

School of Education

PROFESSORS **McLaughlin** (Dean and Chancellor Professor), **Beers, Blouet** (Fred Huby Professor of Geography and International Education), **Bracken, DiPaola, deFur, Foster, Harris** (Robert D. & Patricia Lee Pavey Chair in Educational Technology), **Korinek** (University Professor for Teaching Excellence), **Lavach, Leslie** (Chancellor Professor), **Mason, McEachron, Patton, Pelco, Ries, Stronge** (Heritage Professor), **VanTassel-Baska** (Jody and Layton Smith Professor), **S. Ward, T. Ward** (Associate Dean), and **Williams**. **ASSOCIATE PROFESSORS** **Bass, Finnegan, Foubert, Gareis** (Associate Dean), **Gressard, Johnson** (University Professor for Teaching Excellence), **Matkins, McAdams, Moore, Tieso, Tschannen-Moran**. **ASSISTANT PROFESSORS** **Bryan, Hofer, Stoddard, and Whalon**.

Statement of Purpose

The mission of the School of Education at the College of William and Mary is the pursuit of excellence in the education of learners across the life-span. The School of Education fulfills this mission through its three-fold commitment to teaching, research and service:

- As the recognized organizational unit within the College with responsibility for initial and advanced preparation of professional educators, the School of Education prepares teachers, specialists and administrators to be leaders in their respective roles committed to reflective practice and to working in partnership with others to improve educational programs.
- The School of Education engages in scholarship and research addressing critical problems in education to generate and disseminate ideas that inform and advance educational discourse, policy and practice.
- Through a variety of outreach activities, the School of Education provides model programs in direct service to children, adolescents and their families, as well as technical assistance and professional development opportunities for educators in preK-12, higher education and agency settings.

The School of Education is the recognized organizational unit in The College of William and Mary charged with responsibility for preparing teachers, administrators, supervisors and related school personnel. Within the framework of general College regulations, faculty in the School of Education formulate and implement policies and procedures related to initial certification programs, including instructional goals, requirements, admissions criteria and curricula for these programs. The Associate Dean of Teacher Education and Professional Services of the School of Education is the Certification Officer for The College of William and Mary recognized by the Virginia Department of Education.

A Teacher Education Advisory Council (TEAC) advises the Dean and Faculty of the School of Education on the effective preparation of elementary, secondary and preK-12 teachers in direct support of the mission of K-12 schools. Members of the committee include administrators and instructional staff from the School of Education and departments in the Faculty of Arts and Sciences, and representatives from area public schools. Its charge includes ensuring ongoing collaboration in future implementation, evaluation and refinement of teacher education programs; formally and informally advocating teaching as a profession and the College's teacher preparation programs; and consideration of specific needs in teacher education related to children in special populations, including minority groups and children with special needs and exceptionalities.

Programs in the School of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and through consultation with advisors in the School of Education, students can plan programs of study leading to professional certification by the Virginia Department of Education. By means of the Interstate Certification Compact, graduates who

qualify for certification in Virginia may qualify for certification in 48 other states. Students who complete the program are eligible to apply for the Meritorious New Teacher Candidate Designation which recognizes outstanding students in teacher education.

Conceptual Framework

The conceptual framework of the School of Education at the College of William and Mary incorporates a shared view of how to best prepare our graduates to deliver services to children, schools, families, and communities in a manner that will promote educationally and psychologically healthy environments in a pluralistic society. This framework embodies the essential elements for our programs, courses, teaching, student and faculty scholarship, and student performance. As an integrative whole, the framework is comprised of the four main strands of the Content Expert, the Reflective Practitioner, the Educational Leader, and the Effective Collaborator, which we believe constitute a highly qualified professional who will positively and productively contribute to the lives of students, clients, the community, and the profession.

Content Expert

The basis of the first strand is our belief that professionals must have specific knowledge to be able to learn in context and problem solve throughout a career. We understand that a deep and confident understanding of disciplinary subject matter is vital. We also understand that subject matter knowledge must be accompanied by pedagogical content knowledge so that individuals will have an understanding of how to interpret, communicate, and construct such knowledge so as to promote learning (Shulman, 1987; and Cohen, McLaughlin, and Talbert, 1993). The value of this long-standing commitment to intellectualism by our faculty is confirmed by recent research conducted by Monk (1994), Fetler (1999), Goldhaber and Brewer (1999), and Wenglinsky (2000) that validated the need for intellectual rigor in subject matter. Thus, the role of the program is to provide opportunities and a context for students to build and evaluate knowledge. A primary way to accomplish this goal is to help students study selected content appropriate to disciplinary foci, reflect on their actions, consider multiple perspectives, and generate various possible responses based on best practice. The organization and transfer of skills and knowledge across these experiences results in deeper meaning for the learner.

Reflective Practitioner

The second strand emanates from our belief in the position of Schon (1987) that the ideal preparation is one that produces a professional who is able to "reflect-in-action." According to research-based principles of reflective practice, learning does not occur through direct transmission of knowledge from instructor to student. Instead, the learners are provided with opportunities to articulate their own ideas, experiment with the ideas, and make connections between their studies and the world in which they live. To this end, a style of reflective practice is cultivated that embraces the role of data, active inquiry, careful analysis, and a thoughtful process for decision making. Although students in our programs may develop specializations, the broader focus is on the development of analytical and creative practices that allow them to approach new issues and problems in a proactive way. We believe that such multivariate patterns of thinking within role-specific contexts are necessary for dealing with the current and future level of complexity that working as a leader among professionals requires. We believe that teaching is a cognitive process involving decision making (Sergiovanni & Starratt, 1993). We hold that our responsibility is, in large part, to educate our students to reason soundly and to perform skillfully.

Educational Leader

The third strand highlights the notion that we expect our graduates to be prepared and willing to assume leadership roles that allow them to effectively impact educational and societal change. Today, educators not only are providing school-based leadership, but increasingly they are working as mentors to new teachers, undertaking professional development activities, and carrying

out educational research (Dimock and McGree, 1995; Livingston, 1992). We believe that preparing students to be leaders must be proactive rather than reactive, helping students focus on how to improve educational contexts through the application of sound theory and ethical principles. Special attention is given to developing specific competencies required in each area of certification along with developing the affective side of students in respect to their personal sense of competence and confidence in leadership roles and their resilience in coping with change. We hope to prepare our students to understand human problems from a developmental and systemic perspective that allows them to formulate and implement individual and systemic plans of action for prevention, remediation, and growth. We are sensitive to the myriad of educational contexts that students will encounter in their educational careers. Thus preparation promotes the qualities of flexibility, interpersonal skills, and ethical behaviors that reach across such contexts and are essential to educational leadership.

Effective Collaborator

Finally, we promote and develop the use of collaborative styles in recognition of the need to work effectively and cooperatively in the professional community, no matter how broadly or narrowly defined. We agree with Bredson (1995) that the behaviors and skills related to collaborative work should be integral parts of the curriculum and not considered an add-on element. Evidence indicates that professionals grow through an interactive process of learning from each other (Ponticell, Olsen, & Charlier; 1995), and collaboration has been strongly supported by research in family-professional relations (Corrigan & Bishop, 1997). We believe that training in collaboration is an obligation of programs that are preparing individuals who will assume roles of teaching, service, and leadership.

A Dynamic and Core Framework

We believe that the conceptual framework of the School of Education must be adaptable to the experience and background of the candidates within programs, the relative importance of the four strands within program areas, and to the external forces of our society. The dynamic nature of the framework is most clearly demonstrated by the relative emphasis placed on the four strands by each area. While all of our graduates embody the core qualities of the Content Expert, Reflective Practitioner, Educational Leader, and Effective Collaborator, we recognize and account for the valid and important degrees of emphasis, distinction, and definition that these core concepts take not only in a program area, but also with regard to the unique strengths and weaknesses of each student and over the duration of the professional life of a graduate and beyond.

Ultimately, the conceptual framework reflects the core elements of a graduate of the School of Education and, as such, it provides a structure for our programs and a process for generating and responding to new knowledge. The framework guides the experiences we require of students in their programs. The framework also provides the basis for the expectations and the evaluation of candidates and their programs. Through the process of candidate and program evaluation, we expect that our programs will produce highly qualified professionals and continuously evolve in response to our students' experiences within the program and our graduates' contributions to the profession as practitioners.

Second Major in Elementary Education

The program in Elementary Education leading to endorsement to teach grades pre-school-kindergarten to grade 6 requires a dual major. Students are required to select a departmental or interdisciplinary major in the Arts and Sciences as a primary major. They are also required to declare a second major of 35 semester hours in Elementary Education. Students majoring in Elementary Education may apply no more than 35 credits toward the 120 academic credits required for graduation.

Program Objectives for Students

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

Admissions Criteria and Procedures

Admission to baccalaureate study at The College of William and Mary does not automatically include admission to the Elementary Education program in the School of Education. Rather, students apply for admission to the Elementary Education program during the second semester of their sophomore year by completing an application form that can be obtained on the web at <http://education.wm.edu/forms/Undergradapp.pdf>. Students are encouraged to check the School of Education's web site or with the Office of Academic Programs in Jones Hall, Room 100 to determine the application deadline date. Transfer students and rising juniors may apply at the beginning of their junior year. The deadline date is typically mid-semester. Admission to the program requires an overall grade point average of at least 2.0 in course work completed to date. After the application forms are submitted, the Office of Academic Programs verifies the applicants' prior course work and grade point average. The applicants' admission folders are then reviewed. Questions pertaining to the admissions process should be directed to The Office of Academic Programs in the School of Education in Jones 100 or by calling 221-2317.

Student Advisement

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

Study Abroad

Study abroad opportunities are available for elementary and secondary education students in Bath, England, through the Advanced Studies in England (ASE) Program. Normally, students may earn six hours of education elective credit for the ASE experience beyond the 33 elementary or 27 secondary credits by individually petitioning the Committee on Degrees for transfer credit for EDUC 400. The total hours for a degree will still be 120.

For program information, please contact Global Education in the Reeves Center. Specific information pertaining to transfer credit should be directed to the Associate Dean for Academic Programs in Jones Hall, Room 100. Other opportunities are available and questions may be directed to Dr. Brian Blouet in the School of Education at 221-2350.

Program Requirements in the Elementary Education Program (preK-6)

Program requirements in the undergraduate program in Elementary Education include (1) general studies courses, (2) an Arts and Sciences major, and (3) professional studies in Elementary Education that constitute a second major. Courses in Elementary Education are listed on a Program of Study used for advisement purposes. The comprehensive listings that follow include all course work necessary to satisfy general studies and professional studies requirements for the Elementary Education (preK-6) Teaching Specialty. Courses in the Arts and Sciences major should be selected to meet simultaneously the state's general studies requirements for certification and the College's General Education Requirements and major requirements for the degree. Specific requirements related to teacher licensure are listed below:

Students seeking licensure in Virginia are required to achieve passing scores on professional teacher's assessments prescribed by the Board of Education. Four tests are required for licensure: Praxis I, Praxis II, the Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA). Complete information about assessments can be found on the Department of Education web site at http://www.doe.virginia.gov/VDOE/newdoe/prof_teacher_assessment.pdf.

- Praxis I is an academic skills assessment of mathematics, reading and writing. The Board of Education has approved an SAT score substitution for Praxis I. A score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics tests OR a score of 1000 on the SAT, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis I. The Praxis I must be passed or SAT substitution made prior to student teaching.
- Praxis II is a general content knowledge exam for elementary teachers. Praxis II must be passed before program completion. Students are responsible for providing copies of Praxis I and II results to the Office of Professional Services in Jones 305 prior to student teaching (Praxis I) and prior to program completion (Praxis II). When reporting results for Praxis II, students must submit a paper copy of the "Examinee Score Report" directly to the Office of Professional Services. The Examinee Score Report is sent to the student by ETS, and it provides detailed score information that the Office of Professional Services is required to collect. (This information is NOT available on the "Designated Institution Score Report" sent to William & Mary by ETS.)
- The Virginia Reading Assessment (VRA) is a test of students' knowledge of reading instruction. This test is required for individuals seeking licensure in elementary education. Current Information is available on the web at www.vra.nesinc.com.
- The Virginia Communication and Literacy Assessment (VCLA) test is a test of communication, reading, and writing skills. Current Information is available on the web at www.vcla.nexinc.com.
- Information about test registration is available in the Office of Teacher Education and Professional Services in Jones Hall 305 or on the web at <http://www.wm.edu/education/profserv/praxis.html>.
- Students must be able to show verification of a current tubercular examination prior to beginning their first semester. In addition, some school divisions may require a police background check prior to working in the schools.

- Students seeking licensure in Virginia must complete training in Child Abuse Recognition and Reporting. For students who take and pass EDUC 310, this requirement is met. If a student is exempted from EDUC 310 for any reason, then he or she must contact the Office of Professional Services in order to complete a training module in these competencies.

Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the Handbook for Practica and Student Teaching Experiences, which is available in the Office of Professional Services, Jones Hall, 305 or on the web site, http://education.wm.edu/profserv/pdf/HDBK_PracticaStudTeach.pdf

General Education Course Requirements

Elementary Education students must include course work specified below, as part of, or in addition to, the College's General Education Requirements for the baccalaureate degree. Transfer credit may be used to satisfy these requirements.

Students must take at least one three-credit course in each of the following:

1. Study of the English language (English 220 or 406 is recommended, listed under GER 3)
2. Literature (English 201 is recommended, listed under GER 5; any 200-level or above English literature course is acceptable)
3. American History or American Government
4. Geography (either Geology 110 or Government 381 is recommended; any course identified under Geography in the undergraduate catalog is acceptable)

Sequence of Course Requirements in Professional Studies in Elementary Education

This three semester sequence begins in the fall or spring semester of a student's junior year.

I. Semester One (13 credit hours)		
EDUC 301	Educational Psychology	3
EDUC 310	Social & Philosophical Foundations of American Education	2
EDUC 330	Designs for Technology-Enhanced Learning – Elementary	2
EDUC 406	Elementary Science Curriculum & Instruction	2
EDUC 407	Elementary Mathematics Curriculum & Instruction	2
EDUC 476	Elementary Science Curriculum & Instruction – Practicum	1
EDUC 477	Elementary Mathematics Curriculum & Instruction Practicum	1
II. Semester Two (9 credit hours)		
EDUC 405	Elementary Social Studies Curriculum and Instruction	2
EDUC 410	Elementary Reading & Language Arts Curriculum & Instruction	5
EDUC 412	Reading & Language Arts Curriculum & Instruction Practicum I	
EDUC 475	Elementary Social Studies Curriculum & Instruction Practicum I	
III. Semester Three (13 credit hours)		
EDUC 302	Characteristics of Exceptional Student Populations (Elementary Education)	1
EDUC 303	Introduction to Classroom Organization, Management and Discipline	1
EDUC 340	Assessment of Learning	1
EDUC 345	Differentiating and Managing in Diverse Classrooms Practicum: Elementary	1
EDUC 411	Classroom Adaptations for Exceptional Student Populations (Elem Educ)	1

EDUC 414	Student Teaching Seminar (Elementary Education)	1
EDUC 415	Student Teaching in Elementary Education	7
Total Credits:		35

Major Writing Requirement

In order to satisfy the Elementary Education Major Writing Requirement, students must earn overall averages of C- or better in the following courses: Education 301, 310, and 410.

Professional Semester

To be permitted to undertake the Professional Semester in the Elementary Education program, students must successfully complete Education 301, 310, 330, 405, 406, 407, 410, 412, 475, 476, and 477 which includes successful completion of the school based practica. The professional or culminating semester of course work in the Elementary Education program combines 13 credits into one term of the senior year (fall or spring). The courses taken during this Professional Semester include Education 302, 303, 340, 345, 411, 414, and 415. The last of these courses is student teaching (EDUC 415). Whether students' Professional Semesters will occur in the fall or spring semester of the senior year is determined by the students, faculty advisors and the Associate Dean for Teacher Education and Professional Services after students have been admitted to the program and initially develop their programs of studies.

Exit Criteria and Procedures

To complete the program in Elementary Education, students must successfully complete all of the general studies, Arts and Sciences major, and Elementary Education major courses described above, including student teaching. The students' College supervisor, cooperating teacher and school principal are each required to verify and evaluate the students' performance during a full-time student teaching experience of at least 300 contact hours with pupils in a state-accredited elementary or middle school. In addition, students must pass the Praxis I Academic Skills Assessment prior to student teaching and must pass the Praxis II Subject Assessment prior to completion of the program.

After verification by the Associate Dean for Teacher Education and Professional Services that the students have successfully completed all course and program requirements, including student teaching, general College-wide graduation requirements, and the Praxis I Academic Skills Assessment Tests, the appropriate Praxis II Specialty Area Test, the Virginia Reading Assessment, and the Virginia Communication and Literacy Assessment, the Associate Dean for Teacher Education and Professional Services helps the students to obtain the appropriate teaching license in Virginia or other state of their choice. The Office of Professional Services is located in Jones Hall, Room 305.

Secondary Education (6-12) Certification Programs

Students who plan to teach at the secondary school level declare a major in the subject area or areas they expect to teach, and they additionally complete 30 semester credits of professional education courses required for one of the following endorsement areas of Secondary Education: English, Foreign Language (French, German, Spanish, Latin), Mathematics, Science (Biology, Chemistry, Earth and Space Science, Physics), and History/Social Studies. Students who complete a certification program in Secondary Education may apply no more than 30 semester hours in education toward the 120 academic credits required for graduation.

Program Objectives for Students

The goal of the Undergraduate Initial Teacher Preparation Programs in the School of Education is to prepare students to become teachers who are reflective decision makers. To meet this goal, students participate in a balanced program of general education studies, professional education courses and school-based experi-

ences that promote continuous reflection of the knowledge, skills and beliefs which guide their instructional decisions. Reflective teachers not only examine their understanding of schools, students and learning, but also the content to be taught, and the pedagogical concepts and practices best suited for the diverse student population in today's schools.

Admissions Criteria and Procedures

Students who wish to teach at the secondary school level must apply for admission to one of the certification programs in Secondary Education. This may be done during the second semester of their sophomore year as they declare a major in the Arts and Sciences or during the fall semester of the junior year. Students are encouraged to check the School of Education's web site or with the Office of Academic Programs in Jones Hall 100 to determine the application deadline date. Application forms can be obtained on the web at <http://education.wm.edu/forms/Undergradapp.pdf>. Admission to a certification program in Secondary Education requires an overall grade point average of at least 2.0 in course work completed to date. After the application form is submitted, prior course work and grade point average is verified and the student is notified of the admission decision. Questions pertaining to the admissions process should be directed to the Office of Academic Programs in the School of Education in Jones 100 or by calling 221-2317.

Student Advisement

Students are urged to take full advantage of the advisement services in the School of Education. During their freshman and sophomore years, they are encouraged to talk with faculty in the School about potential careers in teaching. Upon admission to the Secondary Education program, individual students are assigned academic advisors who are faculty members in the program and who have special expertise in the students' academic majors. Before registering, students should meet with their advisors to discuss academic, personal and professional goals, to review both the academic regulations of the College and the specific course requirements for teacher certification, and to plan their programs of studies leading to certification in one or more subject areas of secondary education. The advisor works with the students throughout their junior and senior years and may serve as the students' College supervisor during the culminating student teaching experience.

Program Requirements in Certification Programs in Secondary Education (6-12)

Program requirements in the certification programs in Secondary Education include courses in general studies, professional studies and one or more subject area teaching specialties. The comprehensive listings that follow include all course work necessary to satisfy general studies and professional studies requirements for the Secondary Education (6-12) Program.

Students seeking licensure in secondary education in Virginia are required to achieve passing scores on professional teacher's assessments prescribed by the Board of Education. Three tests are required for licensure - Praxis I, Praxis II, and the Virginia Communication and Literacy Assessment (VCLA). Complete information about assessments can be found on the Department of Education web site at http://www.doe.virginia.gov/VDOE/newdoe/prof_teacher_assessment.pdf

- Praxis I is an academic skills assessment of mathematics, reading and writing. The Board of Education has approved an SAT score substitution for Praxis I. A score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics tests OR a score of 1000 on the SAT, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis I. The Praxis I must be passed or SAT substitution made prior to student teaching.

- Praxis II is a general content knowledge exam for content specialists. Praxis II must be passed before program completion. Students are responsible for providing copies of Praxis I and II results to the Office of Professional Services in Jones 305 prior to student teaching (Praxis I) and prior to program completion (Praxis II). When reporting results for Praxis II, students must submit a paper copy of the “Examinee Score Report” directly to the Office of Professional Services. The Examinee Score Report is sent to the student by ETS, and it provides detailed score information that the Office of Professional Services is required to collect. (This information is NOT available on the “Designated Institution Score Report” sent to William & Mary by ETS.)
- The Virginia Communication and Literacy Assessment (VCLA) test is a test of communication, reading, and writing skills. Current Information is available on the web at www.vcla.nexinc.com.

Information about test registration is available in the Office of Professional Services, Jones Hall 305, or on the web at <http://education.wm.edu/profserv/praxis.php>.

- Students seeking licensure in Virginia must complete training in Child Abuse Recognition and Reporting. For students who take and pass EDUC 310, this requirement is met. If a student is exempted from EDUC 310 for any reason, then he or she must contact the Office of Professional Services in order to complete a training module in these competencies.

Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the Handbook for Practica and Student Teaching Experiences, which is available in the Office of Professional Services in Jones Hall, Room 305 or on the web at, http://education.wm.edu/profserv/pdf/HDBK_PracticaStudTeach.pdf.

Course Requirements in Professional Studies

Spring of Junior Year (8 credit hours)

EDUC 301	Educational Psychology	3
EDUC 310	Social & Philosophical Foundations of American Education	2
EDUC 460	Content Reading & Writing	2
EDUC 461	Content Reading & Writing Practicum	1

Fall of Senior Year (10 credit hours)

EDUC 305	Designs for Technology-Enhanced Learning (Secondary)	2
EDUC 309	Classroom Adaptations for Exceptional Student (Secondary)	1
EDUC 311	Classroom Organization, Management And Discipline (Secondary)	1
EDUC 312	Characteristics of Exceptional Student Populations (Secondary)	1
EDUC 315	Differentiating and Managing Diverse Classrooms Practicum (Secondary)	1

Choose one of the following: 3

EDUC 440	Curriculum & Instruction Methods: Social Studies	
EDUC 441	Curriculum & Instruction Methods: English	
EDUC 442	Curriculum & Instruction Methods: Foreign Language	
EDUC 443	Curriculum & Instruction Methods: Mathematics	
EDUC 444	Curriculum & Instruction Methods: Science	

Choose one of the following: 1

EDUC 420	Secondary English Curriculum & Instruction Practicum	
EDUC 429	Secondary Mathematics Curriculum & Instruction Practicum	
EDUC 434	Secondary Foreign Language Curriculum & Instruction Practicum	

EDUC 436	Secondary Science Curriculum & Instruction Practicum	
EDUC 437	Secondary Social Studies Curriculum & Instruction Practicum	

Spring of Senior Year (12 credit hours)

EDUC 340	Assessment of Learning	1
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Choose one of the following: 2

EDUC 438	Instructional Planning in Secondary English	
EDUC 439	Instructional Planning in Secondary Mathematics	
EDUC 445	Instructional Planning in Secondary Foreign Language	
EDUC 446	Instructional Planning in Secondary Science	
EDUC 447	Instructional Planning in Secondary Social Studies	

Choose one of the following: 1

EDUC 483P	Instructional Planning in Secondary English – Practicum	
EDUC 439P	Instructional Planning in Secondary Mathematics – Practicum	
EDUC 445P	Instructional Planning in Secondary Modern Foreign Languages – Practicum	
EDUC 446P	Instructional Planning in Secondary Science – Practicum	
EDUC 447P	Instructional Planning in Secondary Social Studies – Practicum	

Choose one of the following: 1

EDUC 449	Secondary Curriculum & Instruction Seminar: English	
EDUC 450	Secondary Curriculum & Instruction Seminar: Mathematics	
EDUC 451	Secondary Curriculum & Instruction Seminar: Foreign Language	
EDUC 452	Secondary Curriculum & Instruction Seminar: Science	
EDUC 454	Secondary Curriculum & Instruction Seminar: Social Studies	

Choose one of the following: 7

EDUC 494	Internship in Supervised Teaching: Social Studies	
EDUC 495	Internship in Supervised Teaching: English	
EDUC 496	Internship in Supervised Teaching: Foreign Language	
EDUC 497	Internship in Supervised Teaching: Mathematics	
EDUC 498	Internship in Supervised Teaching: Science	
Total Credits		30

Course Requirements in General Studies

Subject Area Requirements for Specific Secondary School Teaching Endorsements

For students pursuing certification in Secondary Education, the following courses or their approved equivalents must be part of their program of studies in the major:

ENGLISH—DR. JOHN NOELL MOORE (*Jones Hall 228; Telephone: 221-2333, jnmoor@wm.edu*).

Students who wish to teach English in public secondary schools must have a state license to do so. To be eligible for a state license, students must successfully complete the Course Requirements in Professional Studies listed above, pass Praxis I and Praxis II, VCLA, and complete the specific subject area requirements listed below.

A major in English Language and Literature that includes a minimum of 36 semester hours, 27 of these hours in courses above the 300 level and distributed as follows:

1. 6 hours in British literature: English 203 and 204 required. It is recommended that students also include English 352 in the major.
2. 6 hours in American literature representing a broad spectrum of American literary history, chosen from English 361, 362, 363, and 364.
3. 3 hours in Shakespeare, chosen from English 421 and 422.
4. 3 hours in the study of a genre, chosen from English 311, 325, 333, 343, 344, 355, 356, 357, 358, 359, 430, and 455.
5. 3 hours in an upper level creative writing or advanced writing course, chosen from 367, 368, and 369.
6. 6 hours in linguistics: English 220 and 303 required.
7. 3 hours in world literature (defined as not Anglo-American), chosen from English 310, 344, and 417A or from CLCV 205 or 410. This requirement may also be fulfilled by presenting documented evidence (course names and numbers, authors and texts) of world literatures studied in multiple courses.
8. 3 hours in Literature for Adolescents (English 465/CRIN S77).
9. 3 hours in a course that heavily emphasizes the work of women writers, chosen from English 414A or an appropriate 455, 465, or 475; or documented evidence (course names and numbers, authors and texts) of women writers studied in multiple courses.

FOREIGN LANGUAGE (preK-12)—DR. JOHN NOELL MOORE (Jones Hall 228; Telephone: 221-2333; jnmoor@wm.edu).

Students who major in French, German, Hispanic Studies, or Latin may become certified to teach in preK-12 schools by fulfilling the general studies and professional studies requirements, passing Praxis I and II, and the teaching specialty requirements listed below. It is possible, and students are encouraged to do so, to qualify for endorsements in two languages by majoring in one and taking at least an additional 24 hours in a second.

As stated in the description of this catalog for each foreign language major, students may be required to take prerequisite courses. Although these courses may not be specified as major requirements, they may satisfy endorsement regulations for the State of Virginia. Prospective teachers are encouraged to take "intensive" courses in the Department of Modern Languages and Literatures, and/or serve as an apprentice teacher in the intensive language program.

French

1. A major in French with a minimum of 30 semester hours.
2. As a part of or in addition to the major requirements, at least one course in composition, one course in conversation and one course in linguistics.

German

1. A major in German with a minimum of 30 semester hours.
2. As a part of or in addition to the major requirements, at least one course in linguistics.

Hispanic Spanish

1. A major in Hispanic Studies with a minimum of 30 semester hours.
2. As a part of or in addition to the major requirements, at least one course selected from the following: HISP 306, 307, 308, or 311.

Latin

1. A major in Latin with at least 30 semester hours that may include up to 6 hours in classical civilization.
2. At least one course in linguistics.

MATHEMATICS—DR. MARGIE MASON (Jones Hall 219; Telephone: 221-2327; mmmaso@wm.edu).

Students at the College of William and Mary may satisfy State of Virginia certification regulations to teach mathematics in the secondary school.

Mathematics

Those students preparing to teach mathematics must fulfill the major requirements in the mathematics department. Within the

38 semester hours required for the major, students should include the following mathematics courses:

- Calculus I (111) or Calculus I for Life Sciences (131)
- Calculus II (112) or Calculus II for Life Sciences (132)
- Linear Algebra (211)
- Intro to Multivariable Calculus (212) or
Multivariable Calculus for Science & Math (213)
- Foundations of Mathematics (214)
- Ordinary Differential Equations (302)
- Abstract Algebra (307)
- Operations Research - Deterministic Models (323)
- Applied Statistics (351)
- Introduction to Number Theory (412)
- Topics in Geometry (416)
- Seminar (490)
- Introduction to Computer Science (CSCI 141)

SCIENCE—DR. JUANITA JO MATKINS (Jones Hall 214; Telephone: 221-2332; jjmath@wm.edu).

Students at The College of William and Mary may satisfy State of Virginia certification regulations to teach (1) Biology, (2) Chemistry, (3) Earth and Space Science (Geology), or (4) Physics, by completing the following:

Biology

1. A major in Biology (a minimum of 37 hours as defined by the Biology Department). In meeting the major requirements, students must minimally include instruction in botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry, and human biology.
2. Two inorganic chemistry courses with labs (8); two organic chemistry courses with labs (8); and a course in physics (4).
3. At least one calculus course.

Chemistry

1. A major in Chemistry (a minimum of 38 semester hours as defined by the Chemistry Department, but must include Chemistry 307). In meeting major requirements students must minimally include instruction in inorganic, organic, analytical, and physical chemistry and biochemistry.
2. A minimum of 16 hours in non-chemistry sciences, including at least one biology and one physics course.
3. At least one course in calculus.

Earth Science

1. A major in Geology (a minimum of 38 semester hours as defined by the Geology Department). A student must minimally include instruction in astronomy (e.g., Physics 176), meteorology, oceanography (e.g., Geology 306) and natural resources.
2. A minimum of 16 hours in non-geology sciences including at least one biology, one chemistry and one physics course.
3. At least one course in calculus.

Physics

1. A major in Physics (a minimum of 32 semester hours as defined by the Physics Department). In fulfilling the physics major requirements, students must include the study of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics.
2. A minimum of 16 hours in non-physics sciences, including at least a course in biology and a course in chemistry.
3. At least one course in calculus and introductory differential equations.

Students completing the requirements for an endorsement in biology, chemistry, earth science or physics may be endorsed in a second area of science by completing a minimum of 18 semester hours in the second endorsement area in addition to the specific coursework for that area as specified above.

SOCIAL STUDIES—DR. JEREMY STODDARD (*Jones Hall 225; Telephone: 221-2348; jdstod@wm.edu*).

Students who wish to teach History, Social Science or Government must have a state license to do so. To be eligible for a state license, students must successfully complete the Professional Studies Requirements, pass Praxis I and II, VCLA, as well as complete the Subject Area Requirements listed below:

History and Social Science – Allows you to teach History, Political Science (Government) and other subjects in the field of Secondary Social Studies.

1. A major in History or Government
 - a. 12 hours in Government (needed for a History major)
 - b. 18 hours in History (needed for a Government major)
2. 3 hours in Economics (micro or macro)
3. 3 hours in Human Geography
4. 3 hours in non-Western History/Culture
5. 3 hours in Sociology
6. 3 hours in Anthropology

Professional Semester

To be permitted to undertake the Professional Semester in any of the certification programs in Secondary Education, students must successfully complete Education 301, 305, 310, 460, and 461 as well as one course in either EDUC 440, 441, 442, 443 or 444; and one course in either EDUC 420, 429, 434, 436 or 437 which includes successful completion of the school based practica. The professional or culminating semester of course work in all certification programs in Secondary Education occurs during the second semester of a student's senior year and includes 12 credit hours of course work. The five courses taken during this Professional Semester include Education 340; either EDUC 438, 439, 445, 446 or 447 (with the accompanying practicum course); either EDUC 494, 495, 496, 497 or 498; and either EDUC 449, 450, 451, 452 or 454.

Exit Criteria and Procedures

To complete a licensure program in Secondary Education, students must successfully complete all of the general studies courses, professional education courses and academic courses in their particular majors described above. The student's college supervisor, cooperating teacher and school principal are each required to verify and evaluate the student's performance during a full-time student teaching experience of at least 300 contact hours with pupils in a state-accredited secondary school. In addition, students must pass the Praxis I Academic Skills Assessment prior to student teaching and must pass the Praxis II Subject Assessment prior to completion of the program.

After verification by the Associate Dean for Teacher Education and Professional Services that the students have successfully completed all course requirements, including student teaching, general College-wide graduation requirements, and the Praxis I Academic Skills Assessment Tests and the appropriate Specialty Area Test and the Virginia Communication and Literacy Assessment, the Associate Dean for Teacher Education and Professional Services helps the students to obtain the appropriate entry-level teaching certificate in Virginia or other state of their choice. The Office of Professional Services is located in Jones Hall 305.

Five-Year Bachelor's-to-Master's Degree Option

In Elementary, Secondary, and Special Education

The intent of this program is to attract well-qualified W&M undergraduate students into teaching. The five-year program is available for elementary, secondary, or special education. This option is intended for W&M undergraduates who cannot complete the currently available undergraduate programs but who wish to become certified to teach. Primary applicants to this option would include W&M undergraduates who (1) have fewer than three semesters remaining in their programs at the time of application, and (2) who demonstrate that they cannot

complete the undergraduate licensure course requirements in the number of semesters remaining in their program because of other requirements in their major or study abroad.

Qualifications: Applicants must have a W&M undergraduate GPA of 3.0, be pursuing an undergraduate major that qualifies them for a teaching license in Virginia, and complete the Five Year Program Application, which is available on line at education.wm.edu.

Admission: Admission to the program is dependent on space availability. Applications will be accepted as early as March 1 of the junior year and are due no later than the end of the second week of the fall semester of the senior year.

Continuation: Students admitted to the program option must maintain a 3.0 undergraduate GPA, be in good standing with the College, and take the required professional education courses listed below as part of their undergraduate study:

- EDUC 301 Educational Psychology
- EDUC 310 Social and Philosophical Foundations of American Education
- EDUC F65 Research Methods in Education (or an approved equivalent) Additionally, prospective students in the graduate program in Special Education may take:
- EDUC 425 Current Trends and Legal Issues in Special Education

Elevation to Master's Level: In order to elevate to the Master's level, students must (1) earn a 3.0 GPA in the professional education courses completed as an undergraduate, (2) graduate with their Bachelor's degree from W&M and (3) submit scores for the GRE (Graduate Record Examination) that meet the admissions guidelines for the SOE. The MAT (Miller Analogies Test) may be substituted for admission to the special education program. GRE/MAT scores must be submitted prior to January 15 of the senior year; however, applicants are strongly encouraged to submit scores as early as the spring of their junior year.

Continuation in the Master's Program: Once elevated to the Master's portion of the program, students will enroll as full-time students and follow the continuation and program rules of the Master of Arts in Education (M.A.Ed.) in Curriculum & Instruction. Students will complete the regular sequence of courses, *excluding* EDUC F11, EDUC F12 and EDUC F65. These courses or their accepted equivalents will have been satisfied in the undergraduate portion of the program.

For more information regarding the Five Year program, please contact the Office of Academic Programs in Jones Hall, Room 100 at 757-221-2317.

Support Services, Facilities and Programs

OFFICE OF ACADEMIC PROGRAMS

This office serves as the point of contact for School of Education undergraduate admissions; course scheduling and other curriculum and programmatic offerings; and advisor assignments. Although the Office of the University Registrar processes registration and any subsequent changes in registration, this office works closely with the registrar's office to insure close and effective coordination of all course registration and any changes which might emanate from registration. Further, although specific advisors are assigned to admitted undergraduate students, professionals in this office are prepared to respond to general questions regarding undergraduate curricular programs and academic policies and practice. You may reach this office by calling 221-2317.

CLINICAL EXPERIENCES

In collaboration with faculty, the Associate Dean for Teacher Education and Professional Services in Jones Hall 305 is responsible for arranging and coordinating all clinical educational ex-

periences, including early field experiences, clinical experiences within courses and student teaching. These clinical experiences are closely coordinated in an effort to reduce duplication for students, faculty and public school personnel.

LEARNING RESOURCE CENTER

The School of Education maintains a Learning Resource Center (LRC) in Jones Hall 216. This center supplements the resources of Swem Library and supports the particular needs of the School of Education with curriculum materials, teaching aids, periodicals, psycho educational tests and Virginia Department of Education adopted textbooks. It also includes a Macintosh multimedia classroom equipped with fully-networked computers with projection capabilities, digital scanners and color printers. The center houses a growing collection of curriculum software and videodisc products. Also included in the LRC are a debit card operated photocopier, three videotaping labs and a variety of audiovisual equipment. Use of these facilities by students in the School of Education may be scheduled by contacting the LRC staff at 221-2311.

SWEM LIBRARY

Books and periodicals that support the various teacher education programs in the School of Education are ordered on a continuing basis by faculty in the School of Education for the collection in Swem Library.

TEACHING LICENSURE

The Associate Dean for Teacher Education and Professional Services in Jones Hall 305 processes all applications for teaching licenses in Virginia and in other states. Completed applications and all required fees should be filed with the Director for Professional Services two weeks prior to graduation.

OFFICE OF CAREER SERVICES

The Office of Career Services located in Blow Hall 128 assists both current students who plan to teach and graduates who wish to change their employment. No registration fee is charged, and all students and graduates of the School of Education are urged to avail themselves of this service by filing and maintaining complete and current placement records with the office. Undergraduates are urged to begin developing their placement files as early as the first semester of their junior year.

KAPPA DELTA PI - ALPHA XI CHAPTER

Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Xi Chapter at the College of William and Mary was chartered in 1927. The purpose of Kappa Delta Pi is to encourage high professional, intellectual and personal standards and to recognize graduates of the College for their outstanding contributions to education. To this end, the organization invites to membership persons who exhibit commendable personal qualities, worthy educational ideals and sound scholarship. The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. Invitation to the honor society is based on completion of at least 12 semester credit hours in education and a minimum cumulative grade point average of 3.25.

The Alpha Xi Chapter of Kappa Delta Pi annually sponsors grants and initiates service projects to benefit members of the School of Education. Inquiries about this scholarship and the organization should be forwarded to Chapter's counselor, Dr. Kelly Whalon (221-2063; kjwhal@wm.edu) or to the Associate Counselor, Carlane Pittman (221-2296; carlane.pittman@mason.wm.edu.)

Graduate Study

Graduate study in education is available to all who have completed with merit an undergraduate degree program at an accredited institution. The School of Education awards a Master of Arts in Education in Curriculum and Instruction with majors in Elementary Education, Secondary Education; Reading, Language, and Literacy, Gifted Education and Special Education (initial certification and advanced specialization in collaborative teaching); a Master of Education in the fields of Counseling, Educational Leadership (with majors in Education [preK-12] Administration and Supervision, Gifted Education Administration and Supervision, and Higher Education Administration), and School Psychology, and both an Educational Specialist (39 semester hours beyond the Master's degree in School Psychology) and a Doctor of Education/Doctor of Philosophy in the fields of Counselor Education and Educational Policy, Planning & Leadership (with majors in General [K-12] Administration, Gifted Education Administration, Higher Education, Special Education Administration, Curriculum Leadership, and Curriculum & Educational Technology). For detailed information about these graduate programs, interested persons are advised to consult the School of Education Graduate Program Catalog or contact the Office of Academic Programs in the School of Education in Jones Hall 100 (221-2317.) Information is also provided online at <http://education.wm.edu>.

Description of Courses

301. Educational Psychology.

Fall and Spring (3) Bass, Ries. Limited to students pursuing elementary or secondary teaching certification.

A course that examines psychological theories and research findings dealing with human development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice for both elementary and secondary age students.

302. Characteristics of Exceptional Student Populations (Elementary Education).

Fall and Spring (1) deFur. Corequisites: EDUC 303, 340, 345, 411, 414, 415. Open only to elementary education majors.

This course introduces the elementary education major to the characteristics of exceptional elementary age children (e.g., students who have disabilities, are at-risk, are gifted/talented, come from culturally & linguistically diverse backgrounds) and prepares them with the knowledge, skills, and abilities to identify and use applicable educational policies and services.

303. Introduction to Classroom Organization, Management and Discipline.

Fall and Spring (1) Staff. Corequisites: EDUC 302, 340, 345, 411, 414, 415

A course designed to help prospective teachers promote positive student behavior. Emphasis is placed on the selection of strategies, procedures and possible actions that enhance classroom organization and management and reduce and/or prevent misbehavior.

305. Instructional Technology and Design (Secondary Education).

Fall (1) Staff. Corequisite: EDUC 309, 311, 312, 315.

An introduction to computer-based instructional technologies, Internet resources, other emerging technologies and instructional design.

309. Classroom Adaptations for Exceptional Students (Secondary Education).

Fall (1) deFur. Corequisite: EDUC 305, 311, 312, 315.

A course designed to address academic and social learning needs of exceptional student populations (e.g., students with disabilities, at-risk, gifted, culturally diverse) in secondary level classrooms and appropriate interventions to meet these needs.

310. Social and Philosophical Foundations of American Education.

Fall and Spring (2). Restricted to students in the teacher education program.

An introduction to historical, sociological/anthropological, legal and philosophical perspectives on education. Topics include the roles, organization and curriculum of schools viewed as social systems.

311. Classroom Management and Discipline (Secondary Education).

Fall (1) Staff. Corequisite: EDUC 305, 309, 312, 315.

A course designed to emphasize problem solving, reflection and decision-making to develop positive behavioral support plans to meet the needs of students in secondary general education classes.

312. Characteristics of Exceptional Student Populations (Secondary).

Fall (1) deFur. Corequisite: EDUC 305, 309, 311, 315.

An introductory course designed for students with a concentration in secondary education to acquaint them with the characteristics of exceptional secondary age students (e.g., students who have disabilities, are at-risk, are gifted/talented, come from culturally & linguistically diverse backgrounds) and to identify applicable education policies and services.

315. Differentiating and Managing Diverse Classrooms Practicum: Secondary.

Fall (1) deFur. Corequisite: EDUC 305, 309, 311, 312.

This course is a clinical practicum designed to acquaint students with the school personnel, policies, and instructional/behavioral practices of inclusive classrooms at the secondary level. The practicum provides students with a view to how different theoretical perspectives manifest in actual schools and classroom settings.

330. Designs for Technology-Enhanced Learning – Elementary.

Fall and Spring (2) Hofex, Harris. Corequisites: EDUC 406, 407, 476, 477. Restricted to students in the teacher education program.

An introduction to computer-based and networked educational technologies, emphasizing instructional designs for their curriculum-based uses in teaching and learning.

340. Assessment of Learning.

Fall and Spring (1) Gareis. Prerequisites: Admission to Teacher Education Program and; Admission to Professional Semester.

A course designed to develop competence in constructing and employing valid and reliable assessments of student achievement at the classroom level.

345. Differentiating and Managing in Diverse Classrooms Practicum: Elementary.

Fall and Spring (1) Staff. Corequisites: EDUC 302, 303, 340, 411, 414, 415. Restricted to education majors.

This course is a clinical practicum designed to acquaint students with the school personnel, policies, and instructional/behavioral practices of inclusive classrooms at the elementary level. The practicum provides students with a view to how different theoretical perspectives manifest in actual schools and classroom settings.

400. Problems in Education.

(3)Ward. Prerequisites: Enrollment in School of Education program and consent of the instructor.

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

405. Elementary Social Studies Curriculum and Instruction.

Fall and Spring (2) McEachron. Prerequisites: EDUC 330. Corequisites: EDUC 410, 412, 475.

An exploration of the objectives, instructional strategies and evaluation of social studies education at the early and middle

school levels. Included are experiences in the design of instructional materials for use in the classroom.

406. Elementary Science Curriculum and Instruction.

Fall and Spring (2) Matkins. Corequisites: EDUC 330, 407, 476, 477. Open to students admitted to the Teacher Education program.

A course designed to build fundamental knowledge of elementary science teaching and learning including standards-based curriculum design and research-based teaching strategies. The course focuses upon developing inquiry-based lessons for K-6 students.

407. Elementary Mathematics Curriculum and Instruction.

Fall and Spring (2) Mason. Corequisites: EDUC 406, 414, 415, 476, 477.

Assists the beginning teacher to develop appropriate skills and knowledge for teaching mathematics at the early and middle school levels.

410. Elementary Reading/Language Arts Curriculum and Instruction.

Fall and Spring (5) Johnson. Corequisite: EDUC 405, 412, 475. Restricted to Education majors.

A course on the fundamentals of developmental and diagnostic reading/language arts instruction in elementary schools. Included is study of the school literacy program from emergent literacy to reading in the content areas. Classroom diagnostic techniques and corrective methods are an integral part of the course.

411. Classroom Adaptations for Exceptional Student Populations (Elementary Education).

Fall and Spring (1) deFur. Co-requisites: EDUC 302, 303, 340, 345, 411, 414, 415 Restricted to Education majors.

This course prepares elementary education teachers to develop differentiated instruction for the individual learning needs of students in elementary classrooms who have disabilities, who are at-risk for school failure, or who are gifted/talented learners, as well as students who are culturally and linguistically diverse.

412. Reading and Language Arts Curriculum and Instruction (Practicum).

Fall and Spring (1) Johnson, Staff. Corequisites: EDUC 405, 410, 411, 475.

This practica experience is designed to provide opportunities for students to observe and participate in reading and language arts instruction in an elementary or middle school classroom.

414. Student Teaching Seminar (Elementary Education).

Fall and Spring (1) Staff. Corequisites: EDUC 302, 303, 340, 345, 411, 414, 415.

A seminar designed to provide students with an opportunity to reflectively refine their knowledge, decision-making and skills in coordinating instruction, classroom organization, management and discipline.

415. Supervised Teaching in Elementary Education.

Fall and Spring (7) Staff. Prerequisites: Admission to the Professional Semester. Corequisites: EDUC 302, 303, 340, 345, 411, 414,

A field-based experience designed to enable pre-service elementary teachers to become competent at the entry level in the roles, functions and skills of classroom teachers.

420. Secondary English Curriculum and Instruction Practicum.

Fall (1) Moore. Corequisite: EDUC 441.

A course designed to provide the prospective English teacher with structured opportunities to observe, reflect upon, and participate in the community and school culture in which they will be student teaching in the following semester.

421. Children's Literature.

Occasionally (3) Johnson.

This course provides a thorough look at the field of children's literature including the value of children's books,

criteria for selecting and evaluating children's books, a survey of the categories of children's literature and discussion of issues involving children's literature.

429. Secondary Mathematics Curriculum and Instruction Practicum.

Fall (1) Mason. Corequisite: EDUC 443.

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.

434. Secondary Foreign Language Curriculum and Instruction Practicum.

Fall (1) Parker. Corequisite: EDUC 442.

A course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of foreign language education in the school and community setting.

436. Secondary Science Curriculum and Instruction Practicum.

Fall (1) Mathins. Corequisite: EDUC 444.

A field and university based course designed to provide students with a first opportunity to reflectively apply/refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

437. Secondary Social Studies Curriculum and Instruction Practicum.

Fall (1) Stoddard. Corequisite: EDUC 440.

A course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of social studies education in the school and community setting.

438. Instructional Planning in Secondary English.

Spring (2) Moore. Corequisites: EDUC 340, 438P, 449, 495. Restricted to Education majors

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

438P. Instructional Planning in Secondary English - Practicum.

Spring (1) Field based experience coordinated with EDUC 438.

439. Instructional Planning in Secondary Mathematics.

Spring (2) Mason. Corequisites: EDUC 340, 439P, 450, 497. Restricted to Education majors

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics design, teaching and evaluation of their instruction practices.

439P. Instructional Planning in Secondary Mathematics - Practicum.

Spring (1) Field based experience coordinated with EDUC 439.

440. Curriculum and Instructional Methods (Social Studies).

Fall (3) Stoddard. Corequisite: EDUC 309, 311, 312, 315, 437. Restricted to Education majors.

A basic course in instructional methodology and an introduction to secondary social studies teaching methods and materials.

441. Curriculum and Instructional Methods (English).

Fall (3) Moore. Corequisite: EDUC 309, 311, 312, 315, 420. Restricted to Education majors.

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

442. Curriculum and Instructional Methods (Foreign Language).

Fall (3) Parker. Corequisite: EDUC 309, 311, 312, 315, 434. Restricted to Education majors.

A basic course in instructional methodology and an introduction to secondary foreign language teaching methods and materials.

443. Curriculum and Instructional Methods (Mathematics).

Fall (3) Mason. Corequisite: EDUC 309, 311, 312, 315, 429. Restricted to Education majors.

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

444. Curriculum and Instructional Methods (Science).

Fall (3) Mathins. Corequisite: EDUC 309, 311, 312, 315, 436. Restricted to Education majors.

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

445. Instructional Planning in Secondary Foreign Language.

Spring (2) Parker. Corequisites: EDUC 340, 445P, 451, 496.

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of foreign language design, teaching and evaluation of their instruction practices.

445P. Instructional Planning in Secondary Foreign Language - Practicum.

Spring (1) Field based experience coordinated with EDUC 445.

446. Instructional Planning in Secondary Science.

Spring (2) Mathins. Corequisites: EDUC 340 446P, 452, 498.

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

446P. Instructional Planning in Secondary Science- Practicum.

Spring (1) Field based experience coordinated with EDUC 446.

447. Instructional Planning in Secondary Social Studies.

Spring (2) Stoddard. Corequisites: EDUC 340, 447P, 454, 494.

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

447P. Instructional Planning in Secondary Social Studies - Practicum.

Spring (1) Field based experience coordinated with EDUC 447.

449. Secondary Curriculum and Instruction Seminar (English).

Spring (1) Moore. Corequisites: EDUC 340, 438, 438P, 495

A course designed to provide secondary English student teachers with opportunities to refine their teaching and learning through analysis, reflection, and discussion of their own behavior as teachers and the behaviors of teachers, students, and other school personnel.

450. Secondary Curriculum and Instruction Seminar (Mathematics).

Spring (1) Mason. Corequisites: EDUC 340 439, 439P, 497.

A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.

451. Secondary Curriculum and Instruction Seminar (Foreign Language).

Spring (1) Parker. Corequisites: EDUC 340, 445, 445P, 496.

A course designed to provide foreign language student teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, the behavior of other teachers and of students.

452. Secondary Curriculum and Instruction Seminar (Science).

Spring (1) Matkins. Corequisites: EDUC 340, 446, 446P, 498.

A field and university based course designed to provide students with an opportunity to reflectively refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

454. Secondary Curriculum and Instruction Seminar (Social Studies).

Spring (1) Stoddard. Corequisites: EDUC 340, 447, 447P, 494.

A course designed to provide student teachers with an opportunity to reflect upon ways they can apply and refine their knowledge and skills about the teaching of social studies.

460. Content Reading and Writing.

Fall (2) Staff. Corequisites: EDUC 461.

This course is designed to develop in prospective teachers an understanding of the role of reading and writing in the content area disciplines. Course topics include developmental reading and writing in the content areas, instructional strategies with content area textbooks, and techniques for improving reading and writing in the content areas.

461. Content Reading and Writing Practicum.

Fall (1) Staff. Corequisites: EDUC 460.

Students in the Secondary Education Teacher Certification Program will select effective instructional literacy strategies and design and implement instructional lessons to enhance subject matter learning across the curriculum based on appropriate assessment information.

475. Elementary Social Studies Curriculum and Instruction Practicum.

Fall and Spring (1) Stoddard, McEachron. Corequisite: EDUC 405, 410, 412.

A course designed to provide the prospective elementary or middle school teacher with opportunities to experience and reflect on practices of social studies education in the school setting.

476. Elementary Science Curriculum and Instruction (Practicum).

Fall and Spring (1) Matkins. Corequisites: EDUC 330, 406, 407, 477. Restricted to Education majors.

A course designed to provide students the opportunity to apply their beginning science teaching skills in the K-6 classroom. The course involves students in designing, implementing, and reflecting upon the implementation of science lessons for the purpose of developing concepts and strengthening thinking skills in science.

477. Elementary Mathematics Curriculum and Instruction (Practicum).

Fall and Spring (1) Mason, Staff. Corequisites: EDUC 330, 406, 407, 476.

A course designed to provide students with an opportunity to apply, refine and modify their preliminary beliefs about teaching mathematics.

***491. Independent Study in Education.**

Fall and Spring (Var.) Staff.

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

494. Internship in Supervised Teaching (Social Studies).

Spring (7) Stoddard. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 447, 447P, 454.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom social studies teachers.

495. Internship in Supervised Teaching (English).

Spring (7) Moore. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340 438, 438P, 449.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom English teachers.

496. Internship in Supervised Teaching (Foreign Language).

Spring (7) Parker. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 445, 445P, 451.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom foreign language teachers.

497. Internship in Supervised Teaching (Mathematics).

Spring (7) Mason. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 439, 439P, 450.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom mathematics teachers.

498. Internship in Supervised Teaching (Science).

Spring (7) Matkins. Prerequisites: Admitted to professional semester. Corequisites: EDUC 340, 446, 446P, 452.

A field-experience course designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions and skills of classroom science teachers.

499. Seminar in Teaching.

Spring (2) Staff.

A course designed to provide student teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, the behavior of other teachers and of students.