EDUCATION (EDUC)

EDUC 125 Introduction to Education 1 Credit Hour

The teacher candidate will be acquainted with the role of public and private education and the nature of the teaching profession. Attention will be given to current developments in the field of education and the terminology basic to those in the profession. Each teacher candidate will be required to prepare for structured observations in the school setting. Students will apply to the Educator Preparation Program.

Offered: Resident

EDUC 188 Practicum in Education I: External 0 Credit Hours

Prerequisites: EDUC 225 and (Background Clear Virginia with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5) and (EDUC 318 (may be taken concurrently) or EDUC 235 (may be taken concurrently))

Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice. This practicum may only be repeated one time with prior program chair approval.

Offered: Online

EDUC 189 Practicum in Education I: Local 0 Credit Hours

Prerequisites: EDUC 225 and Background Clear Virginia with a score of 5 and (EDUC 318 (may be taken concurrently) or EDUC 235 (may be taken concurrently))

Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice. This practicum may only be repeated one time with prior program chair approval.

Offered: Resident

EDUC 200 Principles of Education 3 Credit Hours

Students will examine historical, philosophical, legal, and sociological principles of education. Emphasis will be placed on current issues and terminology in the field of education.

Offered: Online

EDUC 201 Introduction to Education and Classroom Technology 3 Credit Hours

The teacher candidate will be acquainted with the role of public and private education and the nature of the teaching profession. Attention will be given to current developments in the field of education and the terminology basic to those in the profession. Teacher candidates will focus on the effective use of technology in learning environments, with special attention to instructional practice, assessment development and student engagement. Each teacher candidate will be required to prepare for structured observations in the school setting.

Offered: Resident and Online

EDUC 205 Learning Theory and Portfolio Development 3 Credit Hours

Prerequisites: EDUC 200

An introduction to learning theories with an emphasis on experiential learning. Here will also be a focus on learning and learning styles, including management and communications profiles. A major part of this course is the preparation of the Professional Development Profile and the Experiential Learning Portfolio.

Offered: Online

EDUC 210 Early Childhood Education Fundamentals 3 Credit Hours

Prerequisites: Background Check Receipt with a score of 5

Designed to introduce a candidate to the field of early childhood education; an overview of child development and learning, family relationships, assessment of young children, developmentally effective approaches to early childhood education, and how to use content knowledge to build a meaningful curriculum.

Offered: Online

EDUC 215 Wellness in the Early Childhood Setting 3 Credit Hours

Prerequisites: Background Check Receipt with a score of 5

Designed to introduce a candidate to the issue of wellness in early childhood education; an overview of wellness in the early childhood setting by examining good nutrition, safety, and healthful practices for young children.

Offered: Online

EDUC 220 Differentiated Teaching and Learning: Elementary 2 Credit Hours

Prerequisites: EDUC 125 and Background Check Receipt with a score of 5

Designed to train teacher candidates concentrating in elementary or special education in differentiated teaching and learning strategies, aiding the teacher in adapting instruction and assignments to meet individual needs. Emphasis is on the mastery of teaching and learning skills in thinking, organizing for study, time management, reading rate and comprehension, textbook mastery/readability, listening, note taking, retention, motivation for study, learning styles, exceptionality, class discussion, test taking, and handwriting.

Offered: Resident
EDUC 221 Content Area Reading and Differentiated Teaching and Learning 2 Credit Hours

Prerequisites: EDUC 125 and Background Check Receipt with a score of 5

This course is designed to prepare teacher candidates training for 6-12 and K-12 level teaching in developing differentiated teaching and learning strategies for the reading, thinking, and study skills required in content areas. Aids the teacher in adapting instruction and assignments to meet individual needs. Emphasis is on mastery of teaching and learning skills in thinking, organizing for study, time management, reading comprehension and rate, textbook mastery/readability, listening, note taking, retention, motivation for study, test taking, learning styles, exceptionality, and handwriting.

Offered: Resident

EDUC 225 Instructional Design: Elementary 1,3 Credit Hours

Prerequisites: EDUC 201 and EDUC 350 and Education Gate 2 with a score of 3

A systematic approach to instruction for diverse classrooms including purpose, process and practice. Each teacher candidate will prepare lessons which follow the Liberty University model. Teacher candidates will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation, and resources.

Offered: Resident and Online

EDUC 226 Instructional Design Practicum: Elementary 2 Credit Hours

Prerequisites: (EDUC 125 or EDUC 220 or EDUC 221 and Education Teacher Licensure with a score of 5 and (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5)

Teacher candidates will demonstrate proficiency in planning, implementing and evaluating instruction for diverse classrooms, which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating lessons prepared and presented by the teacher candidate. Field experience required.

Offered: Resident

EDUC 235 Content Instructional Design 1 Credit Hour

Prerequisites: (EDUC 125 or EDUC 220 or EDUC 221 and Education Teacher Licensure with a score of 5 and (Background Check Clearance with a score of 5 or Background Check Receipt with a score of 5)

A systematic approach to instruction for diverse classrooms, including purpose, process and practice. Each teacher candidate will prepare content lessons which follow the Liberty University model. Teacher candidates will be expected to present these lessons in the practicum. Topics include elements of the desired model: objectives, instructional process, systems of evaluation and resources. Field experience required.

Offered: Resident

EDUC 236 Content Instructional Design Practicum: Secondary 2 Credit Hours

Prerequisites: EDUC 235 (may be taken concurrently) and Education Teacher Licensure with a score of 5 and (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5)

Teacher candidates will demonstrate proficiency in planning, implementing and evaluating content instruction for diverse classrooms, which includes appropriate instructional technology (for example: computers, graphics, and other media). Video micro-teaching will be used to assist in evaluating lessons prepared and presented by the teacher candidate. Field experience required.

Offered: Resident

EDUC 240 Introduction to Applied Educational Technology Practicum 2 Credit Hours

Prerequisites: (EDUC 225 (may be taken concurrently) and EDUC 226 (may be taken concurrently)) or (EDUC 235 (may be taken concurrently) and EDUC 236 (may be taken concurrently)) or (KINE 245 and (Background Check Clearance with a score of 5 or Background Check Receipt with a score of 5) and Education Teacher Licensure with a score of 5

This course is designed to allow the teacher candidate to be competent in the application of learning technologies needed for teachers.

Registration Restrictions: Background Check Receipt, and Enrollment in Teacher Licensure Program.

Offered: Resident

EDUC 288 Practicum in Education II: External 0 Credit Hours

Prerequisites: (Background Clear Virginia with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5) and (EDUC 323 (may be taken concurrently) or EDUC 419 (may be taken concurrently))

Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice. This practicum may only be repeated one time with prior program chair approval.

Offered: Online

EDUC 289 Practicum in Education II: Local 0 Credit Hours

Prerequisites: Background Clear Virginia with a score of 5 and (EDUC 323 (may be taken concurrently) or EDUC 419 (may be taken concurrently))

Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice. This practicum may only be repeated one time with prior program chair approval.

Offered: Resident
EDUC 290 Pre-Teaching Practicum  1 Credit Hour
Prerequisites: EDUC 125 and Background Check Receipt with a score of 5
A planned program of practice and observation in a PreK-12 classroom setting under the mentorship of an experienced on-site educator. May be repeated to a maximum of six hours. Thirty hours of practice and observation equal one credit hour.

EDUC 298 Education Practicum  3 Credit Hours
Prerequisites: (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear International with a score of 5) and EDUC 205
Field experience in a classroom setting.

EDUC 299 Internship  0 Credit Hours
Prerequisites: Background Check Clearance with a score of 5
Professional-supervised experience in first-hand internship opportunities. Application procedures processed through the Career Center. Must apply semester prior to internship.
Registration Restrictions: Sophomore status, 2.00 GPA, two courses in major, declared major, not more than one CSER behind.
Offered: Resident

EDUC 301 Instructional Practices for Math Teachers  3 Credit Hours
Prerequisites: EDUC 205 or EDUC 220
This course provides professional development for preservice and inservice teachers in mathematics instruction. Students will examine the principles of instruction for number systems, computation, and problem solving and apply theories to classroom settings.

EDUC 302 Instructional Practices for Reading Teachers  3 Credit Hours
Prerequisites: EDUC 205 or EDUC 220
This course will survey instructional approaches, materials, and media for the teaching of reading. The instruction of phonemic awareness, phonics, vocabulary, comprehension and fluency will be addressed. Attention will be given to creativity and enjoyment in reading.
Offered: Online

EDUC 303 Instructional Practices for Content Teachers  3 Credit Hours
Prerequisites: (EDUC 205 or EDUC 220) and Background Check Receipt with a score of 5
This course is designed to engage educators in applying effective principles of instruction when teaching in the content areas. A focus is on the instructional process of planning, teaching, assessing, and reflecting.
Offered: Online

EDUC 304 Classroom Management for Teachers  3 Credit Hours
Prerequisites: (EDUC 205 or EDUC 220) and Background Check Receipt with a score of 5
This course will survey instructional approaches, materials, and methods for classroom management. Emphasis will be placed on management styles and the various methods associated with those styles.
Registration Restrictions: Background Check Required.
Offered: Online

EDUC 305 Educational Philosophy for Teachers  3 Credit Hours
Prerequisites: (EDUC 205 or EDUC 220) and Background Check Receipt with a score of 5
This course presents the practical role of philosophy in the classroom. Emphasis is placed upon a careful analysis of current religious and education trends, and major philosophies are defined. Students will formulate a personal philosophy and apply that philosophy to their teaching methodology, lesson plan design, and delivery.
Offered: Online

EDUC 306 Scholarly Writing and APA for Teachers  3 Credit Hours
Prerequisites: (EDUC 205 or EDUC 220) and ENGL 101 and ENGL 102 and Background Check Receipt with a score of 5
This course provides professional development for preservice and inservice teachers in professional writing skills. Students will examine the principles of form, structure, grammars, and format.
Offered: Online

EDUC 307 Instructional Practices for Differentiated Instruction  3 Credit Hours
Prerequisites: (EDUC 205 and Background Check Receipt with a score of 5) or (EDUC 220 and Background Check Receipt with a score of 5)
This course provides professional development for preservice and inservice teachers in differentiated instruction.
Offered: Online

EDUC 315 Instructional Approaches to Literature for Children and Adolescents  3 Credit Hours
Prerequisites: EDUC 225
This course examines literature for children in PreK through Grade 8 Focus is on selecting and using appropriate books for the classroom in literature-based reading instruction and in content curricular instruction. In addition, students explore multiple instructional approaches and strategies for literature use in diverse classrooms, as well as emphasizing selection, critical evaluation, and utilization of literary materials for developmental, recreational, and needs across the curriculum.
Offered: Resident and Online
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 317 Elementary Reading and Language Arts Practicum</td>
<td>2 Credit Hours</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Education Teacher Licensure with a score of 5 and EDUC 225 and EDUC 226 and (Background Check Clearance with a score of 5 or Background Check Receipt with a score of 5) and EDUC 318 (may be taken concurrently) and EDUC 319 (may be taken concurrently)</td>
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<tr>
<td>Students are required to prepare a lesson, teach the lesson in an elementary classroom setting and evaluate the experience. Field experience required.</td>
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<td><strong>Registration Restrictions:</strong></td>
<td>Background Check Clearance, Enrollment in Teacher Licensure program.</td>
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<td><strong>Offered:</strong></td>
<td>Resident</td>
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<tr>
<td><strong>EDUC 318 Teaching Reading to Diverse Learners</strong></td>
<td>2-3 Credit Hours</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>EDUC 225 and EDUC 319 (may be taken concurrently) and (EDUC 188 (may be taken concurrently) or EDUC 189 (may be taken concurrently))</td>
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<tr>
<td>A survey of instructional approaches, materials and media for the teaching of reading in the elementary grades. Emphasis will be placed on phonics methods. Attention will be given to phonemic awareness, phonics, fluency, vocabulary development, and comprehension.</td>
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<td><strong>EDUC 319 Teaching Elementary Language Arts</strong></td>
<td>2-3 Credit Hours</td>
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<td><strong>Prerequisites:</strong></td>
<td>EDUC 225 and EDUC 319 (may be taken concurrently)</td>
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<tr>
<td>A survey of instructional approaches, materials and media for the teaching of language arts in the elementary grades, including writing, speaking, and listening. Attention will be given to the connection of language arts to reading, as well as language acquisition, language differences, and creativity and enjoyment in communication. Emphasis will be given to developing differentiated instructional practices for diverse learners in the language arts classroom.</td>
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<tr>
<td><strong>EDUC 322 Teaching Elementary and Middle School Social Science</strong></td>
<td>2-3 Credit Hours</td>
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<td><strong>Prerequisites:</strong></td>
<td>EDUC 318 and EDUC 319 and EDUC 323 (may be taken concurrently) and (EDUC 288 (may be taken concurrently) or EDUC 289 (may be taken concurrently))</td>
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<tr>
<td>An analysis of trends and practices of teaching social sciences in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for the integrated study of history, geography, the social sciences, and other related areas appropriate for the elementary classroom. A unit is developed to enhance differentiation of instruction for diverse learners.</td>
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<td><strong>Note:</strong></td>
<td>Admission to Educator Preparation Program.</td>
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<td><strong>Offered:</strong></td>
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<tr>
<td><strong>EDUC 323 Teaching Elementary and Middle School Mathematics</strong></td>
<td>2-3 Credit Hours</td>
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<td><strong>Prerequisites:</strong></td>
<td>EDUC 318 and EDUC 319 and EDUC 322 (may be taken concurrently) and EDUC 324 (may be taken concurrently) and (EDUC 288 (may be taken concurrently) or EDUC 289 (may be taken concurrently))</td>
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<td>An analysis of trends and practices of teaching mathematics in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for the integrated study of major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra and other related areas appropriate for the elementary classroom.</td>
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<td><strong>Offered:</strong></td>
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<tr>
<td><strong>EDUC 324 Teaching Elementary and Middle School Science</strong></td>
<td>2-3 Credit Hours</td>
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<td><strong>Prerequisites:</strong></td>
<td>EDUC 318 and EDUC 319 and EDUC 322 (may be taken concurrently) and EDUC 323 (may be taken concurrently)</td>
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<td>An analysis of trends and practices of teaching science in the elementary school. Emphasis will be made on how to transfer theory into practice through the development of instructional planning for fundamental concepts in science - including physical, life, and earth and space sciences and other related areas appropriate for the elementary classroom.</td>
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<td><strong>EDUC 350 Behavior and Individual Differences</strong></td>
<td>3 Credit Hours</td>
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<td><strong>Prerequisites:</strong></td>
<td>EDUC 201</td>
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<td>This course is designed to prepare teacher candidates concentrating in elementary and/or special education to differentiate instruction, to respond appropriately to student behavior, and to cultivate an environment conducive to learning. Emphasis is given to the application of skills to promote responsibility, self-discipline, and self-regulation. Also considered will be variations in student interests, culture, gender, development, and disabilities.</td>
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<td><strong>Offered:</strong></td>
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<tr>
<td><strong>EDUC 360 Foundations of Education</strong></td>
<td>2-3 Credit Hours</td>
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<td><strong>Prerequisites:</strong></td>
<td>EDUC 201 and Education Gate 2 with a score of 3</td>
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<td>A comprehensive survey of the historical, philosophical, psychological, and sociological foundations of American education. Emphasis is placed upon the educational foundations as found in the Scriptures, and the applicability of these to both the Christian School Movement and the public school system. Students will be expected to articulate their personal philosophy of education as a result of this course.</td>
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</table>
EDUC 380 Current Issues in Education  
**Prerequisites:** Education Teacher Licensure with a score of 5 or (Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5) and EDUC 200 and EDUC 205

An examination of current issues in the field of education with classroom implications and case study. It should be the last course taken.

**Note:** This is the capstone course.

**Offered:** Online

EDUC 388 Practicum in Education III: External  
**Prerequisites:** (Background Clear Virginia with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5) and EDUC 410 (may be taken concurrently) or EDUC 435 (may be taken concurrently)

Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice. This practicum may only be repeated one time with prior program chair approval.

**Offered:** Online

EDUC 389 Practicum in Education III: Local  
**Prerequisites:** Background Clear Virginia with a score of 5 and (EDUC 410 (may be taken concurrently) or EDUC 435 (may be taken concurrently))

Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice. This practicum may only be repeated one time with prior program chair approval.

**Offered:** Resident

EDUC 390 Teaching Practicum  
**Prerequisites:** Education Teacher Licensure with a score of 5 or (Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5) and EDUC 205

An extended supervised field experience targeted to enhance teaching skills in the classroom. It should be the last course taken.

**Note:** This is a capstone course.

**Offered:** Resident and Online

EDUC 398 Field Experience Capstone  
An extended supervised field experience targeted to enhance teaching skills in the classroom.

**Offered:** Online

EDUC 410 Elementary School Curriculum  
**Prerequisites:** EDUC 318 and EDUC 319 and EDUC 323 and EDUC 415 (may be taken concurrently)

Recommendations are presented for curriculum for elementary grades based on major concepts, principles, theories and research related to child development to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. Planning and evaluating appropriate experiences and materials that nurture and challenge children as they progress through their stages of development are provided through practical activities. Current trends and how they affect the curriculum are also addressed.

**Note:** Admission to Educator Preparation Program.

**Offered:** Resident and Online

EDUC 411 Elementary School Curriculum Practicum  
**Prerequisites:** Education Teacher Licensure with a score of 5 and EDUC 317 and EDUC 318 and EDUC 319 and EDUC 322 and EDUC 323 and EDUC 324 and (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5)

Candidates will participate in a field practicum to experience the relationship between the planning of curriculum and the implementation of instruction. Emphasis is given to integrating the fine arts and/or other non-core areas into the curriculum and using the arts to enhance instruction within the core subject areas. Field experience required.

**Note:** Admission to Educator Preparation Program.

**Offered:** Resident

EDUC 412 Middle School Curriculum and Instruction  
**Prerequisites:** EDUC 318 and EDUC 319 and EDUC 322 and EDUC 323 and EDUC 324 and Education Gate 2 with a score of 3 and (EDUC 488 (may be taken concurrently) and EDUC 489 (may be taken concurrently))

This course is a study of the historical development and philosophical base of the middle school. It will emphasize the unique characteristics of the emerging adolescent and the prescriptive school concepts that will meet those needs. Field experience required.

**Note:** Admission to Educator Preparation Program.

**Offered:** Resident and Online

EDUC 415 Diagnostic Measurement and Evaluation  
**Prerequisites:** EDUC 318 and EDUC 319 and EDUC 323 and EDUC 410 (may be taken concurrently)

A diagnostic-prescriptive approach to classroom teaching is presented in this course. The teacher candidate is trained in diagnostic testing techniques and procedures, the administration and interpretation of standardized tests, and the construction of classroom tests.

**Note:** Admission to Educator Preparation Program.

**Offered:** Resident and Online
EDUC 416 Diagnostic Measurement and Evaluation Practicum  
1 Credit Hour
Prerequisites: Education Teacher Licensure with a score of 5 and EDUC 317 and EDUC 318 and EDUC 319 and EDUC 323 and (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5)

Teacher candidates will be assigned to tutor elementary students in the Tutoring Club for individual diagnosis and appropriate instruction for diverse learners. Field experience required.

Note: Admission to Educator Preparation Program.

Offered: Resident

EDUC 419 Content Teaching Methods  
2 Credit Hours
Prerequisites: Education Teacher Licensure with a score of 5 and EDUC 235 and EDUC 236 and Background Check Clearance with a score of 5

Secondary Teaching Methods is a generic course. Teacher candidates will be expected to meet competencies associated with effective teaching in their content area, especially teaching skills related to questioning techniques, individualized instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. Emphasis will be placed on methods which provide instruction in thinking and writing across the curriculum. Note: (Offered fall semester only)

Note: Admission to Educator Preparation Program.

Offered: Resident

EDUC 420 Content Teaching Methods Practicum  
1 Credit Hour
Prerequisites: Education Teacher Licensure with a score of 5 and Background Check Clearance with a score of 5 and EDUC 235 and EDUC 236

Teacher candidates will be required to prepare a unit, teach in a secondary classroom setting, and evaluate the experience. Field experience required. Note: (Offered fall semester only)

Note: Admission to Educator Preparation Program.

Offered: Resident

EDUC 425 Content Measurement and Evaluation  
3 Credit Hours
Prerequisites: Education Teacher Licensure with a score of 5 and EDUC 235 and EDUC 236 and (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5)

This course is designed to acquaint teacher candidates with the basic principles and practices of student assessment through the use of standardized tests and teacher-made tests. Simple statistical treatments of both types of tests are included. Evaluation of instructional objectives is also stressed.

Note: Admission to Educator Preparation Program.

Offered: Resident

EDUC 435 Content Curriculum Fundamentals  
2 Credit Hours
Prerequisites: Education Teacher Licensure with a score of 5 and EDUC 235 and EDUC 236 and (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5) and EDUC 436 (may be taken concurrently)

Curriculum defines the motivation for programs and instruction used in teaching. Content curriculum focuses on those trends and principles which span academic areas and which cross grade levels. Attention will be given to special and alternative education to federal, state and local guidelines; and to the influence of educational philosophies on programs and instruction.

Note: Enrollment in Teacher Licensure program Registration Restrictions: Background Check Clearance.

Offered: Resident

EDUC 436 Content Curriculum Fundamentals Practicum  
1 Credit Hour
Prerequisites: Education Teacher Licensure with a score of 5 and (Background Check Clearance with a score of 5 or Background Clear Virginia with a score of 5) and EDUC 435 (may be taken concurrently)

Experiences in demonstrating and evaluating content teaching episodes including the use of appropriate materials and classroom management. Field experience required.

Note: Enrollment in Teacher Licensure program Registration Restrictions: Background Check Clearance.

Offered: Resident

EDUC 450 Student Teaching Seminar, Elem  
2 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 454 Supervised StuTea Elementary I  
5 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 455 Superv StuTea Elementary II  
5 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 456 Supervised Student Tchng-Middl  
5 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 458 Student Teaching Seminar(Secon  
2 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 459 Supervised Student Teaching Pr  
3 Credit Hours
Prerequisites: Background Check Receipt with a score of 5
EDUC 460 Supervised Student Teaching in the Secondary School 3 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 461 Supervised Student Teaching in Secondary School II 3 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 463 Supervised Student Teaching in Elementary School 4 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 464 Supervised Student Teaching in Secondary School Math 4 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 469 Supervised Student Teaching in Elementary Health & Wellness 5 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 470 Supervised Student Teaching in Secondary Health/Physical Education 5 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 473 Supervised Student Teaching in Special Education 5 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 474 Supervised Student Teaching in Special Education 5 Credit Hours
Prerequisites: Background Check Receipt with a score of 5

EDUC 475 Seminar in Classroom Management 2-3 Credit Hours
Prerequisites: Education Gate 3 with a score of 3 and EDUC 476 (may be taken concurrently) and EDUC 477 (may be taken concurrently)
Student teachers will apply principles of classroom management from reading assignments and group discussion to actual practice in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate.
Note: Admission to Student Teaching.
Offered: Resident and Online

EDUC 477 Supervised Student Teaching II 3,5 Credit Hours
Prerequisites: Education Gate 3 with a score of 3 and EDUC 475 (may be taken concurrently) and EDUC 476 (may be taken concurrently)
A continuation of student teaching in a preK-12 classroom setting appropriate to the endorsement area of the teacher candidate.
Note: Admission to Student Teaching.
Offered: Resident and Online

EDUC 488 Practicum in Middle Education: External 0 Credit Hours
Prerequisites: (Background Clear Virginia with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5) and EDUC 412 (may be taken concurrently)
Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice in middle education. This practicum may only be repeated one time with prior program chair approval.
Offered: Online

EDUC 489 Practicum in Middle Education: Local 0 Credit Hours
Prerequisites: Background Clear Virginia with a score of 5 and EDUC 412 (may be taken concurrently)
Candidates will participate in a supervised 30 hour field practicum designed to link theory with practice in middle education. This practicum may only be repeated one time with prior program chair approval.
Offered: Resident

EDUC 495 Directed Research 1-3 Credit Hours
Prerequisites: EDUC 000 and Background Check Receipt with a score of 5
To be planned (with the instructor) on an individual basis to include research, special activities, and conferences. May be repeated for credit to a maximum of 3 semester hours.
Offered: Resident

EDUC 497 Special Topics in Education 1-3 Credit Hours
Prerequisites: Background Check Receipt with a score of 5
EDUC 497 - Special Topics in Education (1 to 3 hours)
Offered: Resident

EDUC 499 English Internship 6 Credit Hours
Prerequisites: Background Check Receipt with a score of 5
Professional-supervised experience in first-hand internship opportunities: writing, editing, researching, and comparable duties. Application procedures processed through the Career Center. Must apply semester prior to completing internship.
Offered: Resident