	Seminar	-	0	0
		16	17	30

Junior Year

Course Number	Course Title	1 st Sem.	2 nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
SPED 403	Classroom Management in Educational Settings (FE)	-	3	3
EDUC 427	Reading in The Subject Area	3	-	3
GE _____	Science & Lab	4	4	8
MUSI 321	Applied Major Instrumental	2	-	2
MUSI 361	Marching Band	1	-	1
MUSI 362	Concert Band	-	1	
GE _____	Health and Wellness	2	-	2
GEHI 114	Global Studies	-	3	3
MUSI _____	Seminar	0	-	0
MUSI 287	Elem. Conducting	-	2	2
MUSI 295	Woodwinds	-	1	1
MUSI 322	Applied Major Instrumental	-	2	2
MUSI 393	Music for Elementary Specialist	-	2	2
MUSI 296	Brass & winds	1	-	1
		16	18	34

Senior Year

Course Number	Course Title	1 st Sem.	2 nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
MUSI 388	Advanced Conducting	2	-	2
MUSI 485	Orchestration	2	-	
MUSI 491	Instrumental Methods	3	-	2
MUSI 499	Senior Recital	1	-	1
MUSI 461	Marching Band	1	-	1
GE _____	Literature	3	-	3
MUSI _____	Seminar	0	-	0
MUSI 478	Student Teaching in Music	-	3	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

Department of Mathematics and Computer Science
Mathematics with a Minor in Secondary Education 6-12 (120 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 200	Calculus I	3	-	3
MATH 201	Calculus II	-	3	3
Science	GE Menu	4	-	4
Science	GE Menu	-	4	4
CSCI 120	Problem Solving	3	-	3
CSCI 150	Programming in C++	-	3	3
History	GE Menu	-	3	
		15	16	31

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	3
MATH 300	Calculus III	3	-	3
MATH 284	Discrete Mathematics	3	-	3
MATH 301	Multivariate Calculus	-	3	3
MATH 290	Foundations of Math	-	3	3
Health/Wellness	GE Menu	2	-	2
Literature	GE Menu	3	-	3
IDST 200	Digital Media in Teacher Education	-	3	3
Lang Electives	100 or above	3	3	6
		16	14	30

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
PSYC 212	Human Growth and Development	-	3	3
SPED 403	Classroom Management in Educational Settings (FE)	-	3	3
MATH 350	Differential Equations	-	3	3
MATH 325	Linear Algebra	3	-	3
STAT 330	Introduction to Probability and Statistics	3	-	3
MATH 395	Math Problem Solving Seminar	3	-	3
MATH Elective	300 or higher	-	3	3
MATH 340	Modern Geometry	-	3	3
Humanities	GE Menu	3	-	3
		15	15	30

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
MAED 473	Teaching Mathematics	3	-	3
MATH 425	Modern Algebra	3	-	
MATH 470	History of Mathematics	3	-	
EDUC 427	Reading in The Subject Area	3	-	3
MAED 402	Student Teaching in Mathematics	-	3	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

Department of Chemistry and Physics
Physics with a Minor in Secondary Education 6-12 (122hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 200	Calculus I	3	-	3
MATH 201	Calculus II	-	3	3
PHYS112	General Physics I + Lab	4		4
PHYS113	General Physics II + Lab		4	4
_____	Unrestricted Elective	3		3
History	History Elective	-	3	3
HPER 170	Health and Wellness		2	
		15	15	30

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	3
IDST 200	Digital Media in Teacher Education	3	-	3
ENGL 202	African American Lit	-	3	3
PHYS214	General Physics III	4		4
PHYS215	General Physics IV	-	4	4
PHYS217	Intermediate Laboratory I	-	2	2
CHEM101	General Chemistry I	3		3
CHEM103	General Chemistry I Lab	1		1
CHEM102	General Chemistry II	-	3	3
CHEM104	General Chemistry II Lab	-	1	1
_____	Literature Elective	3		3
MATH	Restricted Math Elective		3	
		17	18	35

Junior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
PSYC 212	Human Growth and Development	-	3	3
SPED 403	Classroom Management in Educational Settings (FE)	-	3	3
Lang Elective	100 or above		3	6
PHYS311	Optical Physics	3	-	3
PHYS218	Intermediate Laboratory II	-	2	2
PHYS313	Physical Mechanics	-	3	3
PHYS312	Thermal Physics	3		3
_____	Unrestricted Elective	-	3	3
PHYS319	Advanced Laboratory I	2		
PSYC 212	Human Growth & Develop	3	-	3
		14	14	28

Senior Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
PHYS414	Electromagnetism and Relativity	3		
PHED 473	Teaching Science	3		
_____	Unrestricted Elective	3		
EDUC 427	Reading in the Subject Area	3	-	3
PHED 402	Student Teaching in Physics	-	3	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		14	15	29

Recommend Spanish, one fulfills Humanities elective and one fulfills Global Studies elective

Department of Music, Art and Design
Vocal/Choral Music with a Minor in Secondary Education K-12 (125 hrs)

Freshman Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
IDST 100	Analytical Reading, Writing and Reasoning I	(2)	-	(2)
IDST 101	Analytical Reading, Writing and Reasoning II	-	(2)	(2)
FRST 101	Freshman Studies	2	-	2
ENGL 110	Composition I	3	-	3
ENGL 111	Composition II	-	3	3
MATH 112	Basic Math	3	-	3
MATH 113	Basic Math II	-	3	3
MUSI 105	Class Piano	2	-	2
MUSI 111	Applied Major Voice	1	-	1
MUSI 171	Concert Choir	1	-	1
MUSI 181	Basic Theory	3	-	3
MUSI 183	Sight/Sing/Ear Tr.	1	-	1
MUSI _____	Seminar	-	0	0
MUSI 106	Class Piano	-	2	2
MUSI 112	Applied Major Voice	-	1	1
MUSI 172	Concert Choir	-	1	1
MUSI 182	Basic Theory	-	3	3
MUSI 184	Sight/Sing/Ear Tr.	-	1	1
MUSI _____	Seminar	-	0	0
IDST 200	Digital Media in Teacher Education	-	3	3
		16	17	33

Sophomore Year

Course Number	Course Title	1st Sem.	2nd Sem.	Total Hours
EDUC 201	Introduction to Teaching I	2	-	2
EDUC 202	Introduction to Teaching II	-	2	2
MUSC 211	Applied Major Voice	2	-	2
PSYC 212	Human Growth & Develop	3	-	3
MUSI 205	Class Piano	1	-	1
MUSI 253	Instr. Survey	1	-	1
MUSI 258	Vocal Diction	1	-	1
MUSI 271	Concert Choir	1	-	1
MUSI 281	Form and Analysis	-	3	3
MUSC 212	Applied Major Voice	-	2	2
MUSI 285	Music History	3	-	3
MUSI _____	Seminar	-	0	0
MUSI 206	Class Piano	-	1	1
MUSI 259	Vocal Diction	-	1	1
MUSI 272	Concert Choir	-	1	1
MUSI 282	20th Century Theory	-	3	3
MUSI 286	Music History II	-	3	3
MUSI _____	Seminar	-	0	0
		14	16	30

Junior Year

Course Number	Course Title	1 st Sem.	2 nd Sem.	Total Hours
EDUC 315	Data Driven Instructional Design	3	-	3
SPED 403	Classroom Management in Educational Settings (FE)	-	3	3
GE _____	Science & Lab	4	4	8
MUSI 311	Applied Maj. Voice	2	-	2
MUSI 371	Concert Choir	1	-	1
GE _____	Wellness	2	-	2
GEHI 114	Global Studies	3	3	3
MUSI _____	Seminar	0	-	0
MUSI 287	Elem. Conducting	-	2	2
MUSI 372	Concert Choir	-	1	1
MUSI 312	Applied Maj. Voice	-	2	2
MUSI 393	Music For Elementary Specialist	-	2	2
MUSI ____	Seminar	-	0	0
		15	17	32

Senior Year

Course Number	Course Title	1 st Sem.	2 nd Sem.	Total Hours
EDUC 424	Critical Issues in Education	2	-	2
MUSI 389	Advanced Conducting	2	-	2
MUSI 471	Concert Choir	1	-	1
MUSI 493	Music for the Secondary Specialist	3	-	2
MUSI 499	Senior Recital	1	-	1
MUSI ____	Seminar	0	-	0
GE _____	Literature	3	-	3
EDUC 427	Reading in The Subject Area	3	-	3
MUSI 478	Student Teaching in Music	-	3	3
EDUC 401	Student Teaching Seminar	-	3	3
EDUC 402	Student Teaching	-	9	9
		15	15	30

Following are course descriptions for elementary, secondary and special education minors, as well as professional studies courses. Course descriptions for content area majors may be found in the Virginia State University Undergraduate Catalog.

Course Descriptions

IDST 100 Analytical Reading and Reasoning Part I 3 Semester Hours F, Sp

This course seeks to aid pre-candidates in the refinement and enhancement of learning strategies related to the Praxis I skills assessment. Reading, Writing and Mathematics instruction will focus on strategies to decode information from multiple disciplines. Reading activities include literature taken from Humanities, Social Sciences, Science and Technology. Writing activities are focused on responding to a variety of prompts from multiple disciplines and construction of appropriate essays. Mathematics activities will focus on problem solving and applying critical thinking skills. Students who are successful in passing Praxis I will not be required to take IDST 101.

IDST 101 Analytical Reading and Reasoning Part II 3 Semester Hours F, Sp

This course is a continuation of IDST 100. Pre-candidates will continue to focus on skill development related to passing Praxis I. Instruction will be divided by assessment components and will utilize small group and individualized instruction to provide a more focused experience to improve test taking and time management skills related to standardized testing.

EDUC 201 Introduction to Teaching I 2 Semester Hours F, SP

This course is designed to provide a snapshot of teaching as a profession. It will focus on historical and contemporary topics relevant to an understanding of the knowledge, skills and dispositions required of classroom teachers. Pre-candidates will have the opportunity to reflect on professional practice in preK-12 classroom settings and in alternative educational program sites. This course will also provide the opportunity for pre-candidates to begin the development of a working portfolio. Pre-candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

EDUC 202 Introduction to Teaching II 2 Semester Hours F, SP

This course is a continuation of EDUC 201 Introduction to Teaching and is designed to provide a snapshot of teaching as a profession. The course will extend the focus on historical and contemporary topics relevant to an understanding of the knowledge, skills and dispositions required of classroom teachers. Pre-candidates will have the opportunity to research and reflect on professional practices in preK-12 classroom settings and in alternative educational program sites. This course will also provide the opportunity for pre-candidates to continue the development of a working portfolio. Pre-candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

Prerequisites: EDUC 201 Introduction to Teaching I

EDUC 315 Data Driven Instructional Design 3 Semester Hours F, Sp

This course is designed to address the skills that contribute to an understanding of the relationship among assessment, instruction and monitoring student progress. Assessments include student performance measures in grading practices and the ability to construct and interpret valid assessments using a variety of formats. In order to measure student attainment of essential skills in a standards-based environment, assessment data will be used to make decisions about how to improve instruction and student performance. Pre-candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

Prerequisites: EDUC 201 Introduction to Teaching I
EDUC 202 Introduction to Teaching II*

* Elementary and Secondary Education Minors Only

EDUC 401 Student Teaching Seminar 3 Semester Hours F, Sp

This course is aligned with EDUC 402 Student Teaching. Candidates reflect on the knowledge, skills, and dispositions implemented in the classroom experience. In this course, candidates prepare for the final performance assessment of competencies acquired in the Professional Education Program.

Prerequisites: Completion of all coursework and state assessments

Corequisites: EDUC 402 Student Teaching
Content Area Student Teaching

EDUC 402 Student Teaching FE 9 Semester Hours F, Sp

This course is the capstone experience for prospective teachers and emphasizes learning through application, analyses, synthesis, evaluation, and reflection. It provides the opportunity for student teachers to demonstrate acquired knowledge of the Standards of Learning, skills, and dispositions, in supervised classrooms. Emphasis will be placed on planning, implementing, and assessing instruction which meets the needs of students in these classrooms. Additional participation in appropriate school activities is required.

Prerequisites: Completion of all curriculum courses and state assessments

Corequisite: EDUC 401 Student Teaching Seminar
Content Area Student Teaching

EDUC 424 Critical Issues in Education 2 Semester Hours F, Sp

This course will cover critical issues in educational reform that include applying multicultural curricula (such as, race ethnicity, gender, socioeconomic status, exceptionalities, language, and geographical locations of all students) and integrating school staff in acknowledging the importance of families and family language, as it relates to current educational issues. Candidates will be required to complete a Field experience requirement of 15 hours as a part of this course.

Prerequisites: Admission to the Teacher Education Program
EDUC 315 Data Driven Instructional Design
ELED 429 Language Acquisition and Reading I*
ELED 430 Language Acquisition and Reading II*
EDUC 427 Reading in the Subject Areas**

* Elementary and Special Education Minors Only

** Secondary Education Minors Only

EDUC 427 Reading in the Subject Area 3 Semester Hours F, Sp

This course provides pre-service teachers with the competencies necessary to teach reading in the subject areas. Emphasis is placed on the commonalities of reading skills as related to specific content. The application of knowledge gained, skills developed, techniques acquired, and materials used for teaching the content and specific disciplines are considered. Special attention is given to techniques and materials for student assessment and for meeting instructional needs.

ELED 328 Curriculum and Instruction 3 Semester Hours F, Sp

This course is designed to address the skills that contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media computers; and evaluation of pupil performance. It will also address teaching methods appropriate for exceptional students, including second language learners, gifted and talented and those with disabling conditions. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Methods of improving communication between schools and families and ways of increasing family involvement in student learning shall be included. Demonstrated proficiency in the use of educational technology for instruction also shall be included. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

Prerequisites: Admission to the Teacher Education Program
EDUC 315 Data Driven Instructional Design

ELED 429 Language Acquisition and Reading I 3 Semester Hours F, Sp

This course provides preparation for beginning reading instruction, including the body of research on emergent literacy, language acquisition, schema theory, and phonemic awareness. Emphasis will be placed on the nature of reading and the development of decoding and comprehension skills and strategies. Decoding skills and strategies will include language development, phonemic awareness, explicit phonics instruction, and other word recognition skills. Literature-based instruction and formal and informal

diagnostic and assessment procedures will be included. Reading instruction for all children, including children with learning disabilities will be provided. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

ELED 430 Language Acquisition and Reading II

3 Semester Hours F, SP

This course is designed to be a continuation of Language Acquisition and Reading I. This course enhances beginning reading skills and emphasizes comprehension skills in content. Special attention is given to the assessment of reading skills and how assessment results drive instruction. Implementation of literature-based instruction is further explored to enhance reading comprehension skills for students. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

SPED 323 Characteristics of Exceptional Learners FE

3 Semester Hours F, Sp

This course is designed to provide students with in-depth knowledge of the theories, characteristics, etiology, and educational implications of students with exceptional learning needs. These include: related disabilities such as attention deficit disorders; specific age-span and developmental issues; cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking; levels of severity; multi-cultural influences; social/emotional aspects including social imperceptiveness, juvenile delinquency, and personal control attributes; and medical aspects including medication, nutrition, genetics, and neurology. The course will describe deficits in academic, cognitive, socio-emotional behaviors; educational, technological, and medical interventions; placement options; curriculum design and current research on instructional approaches, and technology use.

Prerequisite: EDUC 315 Data Driven Instructional Design

SPED 325 Survey of Exceptional Children

3 Semester Hours F, Sp

This course provides an introduction to the philosophical, historical, and legal foundations of special education. The course highlights the characteristics of children and youth with disabilities relative to age and severity levels; medically related etiological perspectives of various disabilities; special education laws, etc. Developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning are addressed. An understanding of ethical issues and the practice of accepted standards of professional behavior is also addressed. Current regulations governing alternatives placements/programs in schools are highlighted. Strategies to promote successful integration of students with disabilities with their non-disabled peers will be taught. The structure and organization of general education classrooms and other instructional settings representing the continuum of special education will be addressed. An overview of continuum of services, assessment procedures, curriculum planning, and instructional strategies are provided. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

Prerequisites: EDUC 201 Introduction to Teaching I

*EDUC 202 Introduction to Teaching II

* Elementary Education Minors Only

SPED 328 Reading and Language Development for Exceptional Learners

3 Semester Hours F, SP

This course is designed to address the skills to impart a thorough understanding of the complex nature of language acquisition and reading, including: phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, concepts of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency in writing strategies, as well as, the ability to foster an appreciation of a variety of literature and independent reading. Candidates will be required to complete a field experience requirement of 15 hours.

Prerequisite: EDUC 201 Introduction to Teaching I

SPED 402 Diagnosis of Educational Needs

3 Semester Hours F, SP

This course is designed to provide an understanding and application of the foundations of assessment and evaluation related to best educational practices such as legal provisions, regulations, and guidelines

regarding assessment of individuals with disabilities. The impact of culture, linguistics and other variables on assessment findings and placement decisions will be addressed. Pre-candidates will select, administer, score and interpret various formal and informal individual and group instruments, and summarize findings for eligibility, placement and instructional decisions. Candidates will have experience with norm-reference, criterion reference, and curriculum-based measures, as well as, task analysis and portfolio assessments. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

Prerequisite: EDUC 315 Data Driven Instructional Design

SPED 403 Classroom Management in Educational Settings FE 3 Semester Hours F, SP

This course is designed to address the skills that contribute to an understanding and application of classroom management techniques and individual interventions, including techniques that promote emotional well being and teach and maintain behavior conduct and skills consistent with norms standards, and rules of the educational environment. This course shall address diverse approaches based upon behavioral, cognitive, affective, social, and ecological theory and practice in a classroom setting.

SPED 423 Curriculum and Instruction for Exceptional Learners FE 3 Semester Hours F, SP

This course, offered in a field-based setting, conveys knowledge of a wide range of assessment procedures for students with exceptional learning needs to assist in instruction and life-planning. These include: use of assessment procedures to identify individual instructional needs in areas including reading, receptive and expressive language, written language and mathematics; ability to interpret educational assessment results to parents, students and other professionals. This course makes use of assessment, evaluation, and other information to develop and implement individualized educational programs (IEP) and group instruction for individuals with exceptional learning needs within the continuum of services. These services include: pragmatic language and social skills; providing explicit instruction of reading and spelling in a systematic and cumulative manner based upon understanding the structure and development of the English language and its components; use of multi-sensory approaches, cognitive learning strategies, study skills, accommodations for diverse learning styles, and technology; and designing alternative ways to teach content, including adaptations and modifications of curricula, and the selection of specialized instructional materials appropriate to the needs of the student with exceptional learning needs.

SPED 425 Transitional Education for Students with Disabilities 2 Semester Hours F, SP

This course is designed to prepare candidates to work with families to promote successful student transitions throughout the educational experience, including post-secondary training, employment, and independent living. This course addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations.

Prerequisite: EDUC 315 Data Driven Instructional Design

SPED 442 Communicating and Collaborating with Educators and Parents FE 3 Semester Hours F, SP

This course will prepare students to acquire knowledge and skills in authentic consultation, collaboration and case management. The course will provide opportunities to discuss approaches, demonstrate methods, and utilize activities that aim at involving parents in educational and multidisciplinary conferences, working with paraprofessionals, community agencies, service providers, etc. Team approaches and collaborative work environments will be utilized.

THE DEPARTMENT OF GRADUATE PROFESSIONAL EDUCATION PROGRAMS

The following Programs are offered for Initial Teacher Preparation and Other School Personnel:

Master of Education (M.Ed.)	Master of Science (M.S.)	Doctor of Education (Ed.D.)
<ul style="list-style-type: none"> • Education with concentrations in: <ul style="list-style-type: none"> ○ Elementary Education (PreK-6)* ○ Special Education (K-12)* • Counselor Education (PreK-12) • Educational Administration and Supervision (PreK-12) 	<ul style="list-style-type: none"> • Counselor Education (PreK-12) • Educational Administration and Supervision (PreK-12) 	<ul style="list-style-type: none"> • Educational Administration and Supervision (PreK-12)

*Initial Teacher Preparation Programs

Admission Process

All applicants for the Graduate Professional Education Programs are required to submit the following documents to the School of Graduate Studies, Research and Outreach for initial screening:

1. Completed application to program with the \$25.00 fee
2. Two official transcripts from each collegiate institution attended (GPA of 2.5 or higher is required)
3. Proof of Graduate Record Examination (date taken and scores within the last five years)

Application Deadline

- May 1st for Fall admission
- November 1st for Spring admission

Upon initial screening the applications are forwarded to the Professional Education Unit, where they are disseminated to each Program's admissions committee. The committee will review the applications based on the established program admissions criteria. These criteria can be found in the pages to follow. Applicants are notified of the committee's decision in writing by the Unit Head and Program Coordinator. In addition to admissions standards, each program has established specific transition points for the candidates to meet once they enter the program.

MASTER OF EDUCATION DEGREE IN ELEMENTARY EDUCATION (PREK-6)

Initial Licensure Program Description

The graduate program in Elementary Education offers a program of study that leads to a Master of Education degree. The program has been aligned with the Unit's Conceptual Framework outcomes to support the development of competent, caring, effective, and reflective professional educators who are committed to addressing the challenges of educating all students for multicultural and global learning communities. As competent educators, candidates will understand the central knowledge, concepts, skills, and dispositions necessary in the field of teaching. As caring educators, candidates will show respect for all learners in the educational setting and empower them to set achievable goals while maintaining high ethical standards. As effective educators, candidates will use research-supported instructional methods and best practices and performance-based assessments to guide the learning of the PreK-6 students. Finally, as reflective educators, candidates will critically examine all aspects of the teaching/learning process including essential dispositions to create a safe and positive classroom and school culture.

The Professional Education Program has developed phases that serve as transition points for graduates to follow as they matriculate through the program: Admission, Midpoint – Advance to Candidacy, Candidacy, Program Completion, and Graduate Follow-up.

Program Requirements and Transition Points

Phase I: Admission

Candidates must:

1. Have a grade point average of 2.7 or better (cumulative at the end of the final semester of undergraduate work)
2. Have taken the GRE (Graduate Record Examination), the score must be no more than 5 years old at the time of admission to the Graduate Special Education Program. The candidate has to score no less than 400 on the verbal and no less than 400 on the quantitative portions of the GRE.
3. Submit official transcripts to verify core content areas for Elementary Education
4. Have a Scholastic Aptitude Test (SAT) score of 1100 with minimum scores of 530 verbal and 530 on mathematics or, pass the Praxis I assessment, with scores of 178 in Reading, 178 in Mathematics and 176 Writing or a composite score of 532.
5. Submit the following documentation showing completion of assessments required by the Virginia Department of Education:
 - a. Passing Praxis II scores for Elementary Education
 - b. Passing score of 235 on the Reading and Writing sections of the Virginia Communication and Literacy Assessment or a composite score of 470 (required in December 2006)

The Program Admission Committee reviews application for admissions and makes recommendations to the Graduate Admissions Committee.

Phase II: Midpoint – Advance to Candidacy

Candidates must

1. Complete a minimum of 12 hours of coursework
2. Maintain a 3.0 GPA at the graduate level in order to remain in the program. If candidates fail to maintain the 3.0 GPA, they will be placed on probation until this criterion is met.
3. Submit an application for candidacy

Phase III: Candidacy

Candidates must

1. Complete all Graduate Elementary Education Core courses
2. Passing score of 235 on the Virginia Reading Assessment (required July 2006)
3. Participate in full-time Internship
4. Receive a clinical/site supervisor evaluation
5. Receive a university supervisor evaluation

Phase IV: Program Completion

Candidates must

1. Complete a Master's Project
2. Complete the Technology Skills for Instructional Personnel (TSIP's)
3. Complete the Child Abuse Recognition and Intervention Training
4. Complete the Candidate Exit Survey

Prior to graduating, candidates are required to complete all licensure documents required by the Virginia Department of Education. The Unit will submit the forms and documentation for licensure.

Phase V: Graduate Follow-up

1. Participate in a graduate follow-up survey
2. Give permission for employer follow-up survey

All requirements for the master degree program must be completed within 6 years from the initial admission into the graduate program, excluding periods of military service.

Curriculum Requirements

The Graduate Professional Education Programs in Elementary Education include the following course requirements:

3 semester hours	Pre-requisite Course
9 semester hours	Common Core Courses
18 semester hours	Professional Courses
3 semester hours	Internship
3 semester hours	Master's Project/Comprehensive Written and Oral Examination

Course Number	Course Title	Semester Hours
<i>Pre-requisite Course</i>		
PSYC 512	Human Growth and Development	3
<i>Core Courses</i>		
EDUC 501	Foundations of Education	3
EDUC 513	Educational Research	3
STAT 510	Statistical Procedures in Education and Psychology	3
<i>Professional Courses</i>		
EDUC 530	Curriculum and Instruction Methods in the Elementary School	3
EDUC 531	Language Acquisition and Literacy in Elementary School	3
EDUC 532	Mathematics and Science Instruction in Elementary School	3
EDUC 533	Social Studies and the Creative Arts in the Elementary School	3
EDUC 538	Reading in the Content Areas	3
EDUC 541	Behavior Management in Elementary Settings	3
<i>Internship and Seminar</i>		
EDUC 536	Practicum/Internship in Elementary Education	3
<i>Master's Project/Oral and Written Examination</i>		
EDUC 580	Master's Project/Oral and Written Examination	3

Note: EDUC 580 Master's Project is required of all candidates enrolled in the Master of Education degree program. Also, concentrated courses and restrictive elective courses may have **field experiences embedded in the course requirements.**

Course Descriptions

EDUC 501 Foundations of Education 3 Semester Hours

This course is designed to provide students with a sound basis for interpretation and evaluation of present day educational theories and practices by tracing the influence of historical, sociological, philosophical, and religious views upon the development of the education process.

EDUC 513 Educational Research 3 Semester Hours

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and a pilot study) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Masters candidates and should be taken after STAT 510.

Prerequisite: STAT 510 Statistical Procedures in Education

EDUC 530 Curriculum and Instructional Materials in the Elementary School 3 Semester Hours

This course focuses on curriculum development and instructional procedures in the elementary school. Attention is given to research, theory, practice, current issues and trends applicable to teaching and learning in the elementary classroom. Emphasis is placed on the roles of the teacher, classroom learning environments, curriculum integration, and instructional planning and teaching models. The utilization of current and emerging technologies in the educational process is emphasized as is the impact of curriculum design and implementation on the education of students with special needs.

EDUC 531 Language Acquisition and Literacy in the Elementary School 3 Semester Hours

This course focuses on the research, issues, trends, theory and practice relative to instruction in reading and the other language arts in the elementary school. Attention is given to instructional approaches, methods, materials, and resources for planning, implementing, and evaluating learning. The utilization of current and emerging technologies in the educational process is emphasized as well as the education of students with special needs in the areas of language instruction and literacy.

EDUC 532 Mathematics and Science Instruction in the Elementary School 3 Semester Hours

This course focuses on the research, issues, trends, theory and practice relative to instruction in mathematics and science in the elementary school. Attention is given to instructional approaches to identify methods, materials, and resources for planning, implementing, and evaluating learning. The utilization of current and emerging technologies in the educational process is emphasized as well as the education of students with special needs in the areas of mathematics and science.

EDUC 533 Social Studies and the Creative Arts in the Elementary School 3 Semester Hours

This course focuses on the study of research, issues, trends, theory and practice relative to instruction in the social studies and creative arts in the elementary school. This course emphasizes the role and importance of social studies and the creative arts; curriculum integration; unit planning; and resources for the instruction, implementation, and evaluation of learning. The utilization of current and emerging technologies in the educational process is emphasized as well as the education of students with special needs in the areas of social studies and the creative arts.

EDUC 536 Practicum in Elementary Education 3 Semester Hours

This course provides opportunities for in-service teachers and administrators to work directly with elementary-age children and their parents. Experiences include observation and participation in schools and the community as well as planning for guiding and evaluating technology and learning.

EDUC 538 Reading in the Content Areas 3 Semester Hours

This course is designed for elementary and secondary teachers to develop competencies in the teaching of reading in the elementary school. Emphasis is placed on the commonalities of reading skills as they relate

to specific content. The application of knowledge gained, skills developed, techniques acquired, and materials used for teaching the content and specific disciplines are considered. Special attention is given to techniques and materials for pupil assessment and for meeting instructional needs.

EDUC 541 Behavior Management in Educational Settings 3 semester hours

This course explores individual and group behavior management techniques that address the management of student behavior, remediation of inappropriate social skills, and the development of appropriate social behavior. It includes the development of understandings relevant to those psychosocial aspects that affect self-esteem, behavior, and academic progress. The utilization of current and emerging technologies in the educational process is emphasized with special reference to elementary and special education settings.

EDUC 580 Master's Project 3 semester hours

The Master's project requires students to plan, design, and implement an action research project that relates to problems and issues in one of the areas of concentration. A written document submitted in triplicate is required. The student must defend his/her project in an oral presentation before a faculty committee.

PSYC 212/512 Human Growth and Development 3 semester hours

This course focuses on the study of the principles of physical, mental, emotional and social growth of the individual and their implications for the learning process.

STAT 510 Statistical Procedures in Education 3 Semester Hours

This is a general terminal course designed primarily for graduate students enrolled in professional education research, psychology, guidance, or other behavior sciences. It is defined as an applications approach to methodology of modern research. This course will help prepare individuals to comprehend, interpret, and report statistical results for use in educational research, thesis presentation, and publication in research journals. Elementary and advanced statistical methods will be discussed. Statistical software will be used to analyze and interpret large databases occurring in real life situations.

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION (K-12)

Program Description

The graduate program in Special Education offers a program of study that leads to a Master of Education degree with a concentration in Special Education for candidates who seek an endorsement in Learning Disabilities, Mental Retardation, and/or Emotional Disturbance. The program has been aligned with the Unit's Conceptual Framework outcomes to support the development of competent, caring, effective, and reflective professional educators who are committed to addressing the challenges of educating all students for multicultural and global learning communities. As competent educators, candidates will understand the central knowledge, concepts, skills, and dispositions necessary in the field of teaching. As caring educators, candidates will show respect for all learners in the educational setting and empower them to set achievable goals while maintaining high ethical standards. As effective educators, candidates will use research-supported instructional methods and best practices and performance-based assessments to guide the learning of the K-12 students with exceptional learning needs. Finally, as reflective educators, candidates will critically examine all aspects of the teaching/learning process including essential dispositions to create a safe and positive classroom and school culture.

The Professional Education Program has developed phases that serve as transition points for graduates to follow as they matriculate through the program: Admission, Midpoint – Advance to Candidacy, Candidacy, Program Completion, and Graduate Follow-up.

Program Requirements and Transition Points

Phase I: Admission

Candidate must

1. Have a grade point average of 2.7 or better (cumulative at the end of the final semester of undergraduate work)
2. Have taken the GRE (Graduate Record Examination), the score must be no more than 5 years old at the time of admission to the Graduate Special Education Program. The candidate has to score no less than 400 on the verbal and no less than 400 on the quantitative portions of the GRE.
3. Submit official transcripts to verify core content areas for Special Education endorsement.
4. Have a Scholastic Aptitude Test (SAT) score of 1100 with minimum scores of 530 verbal and 530 on mathematics or, pass the Praxis I assessment, with scores of 178 in Reading, 178 in Mathematics and 176 Writing or a composite score of 532.
5. Submit the following documentation showing completion of assessments required by the Virginia Department of Education:
 - a. Passing Praxis II scores for Elementary Education is required to be considered highly qualified
 - b. A passing score of 235 on the Reading and Writing sections of the Virginia Communication and Literacy Assessment or a composite score of 470 (required in December 2006)

Program Area Admission Committee reviews application for admissions and makes recommendations to the Graduate Admissions Committee.

Phase II: Midpoint-Advance to Candidacy

Candidates must

1. complete a minimum of 12 hours of coursework
2. maintain a 3.0 GPA at the graduate level in order to remain in the program. If candidates fail to maintain the 3.0 GPA, they will be placed on probation until this criterion is met.
3. submit an application for candidacy

Phase III: Candidacy

Candidate must

1. Complete all Graduate Special Education core courses
2. Passing score of 235 on the Virginia Reading Assessment (required July 2006)

3. Participate in full-time Internship
4. Receive a clinical/site supervisor evaluation
5. Receive a university supervisor evaluation

Phase IV: Program Completion

Candidate must

1. Complete Master's Project
2. Complete the Technology Skills for Instructional Personnel (TSIP's)
3. Complete the Child Abuse Recognition and Intervention Training
4. Complete candidate exit survey

Prior to graduating, Candidates are required to complete all licensure documents required by the Virginia Department of Education. The Unit will submit the forms and documentation for licensure.

Phase V: Graduate Follow-up

Candidate must

1. Participate in a graduate follow-up survey
2. Give permission for employer follow-up survey

Curriculum Requirements

The Graduate Professional Education Programs in Special Education include the following course requirements:

3 semester hours	Pre-requisite Course
9 semester hours	Common Core Courses
18 semester hours	Professional Courses
6 semester hours	Endorsement Area Courses (LD, MR, or ED)
3 semester hours	Internship
3 semester hours	Master's Project/Comprehensive Written and Oral Examination

Course Number	Course Title	Semester Hours
<i>Pre-requisite Course</i>		
PSYC 212/512	Human Growth and Development	3
<i>Core Courses</i>		
EDUC 501	Foundations of Education	3
STAT 510	Statistical Procedures in Education and Psychology	3
EDUC 513	Educational Research	3
<i>Professional Courses</i>		
EDUC 502	Consultation and Communication in Education	3
EDUC 503	Legal and Ethical Issues in Special and Inclusive Education	3
EDUC 540	Diagnosis of Learning and Behavioral Problems	3
EDUC 541	Behavior Management in Educational Settings	3
EDUC 542	Transition Education for Students with Disabilities	3
EDUC 543	Speech and Language Development: Disability and Intervention	3
<i>Endorsement Area Courses</i>		
Learning Disabilities		
EDUC 544	Learning Disabilities in Children and Youth	3
EDUC 547	Students with Learning Disabilities: Curriculum and Instructional Methods	3
Mental Retardation (MR)		
EDUC 545	Mental Retardation in Children and Youth	3
EDUC 548	Students with Mental Retardation: Curriculum and Instructional Methods	3
Emotional Disturbance (ED)		
EDUC 546	Emotional Disturbance in Children and Youth	3
EDUC 549	Students with Emotional Disturbance: Curriculum and Instructional Methods	3
<i>Internship</i>		
EDUC 553	Internship in Special Education	3
<i>Master's Project/Comprehensive Written and Oral Examination</i>		
EDUC 580	Master's Project/Comprehensive Written and Oral Examination	3

Course Descriptions

EDUC 501 Foundations of Education 3 Semester Hours

This course is designed to provide students with a sound basis for interpretation and evaluation of present day educational theories and practices by tracing the influence of historical, sociological, philosophical, and religious views upon the development of the education process.

EDUC 502 Communication and Collaboration in Education Semester Hours

This core education course presents an overview of strategies and technologies appropriate to the development of effective communication with students, parents and other family members, school personnel, members of relevant professional disciplines, and the general community pertinent to the quality education of students in regular education, special education, and inclusive settings. The use of technology to enhance effective functioning in the roles of consultant and collaborator is explored with specific competencies identified and developed. Emphasis is also given to the use of technology in increasing competency in the management of instruction and behavior by professionals involved in collaboration.

EDUC 503 Legal and Ethical Issues in Special and Inclusive Education 3 Semester Hours

This course provides a critical appraisal of the current nature, scope, and dimensions of contemporary and traditional education, special education, and inclusive education at the local, state, and national levels. Special emphasis is placed on the roles of both regular and special educators as collaborative teachers in inclusive settings. In addition, theoretical, legal, and practical issues and recent research and program development and evaluation concerned with the treatment, education, and rehabilitation of exceptional individuals are extensively reviewed. The utilization of current and emerging technologies in the educational process is emphasized.

EDUC 513 Educational Research 3 Semester Hours

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and a pilot study) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Masters candidates and should be taken after STAT 510.

Prerequisite: STAT 510 Statistical Procedures in Education

EDUC 540 Diagnosis of Learning and Behavior Problems 3 Semester Hours

This course is designed to provide knowledge of current research and issues in the assessment of exceptional individuals. This course focuses on techniques and procedures for assessing, diagnosing, and remediating learning and behavioral problems. An increase in skill in administering and scoring assessment instruments and interpreting test data is expected. Candidates are expected to demonstrate competence in implementing the diagnostic-prescriptive process as related to special education populations. The utilization of current and emerging technologies in the educational process and diagnostic procedures appropriate to elementary-age students is emphasized.

EDUC 541 Behavior Management in Educational Settings 3 semester hours

This course explores individual and group behavior management techniques that address the management of student behavior, remediation of inappropriate social skills, and the development of appropriate social behavior. It includes the development of understandings relevant to those psychosocial aspects that affect self-esteem, behavior, and academic progress. The utilization of current and emerging technologies in the educational process is emphasized with special reference to elementary and special education settings.

EDUC 542 Transition Education for Students with Disabilities 3 Semester Hours

This course focuses on the study of curriculum models appropriate to educating students with disabilities. Emphasis is placed on the development of pertinent knowledge, skills, and values in career, vocational, leisure and social skill development. Experiences include career, transition, vocational exploration and

MASTER OF SCIENCE AND MASTER OF EDUCATION IN COUNSELOR EDUCATION

The Department of Professional Education Program offers a program in Counselor Education, which leads to the Master of Science or Master of Education degree. The Counselor Education program also offers an option which leads to the Pupil Personnel Services Endorsement. This course of study professionally trains and prepares those who wish to pursue careers in school counseling (PreK-12) in elementary, middle/junior high or high school settings. In accordance with the Professional Education Program Unit's Conceptual Framework, the Counselor Education program prepares competent, effective, caring, and reflective counselors who create positive educational environments for all students. The Counselor Education program also offers an option for those who possess a Master Degree and seek endorsement in Pupil Personnel Services to be a School Counselor.

As competent counselors, candidates will understand the knowledge, concepts and skills necessary to address the challenges and needs of all students. As caring counselors, candidates will be committed to and demonstrate high ethical and professional standards. As effective counselors, candidates will develop counseling programs based upon the knowledge of learning, teaching and student development and will use multiple sources of information and data to facilitate the counseling process. Finally, as reflective counselors, candidates will examine their personal values, beliefs, and goals, as well as, integrate ethical and professional standards to become an effective practitioner who facilitates a positive environment for all students.

The Professional Education Unit has developed phases that serve as transition points for graduates to follow as they matriculate through the program: Admission, Midpoint – Advance to Candidacy, Candidacy, Program Completion, and Graduate Follow-up.

Program Requirements and Transition Points

Phase I: Admission

Candidates must:

1. Have Minimum undergraduate academic performance of 2.8.
2. Submit a personal statement describing personal characteristics, personal development reasons for seeking this degree, personal and professional experiences that influenced you to pursue counseling, and attributes you possess which contribute to your effectiveness as a counselor
3. Submit 3 Professional Recommendations (addressing character, academic promise, suitability for the counseling profession)
4. Submit a resume of work experience and education
5. Submit 2 official transcripts
6. Present a competitive GRE score, less than 5 years old.

A personal interview with the program faculty admissions committee may be requested. Under certain conditions, a student may be admitted provisionally.

Pupil Personnel Services Endorsement Criteria for Program Admission

1. Must hold a Masters degree
2. Personal statement describing personal characteristics, personal development reasons for seeking this degree, personal and professional experiences that influenced you to pursue counseling, and attributes you possess which contribute to your effectiveness as a counselor
3. 3 Professional Recommendations (addressing character, academic promise, suitability for the counseling profession)
4. Resume of work experience and education
5. Official transcripts
6. A personal interview with the program faculty admissions committee may be requested.

Transfer Students

Students transferring into the Counselor Education graduate program will have to adhere to the same program admission criteria as outlined for admission.

Phase II: Midpoint – Admission to Candidacy

Candidates must

1. Complete a minimum of 12 hours of course work
2. Maintain a B average or above in all content and core course
3. Submit an application for candidacy

Phase III: Candidacy

Candidates must

1. Advance to candidacy
2. Complete all required coursework
3. Participate in a 200 hour practicum PreK – 6
4. Participate in a 200 hour practicum 6-12
5. Receive an on-site supervisor evaluation
6. Receive an university supervisor evaluation
7. Submit counseling practicum portfolio

Phase IV: Program Completion

Candidates must

1. Successfully complete the oral and written comprehensive exam
2. Complete a candidate exit survey

Prior to graduating, Candidates are required to complete all licensure documents required by the Virginia Department of Education. The Unit will submit the forms and documentation for licensure.

Phase V: Graduate Follow-up

Candidate must

1. Participate in a graduate follow-up survey
2. Give permission for employee follow-up survey

M.Ed. Counselor Education (Prek-12)

The Master of Education degree program requires a minimum of 48 semester hours of academic credit (no more than 6 of which may be transferred from another university) and a written/oral comprehensive examination. This includes three (3) core courses, nine (9) program courses, three (3) specialization courses, and one (1) advisor-approved elective course.

Course Number	Course Title	Semester Hours
EDUC 513	Educational Research	3
COUN 523	School Counseling Seminar (PK-12)	3
COUN 524	Ethics in Counseling	3
COUN 525	Principles of Counseling	3
COUN 526	Measurement and Evaluation in Counseling	3
COUN 527	Career Development and Counseling	3
COUN 528	Analysis of Individual Growth and Development	3
COUN 530	Techniques of Counseling	3
COUN 531	Group Procedures in Counseling	3
COUN 532	Counseling for Special Needs	3
COUN 537	Practicum	3
COUN 541	Counseling Children	3
COUN 549	Internship	3
COUN 553	Multicultural Counseling	3
COUN 599	Oral/Written Comprehensive Examination	0

M.S. Counselor Education (Prek-12)

Master of Science degree program requires a minimum of 54 semester hours of academic credit (no more than 6 of which may be transferred from another university). The M.S. places greater emphasis on research and evaluation. Candidates are required to complete a quantitatively based research thesis. This program includes three (3) core courses, ten (10) program courses, three (3) specialization courses, and thesis.

Course Number	Course Title	Semester Hours
COUN 528	Analysis of Individual Growth and Development	3
EDUC 513	Educational Research	3
STAT 510	Statistical Procedures for Education and Psychology	3
COUN 524	Ethics in Counseling	3
COUN 525	Principles of Counseling	3
COUN 526	Measurement and Evaluation	3
COUN 527	Career Development and Counseling	3
COUN 553	Multicultural Counseling	3
COUN 529	Theories of Counseling	3
COUN 530	Techniques of Counseling	3
COUN 531	Group Procedures in Counseling	3
COUN 537	Practicum	3
COUN 549	Internship	3
COUN 523	School Counseling Seminar (PreK-12)	3
COUN 532	Counseling for Special Needs	3
COUN 541	Counseling Children	3
COUN 539	Research and Thesis (advisor-driven)	6-12

Pupil Personnel Services Endorsement

This program is designed to allow candidates to meet the Commonwealth of Virginia certification requirements for an endorsement in school counseling. Candidates must currently possess a M.Ed., M.S. or M.A. degree. This program requires a minimum of 39 semester hours of academic credit (no more than 6 of which may be transferred from another university) and a written comprehensive examination. This includes ten (10) program courses and three (3) specialization courses.

Course Number	Course Title	Semester Hours
COUN 524	Ethics in Counseling	3
COUN 525	Principles of Counseling	3
COUN 526	Measurement and Evaluation	3
COUN 527	Career Development and Counseling	3
COUN 528	Analysis of the Individual Growth and Development	3
COUN 529	Theories of Counseling	3
COUN 530	Techniques of Counseling	3
COUN 531	Group Procedures in Counseling	3
COUN 537	Practicum	3
COUN 549	Internship	3
COUN 553	Multicultural Counseling	3
COUN 599	Oral/Written Comprehensive Examination	0
COUN 523	School Counseling Seminar (Prek-12)	3
COUN 532	Counseling for Special Needs	3
COUN 541	Counseling Children	3

Course Descriptions

- COUN 523 Seminar in School Counseling (Prek-12) 3 Semester Hours**
This course examines the development role of the school counselor is examined from pre-kindergarten through 12th grade of high school. Characteristics of learners, skills, and processes, program planning and evaluation, coordination, counseling and staffing patterns will be considered at each school level.
Prerequisites: COUN 524 Ethics in Counseling
COUN 525 Principles of Counseling
- COUN 524 Ethics in Counseling 3 Semester Hours**
This course is designed to acquaint students with the ethical, legal, and professional issues in counseling. Current trends in the venues and practice of counseling will be covered.
- COUN 525 Principles of Counseling 3 Semester Hours**
This course provides comprehensive survey of the counseling field, stressing philosophy, principles, and the need for counseling in schools, the community, and higher education.
- COUN 526 Measurement and Evaluation 3 Semester Hours**
This is an advanced course in group testing, organized to acquaint counselors and other school personnel with the various types of standardized tests, with emphasis on scoring, computations, and interpretation procedures.
- COUN 527 Career Development and Counseling 3 Semester Hours**
This course explores the scope and purpose of the career development process, with special attention given to the theories and research related to career counseling. Occupational, education, and personal-social information resources are reviewed, with a variety of field visits arranged. The course emphasizes the integration of career development concepts in counseling programs for all ages.
- COUN 528 Analysis of Individual Growth and Development 3 Semester Hours**
This course is designed to assist counselors in studying individuals and their problems, helping pupils understand themselves, and assisting pupils to plan realistic courses of action toward solving their problems and developing their potential.
Prerequisites: COUN 525 Principles of Counseling
COUN 526 Measurement and Evaluation
- COUN 529 Theories of Counseling 3 Semester Hours**
This course is designed for the candidate to critically analyze the major theories of counseling. Emphasis is placed upon the rationale underlying counseling and theoretical approaches.
Prerequisites: COUN 524 Ethics in Counseling
COUN 525 Principles of Counseling
- COUN 530 Techniques of Counseling 3 Semester Hours**
This course focuses on the concepts, strategies, and techniques of the counseling process. Attention is given to relationship building and practical application of the major counseling theories.
Prerequisite: COUN 529 Theories of Counseling
- COUN 531 Group Procedures and Counseling 3 Semester Hours**
This course is designed to help counselors learn how to organize and lead effective groups in various settings. Candidates will study group dynamics and group procedures with an emphasis on the developmental needs of all ages.
Prerequisites: COUN 529 Theories of Counseling
COUN 530 Techniques of Counseling
- COUN 532 Counseling Strategies for Special Needs 3 Semester Hours**

This course is designed to help counselors identify and gain an in-depth understanding of individuals with special needs and develop counseling skills to assist such individuals.

Prerequisite: COUN 523 Seminar in School Counseling (PreK-12)

COUN 533 Problems and Adjustment 3 Semester Hours

This course focuses on the nature and causes of adjustment problems and of the various techniques utilized by individuals to cope with such problems. The role of motivation in behavior and adjustment is examined along with the evidence of adjustment and maladjustment. Attention is also given to counseling interventions that can assist individuals in learning to cope effectively with adjustment problems.

COUN 536 Seminar in Community Services 3 Semester Hours

This course provides a study of human services in such settings as mental health, social service, religious, penal, rehabilitation and employment agencies. It focuses on the counseling and consulting skills that prepare counselors to provide effective client assistance and to work collaboratively in the community.

COUN 537 Practicum 3 Semester Hours

This course provides supervised practice of at least 200 hours in a counseling setting similar to the setting in which the candidate may work. Skills and practice build on previous practicum experiences.

Prerequisites: Degree candidacy
Completion of at least 40 semester hours towards degree
Faculty endorsement

COUN 538 Integrative Seminar 3 Semester Hours

This seminar is designed for master's degree candidates in their final semester of course work. Students will demonstrate their competencies in integrating knowledge and skill acquired through training and experience.

Prerequisites: COUN 529 Theories of Counseling
COUN 530 Techniques of Counseling
COUN 531 Group Procedures and Counseling

COUN 539 Research and Thesis 3 Semester Hours

This course provides the opportunity for a formal and directed quantitative research investigation into counseling topics, issues, problems and/or outcomes.

Prerequisites: Degree candidacy
Completion of at least 40 semester hours towards degree
Faculty endorsement

COUN 548 Seminar in Topical Issues 3 Semester Hours

This seminar focuses on topical issues and problems of special interest in counseling.

COUN 549 Internship 3 Semester Hours

Provides supervised practice of at least 200 hours in a counseling setting similar to the setting in which the student may work. Skills and practice build on previous practicum experiences.

Prerequisite: Faculty endorsement

COUN 553 Multicultural Counseling 3 Semester Hours

This course is designed to covers the issues, characteristics, and needs relevant to diverse populations as they relate to counseling. Candidates explore counseling from a multicultural perspective.

COUN 554 Diagnosis and Treatment 3 Semester Hours

This course is designed to assist counselors in the study of the principles of diagnosis and use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual. Emphasis is placed on principles and models of biopsychosocial assessments, case conceptualization, concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans.

Prerequisites: COUN 529 Theories of Counseling
COUN 530 Techniques of Counseling
COUN 536 Seminar in Community Services

COUN 555 Family System

3 Semester Hours

This course is designed to assist counselors in the study of family systems and dynamics by critically analyzing counseling theories and techniques. Emphasis is placed on family structure, dynamics, strategies and techniques employed in family counseling.

Prerequisites: COUN 529 Theories of Counseling
COUN 530 Techniques of Counseling
COUN 536 Seminar in Community Services

COUN 599 Oral and Written Comprehensive Examination

0 Semester Hours

Candidates take an oral and written examination designed to assess their overall knowledge of course work completed in the program and their ability to apply this knowledge to designated sets of situations. Required of all students seeking M.Ed. in Counseling. This examination allows candidates to demonstrate their skill of integration of theory and course work with practical application. It must be taken during one of the last/final two (2) semesters of enrollment in the program

Prerequisites: Degree candidacy must be met a minimum of one (1) semester prior to course
Registration
Completion of at least 42 semester hours towards degree
Faculty endorsement

EDUC 513 Educational Research

3 Semester Hours

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and a pilot study) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Masters candidates and should be taken after STAT 510.

Prerequisite: STAT 510 Statistical Procedures in Education

STAT 510 Statistical Procedures in Education

3 Semester Hours

This is a general terminal course designed primarily for graduate students enrolled in professional education research, psychology, guidance, or other behavior sciences. It is defined as an applications approach to methodology of modern research. This course will help prepare individuals to comprehend, interpret, and report statistical results for use in educational research, thesis presentation, and publication in research journals. Elementary and advanced statistical methods will be discussed. Statistical software will be used to analyze and interpret large databases occurring in real life situations.

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Program Description

The program in Educational Administration and Supervision, offers a program of study that leads to the M.S., M.Ed., or Ed.D. in Educational Administration and Supervision for candidates who seek an endorsement as a school or district level administrator. The outcomes of the programs have been aligned with the unit's conceptual framework outcomes to support the development of competent, caring, effective and reflective professional administrators who are committed as leaders to addressing the challenges of educating all students for multicultural and global learning communities. As competent leaders, candidates will understand the central knowledge, concepts and skills necessary in the administrative field. As caring leaders, educational leadership candidates will show respect for all stakeholders in the educational setting and empower them to set achievable goals while maintaining high standards. As effective leaders, candidates will use research-based instructional methods and best practices and performance assessments to guide the implementation of the instructional process. Finally, as reflective leaders, candidates will step back from themselves and the situation to examine all aspects of the teaching/learning/administrative process, including essential dispositions to create a positive school culture and learning environment.

MASTER OF SCIENCE AND MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (PREK-12)*

The course of study in this major leads to a Master of Science or Master of Education degree. All candidates who are admitted to the program are working toward an endorsement and certification as school administrators. The Master of Science degree requires completion of stated required courses and a thesis. The Master of Education degree requires 45 hours of courses, including an internship and an oral and written comprehensive examination. For a professional certification, successful completion of the School Leadership Licensure Assessment, with a minimum score of 165, is required.

***Endorsement only option:** Candidates holding a Masters degree in appropriate educational areas may meet endorsement requires after completing required content courses to include an internship. All graduate school and program requirements must be met prior to admission.

Program Requirements and Transition Points

Phase I: Admission

Candidates must:

1. Hold a professional, five-year renewable teaching license.
2. Have at least 3 years of successful experiences as a teacher by the date the program is completed. A candidate may not enter the last 6 hours of course work until successful professional teaching experience has been satisfied.
3. Present a competitive GRE score, less than 5 years old. Under certain conditions, candidate may be admitted provisionally for one semester or 6 hours of coursework prior to submission of GRE scores.
4. Provide a reflective personal essay describing educational leadership aspirations.
5. Have an undergraduate GPA of not less than 2.8 on a 4.0 scale.
6. Maintain a 3.0 GPA at the graduate level in order to be retained in graduate school.
7. Have three letters of recommendation from individuals familiar with applicants experience as an educational professional and potential as an educational leader.
8. Submit 2 original transcripts of all undergraduate and graduate credits.

Phase II: Midpoint – Admission to Candidacy

Candidates must

1. Complete a minimum of 12 hours of course work
2. Maintain a B average or above in all content and core course
3. Submit an application for candidacy
4. Complete the Professional Education Program Leadership Assessment (required completion of minimum of half of content courses prior to the assessment)

Phase III: Candidacy

Candidates must

1. Advance to candidacy
2. Complete all required coursework
3. Participate in a full-time internship
4. Receive a clinical/site supervisor evaluation
5. Receive a university supervisor evaluation

Phase IV: Program Completion

Candidates must

1. Successfully complete three years teaching experience
2. Successfully complete oral and written comprehensive exam
3. Complete candidate exit survey

Prior to graduating, Candidates are required to complete all licensure documents required by the Virginia Department of Education. The Unit will submit the forms and documentation for licensure.

Phase V: Graduate Follow-up

Candidates have an option to

1. Participate in a graduate follow-up survey
2. Give permission for employee follow-up survey
3. Submit School Leadership Licensure Assessment Data

Curriculum Requirements

Course Number	Course Title	Semester Hours
EDUC 501	Foundations of Education	3
EDUC 513	Educational Research	3
STAT 510	Statistical Procedures in Education and Psychology	3
EDAS 581	Supervision of Instruction	3
EDAS 582	Organization and Administration	3
EDAS 583	Public School Law	3
EDAS 584	Curriculum Development	3
EDAS 585	Personnel Administration	3
EDAS 586	Evaluation of Instruction	3
EDAS 587	School Plant Management	3
EDAS 588	School Finance	3
EDAS 589	School Community Relations	3
EDAS 679	Internship/Seminar	3
EDUC 520	Educational Technology	3
PSYC 512/515	Human Growth and Development/ Learning Theory	3
EDAS 597	Oral and Written Comprehensive Exam	0

EDAS 596/679 Practicum/Internship **3 Semester Hours**

This course consists of laboratory experiences designed to acquaint educational leaders with the mechanics of leadership, as well as their role in helping other personnel under their leadership to function effectively in today's educational climate.

EDAS 599 Research and Thesis/Project **3 Semester Hours**

This course is designed for formal research study in the candidate's major field. Approval of major professor required

EDUC 501 Foundations of Education **3 Semester Hours**

A one-semester course designed to provide students with sound basis for interpretation and evaluation of present day educational theories and practices by tracing the influence of historical, sociological, philosophical, and religious views upon the development of the education process.

EDUC 513 Educational Research **3 Semester Hours**

This course is oriented to the methodology of research and investigation in education. The candidates develop, with guidance, a research outline (and a pilot study) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of significant studies in the field of education and their significance for educational practice. This course is a core course, required of all Masters candidates and should be taken after STAT 510.

Prerequisite: STAT 510 Statistical Procedures in Education

EDUC 520 Educational Technology **3 Semester Hours**

This course presents teachers and coordinators with information processing applications as used in elementary, secondary and post secondary educational institution. This course is especially designed to meet the technology standards of Virginia. Special attention is given to the effective application of Microsoft Office and components associated with the internet by instructional personnel. The knowledge and application of hardware and software terminology, electronic technologies for data collection, information management, lesson plans, presentations, decision-making and communication are also focuses of this course. Legal and ethical issues, relative to the use of technology, will be woven into the course.

PSYC 512/515 Human Growth and Development/Learning Theory **3 Semester Hours**

This course is the study of the principles of physical, mental, emotional and social growth of the individual and their implications for the learning process.

STAT 510 Statistical Procedures in Education **3 Semester Hours**

This is a general terminal course designed primarily for graduate students enrolled in professional education research, psychology, guidance, or other behavior sciences. It is defined as an applications approach to methodology of modern research. This course will help prepare individuals to comprehend, interpret, and report statistical results for use in educational research, thesis presentation, and publication in research journals. Elementary and advanced statistical methods will be discussed. Statistical software will be used to analyze and interpret large databases occurring in real life situations.

DOCTOR OF EDUCATION - EDUCATIONAL ADMINISTRATION AND SUPERVISION

Program Description

The Doctor of Education degree in Educational Administration and Supervision is to provide a professional doctoral program opportunity for leaders who will be called upon to meet the education challenges of a changing society, and to provide candidates with the knowledge and skills necessary to promote the success of all students in the region, state, and nation. The program is designed specifically for individuals who seek to serve as educational leaders in PreK-12 public school settings.

Program Requirements and Transition Points

Phase I: Admission

Candidates must

1. Have a master's degree from a regionally accredited institution;
2. Have three years of administrative experience in a certified position in a public or private school;
3. Have a grade point average of at least 3.3 in all graduate work previously attempted;
4. Have three letters of reference from individuals familiar with the applicant's potential for advanced professional studies; one letter must be from an employer and one letter must be from a professor who has known the applicant as a student;
5. Submission of official transcripts of all previous undergraduate and graduate credits;
6. Have competitive scores on the Graduate Record Examination (GRE), within five (5) years;
7. Submit a writing sample.

Application Deadlines:

March 1st for fall admission

Phase II: Midpoint – Admission to Candidacy

Candidates must

1. Complete a minimum of 27-30 credit hours of course work
2. Maintain a B average or above in all content and core course
3. Submit an application for candidacy
4. Complete the Progress Examination

Phase III: Candidacy

Candidates must

1. Advance to candidacy
2. Complete 54 credit hours (including 6 credit hours of internship)
3. Earn a passing grade on the Comprehensive Examination

Phase IV: Program Completion

Candidates must

1. Successfully complete oral proposal defense 6 credit hours for the dissertation
2. Earn a passing grade for 6 credit hours for the dissertation

Phase V: Graduate Follow-up

Candidates have an option to:

1. Participate in a graduate follow-up survey
2. Give permission for employee follow-up survey

Curriculum Requirements

The program will consist of sixty (60) semester hours as follows:

Course Number	Course Title	Semester Hours
EDAS 700	Historical and Philosophical Foundations of Education	3
EDAS 701	Multicultural Education	3
EDAS 702	Educational Facilities	3
EDAS 703	Advanced Seminar: Planning and Management of Finance	3
EDAS 704	Advanced Seminar: Human Resources Management	3
EDAS 705	Advanced Seminar: School Law and Policy Studies	3
EDAS 706	Advanced Seminar: School Community and Public Relations in Education	3
EDAS 707	Advanced Seminar: Administrative and Instructional Leadership	3
EDAS 720	Educational Statistics	3
EDAS 721	Research, Design, and Evaluation Methodology	3
EDAS 722	Qualitative Research	3
EDAS 723	Quantitative Research	3
EDAS 730	Leadership Internship	6
EDAS 740	Dissertation	6

Areas of Academic Concentration (AAC)*

- Counselor Education
- Special Education
- Elementary Education
- Media and Technology

*The purpose of this requirement is to provide opportunities for the students to develop their knowledge and skills in areas related to Educational Leadership. Typically, students will enroll in 12 hours of coursework in one area. With the permission of the Doctoral Committee, variations may be approved. In no case will fewer than 6 hours in each of two areas be approved.

Note: Additional semester hours may be necessary for students who background and experience need enrichment prior to being formally admitted into the doctoral program.

Course Descriptions

- EDAS 700 Historical and Philosophical Foundations of Education 3 Semester Hours**
This course guides inquiry into the historical, philosophical, cultural, educational and social context of schools in our diverse society. It also provides candidates with a broad, interdisciplinary prospectus on educational and social issues to guide reflective, professional practice.
- EDAS 701 Multicultural Education 3 Semester Hours**
This course addresses the origin, concepts, principles, and trends of multicultural education, equity, and the conceptual framework of cultural diversity in relation to education. Topics will include concepts that facilitators of learning will need in order to skillfully and effectively teach in a multicultural setting. Discussions will focus on explication of the concepts and development of strategies for conflict resolution and situational leadership, thus enabling candidates to become better decision makers and change agents.
- EDAS 702 Educational Facilities 3 Semester Hours**
This course examines the curricular, technical, physical, and psychological factors influencing the design and operation of educational facilities.
- EDAS 703 Advanced Seminar: Planning and Management Finance 3 Semester Hours**
This course provides a study of historical development, design, and management of systems of financing public education. Topics studied include fiscal planning, sources of revenue, state and local systems of school finance, building level financial management, budget development, and administration and federal participation in educational funding. Special emphasis is given to the Virginia system of funding public education and to contemporary issues in school finance.
- EDAS 704 Advanced Seminar: Human Resources Management Semester Hours**
This course provides a study of personnel services for educational and public agency administrators. Selected personnel functions including planning, recruitment, retention, selection, induction, compensation, and evaluation are discussed.
- EDAS 705 Advanced Seminar: School Law and Policy Studies Semester Hours**
This course provides an in-depth examination of the theoretical and conceptual bases of politics and public policy in education and their relationship to the successful practice of educational administration. This course will also focus on legal issues and professional ethics of particular concern to education policy makers and central office school administrators. Federal and Virginia school law will be included with attention given both to theoretical and practical concerns.
- EDAS 706 Advanced Seminar: School Community and Public Relations in Education 3 Semester Hours**
This course focuses on the principles, knowledge, and skills related to effective interpersonal and public relations in educational organizations. Special emphasis is given to the study of communication theory and practice, the social ecology of organizations, conflict and crisis management, community relations, strategic marketing in educational organizations, and legal and ethical considerations.
- EDAS 707 Advanced Seminar: Administrative and Instructional Leadership 3 Semester Hours**
This course is designed to analyze the relationship between administrative theory and practice by utilizing the literature and organizational theory and administrative behavior, and by applying the concept to administrative practice in educational settings. This course also focuses on curriculum and instruction, master theories, design implementation, and evaluation. Case studies and simulations that enhance change will be included. Equal emphasis will be placed on personal assessment and evaluation of leadership competencies. Provisions will be made for skill development and improvement.
- EDAS 720 Educational Statistics 3 Semester Hours**

SCHOOL OF LIBERAL ARTS AND EDUCATION ORGANIZATIONAL CHART

