

# Bachelor of Science in Education: Early Childhood Education

## Years 1 and 2

*There are no pre-requisites for the teacher education program. Students should make good progress on their general studies requirements. In addition, students are encouraged to take the following courses, which can be taken in any order.*

### **EDIS 3040: Foundations of Early Childhood Development and Education (3 cr.)**

*Students may substitute:*

- EDLF 3150: Child Growth and Development
- PSYC 2700: Child Psychology
- **VCCS Course:** PSY 230: Developmental Psychology
- **VCCS Course:** PSY 235: Child Psychology

### **EDIS 3020: Exceptional Learner (3 cr.)**

*Students may substitute:*

- **VCCS Course:** CHD 210: Introduction to Exceptional Children

*Students may apply to the teacher education program during their first or second year.*

## Year 3: Fall

*Beginning year 3, students must take courses in the order listed in this advising guide.*

### **EDIS 2880: Understanding P-2 Educational Contexts (3 cr.)**

### **EDIS 3015: Introduction to Curriculum, Instruction, and Assessment (3 cr.)**

### **EDIS 3011: Behavior and Classroom Management (3 cr.)**

### **EDIS 3221: Introduction to Reading Foundations (3 cr.)**

### **EDIS 3881: Field Experience: Elementary Education (2 cr.)**

- Candidates complete early clinical experiences including individualized reading intervention and small group instruction in local schools.

Students who have not completed the coursework listed in years 1 and 2 (EDIS 3040 and EDIS 3020) must complete that coursework third year fall/spring.

Students must submit a passing score on the Virginia Communication and Literacy Assessment prior to the spring semester of their third year.

**Year 3: Spring**

**EDIS 4320: Mathematics in the Elementary School (3 cr.)**

**EDIS 4310: Differentiating Reading Instruction (3 cr.)**

**EDIS 3889: Field Experience: Early Childhood Education (2 cr.)**

- Candidates complete early clinical experiences including individual and small group instruction in local schools and early childhood centers.

**Additional Coursework:** Students must take at least 12 credits per semester. Most teacher education students take 14 – 17 credits every semester.

Students who have not completed the coursework listed in years 1 and 2 (EDIS 3040 and EDIS 3020) must complete that coursework third year fall/spring.

Students must submit a passing score on the Praxis: Elementary Multiple Subjects exam and Reading for Virginia Educators exam prior to the fall semester of their fourth year.

**Year 4: Fall**

**EDIS 4330: Science in the Elementary School (2 cr.)**

**EDIS 4345: Social Studies in the Elementary School (2 cr.)**

**EDIS 4XXX: Content Area Seminar – Early Childhood Education (3 cr.)**

**EDIS 4XXX: Clinical Experience – Early Childhood Education (6 cr.)**

- Candidates complete a half-time internship in a local school. Under the guidance of a mentor teacher and a university coach, candidates teach and co-teach lessons for individual students, small groups, and whole groups.

**Year 4: Spring**

**EDIS 4XXX: Internship Seminar – Elementary Education (3 cr.)**

*Seminar Focus: Family and Community Engagement*

**EDIS 4887: Teaching Internship – Elementary Education (12 cr.)**

- Candidates complete their full-time internship in a local school. They transition into full responsibility for planning, instructional delivery, and assessment under the guidance of a mentor teacher and a university coach. Early Childhood majors will be placed in a K-3 classroom.

# Bachelor of Science in Education: Elementary Education

## Years 1 and 2

*There are no pre-requisites for the teacher education program. Students should make good progress on their general studies requirements. In addition, students are encouraged to take the following courses, which can be taken in any order.*

### **EDLF 3150: Child Growth and Development (3 cr.)**

*Students may substitute:*

- PSYC 2700: Child Psychology
- **VCCS Course:** PSY 230: Developmental Psychology
- **VCCS Course:** PSY 235: Child Psychology

### **EDIS 3020: Exceptional Learner (3 cr.)**

*Students may substitute:*

- **VCCS Course:** CHD 210: Introduction to Exceptional Children

*Students may apply to the teacher education program during their first or second year.*

## Year 3: Fall

*Beginning year 3, students must take courses in the order listed in this advising guide.*

### **EDIS 2800: Understanding P-2 Educational Contexts (3 cr.)**

### **EDIS 3015: Introduction to Curriculum, Instruction, and Assessment (3 cr.)**

### **EDIS 3011: Behavior and Classroom Management (3 cr.)**

### **EDIS 3221: Introduction to Reading Foundations (3 cr.)**

### **EDIS 3881: Field Experience: Elementary Education (2 cr.)**

- Candidates complete early clinical experiences including individualized reading intervention and small group instruction in local schools.

Students who have not completed the coursework listed in years 1 and 2 (EDLF 3150 and EDIS 3020) must complete that coursework third year fall/spring.

Students must submit a passing score on the Virginia Communication and Literacy Assessment prior to the spring semester of their third year.

**Year 3: Spring**

**EDIS 4320: Mathematics in the Elementary School (3 cr.)**

**EDIS 4310: Differentiating Reading Instruction (3 cr.)**

**EDIS 3881: Field Experience: Elementary Education (2 cr.)**

- Candidates complete early clinical experiences including individualized reading intervention and small group instruction in local schools.

**Additional Coursework:** Students must take at least 12 credits per semester. Most teacher education students take 14 – 17 credits every semester.

Students who have not completed the coursework listed in years 1 and 2 (EDLF 3150 and EDIS 3020) must complete that coursework third year fall/spring.

Students must submit a passing score on the Praxis: Elementary Multiple Subjects exam and Reading for Virginia Educators exam prior to the fall semester of their fourth year.

**Year 4: Fall**

**EDIS 4330: Science in the Elementary School (2 cr.)**

**EDIS 4345: Social Studies in the Elementary School (2 cr.)**

**EDIS 4XXX: Content Area Seminar – Elementary Language Arts (3 cr.)**

**EDIS 4XXX: Clinical Experience: Elementary Education (6 cr.)**

- Candidates complete a half-time internship in a local school. Under the guidance of a mentor teacher and a university coach, candidates teach and co-teach lessons for individual students, small groups, and whole groups.

**Year 4: Spring**

**EDIS 4871: Internship Seminar – Elementary Education (3 cr.)**

*Seminar Focus: Family and Community Engagement*

**EDIS 4881: Teaching Internship – Elementary Education (12 cr.)**

- Candidates complete their full-time internship in a local school. They transition into full responsibility for planning, instructional delivery, and assessment under the guidance of a mentor teacher and a university coach. Candidates will switch placements between fall and spring to allow for a diversity of experience among school and grade level contexts.

# Bachelor of Science in Education: Special Education

## Years 1 and 2

*There are no pre-requisites for the teacher education program. Students should make good progress on their general studies requirements. In addition, students are encouraged to take the following courses, which can be taken in any order.*

### **EDLF 3150: Child Growth and Development (3 cr.)**

*Students may substitute:*

- PSYC 2700: Child Psychology
- **VCCS Course:** PSY 230: Developmental Psychology
- **VCCS Course:** PSY 235: Child Psychology

### **EDIS 3020: Exceptional Learner (3 cr.)**

*Students may substitute:*

- **VCCS Course:** CHD 210: Introduction to Exceptional Children

*Students may apply to the teacher education program during their first or second year.*

## Year 3: Fall

*Beginning year 3, students must take courses in the order listed in this advising guide.*

### **EDIS 2800: Understanding P-2 Educational Contexts (3 cr.)**

### **EDIS 3015: Introduction to Curriculum, Instruction, and Assessment (3 cr.)**

### **EDIS 3011: Behavior and Classroom Management (3 cr.)**

### **EDIS 3221: Introduction to Reading Foundations (3 cr.)**

### **EDIS 3887: Field Experience: Special Education (2 cr.)**

- Candidates complete early clinical experiences including individualized reading intervention and small group instruction in local schools.

Students who have not completed the coursework listed in years 1 and 2 (EDLF 3150 and EDIS 3020) must complete that coursework third year fall/spring.

Students must submit a passing score on the Virginia Communication and Literacy Assessment prior to the spring semester of their third year.

**Year 3: Spring**

**EDIS 4060: Mathematics Instruction for Special Education (3 cr.)**

**EDIS 4230: Reading and Writing Instruction for Special Education (3 cr.)**

**EDIS 3887: Field Experience: Special Education (2 cr.)**

- Candidates complete early clinical experiences including individualized reading intervention and small group instruction in local schools.

**Additional Coursework:** Students must take at least 12 credits per semester. Most teacher education students take 14 – 17 credits every semester.

Students who have not completed the coursework listed in years 1 and 2 (EDLF 3150 and EDIS 3020) must complete that coursework third year fall/spring.

Students must submit a passing score on the Reading for Virginia Educators exam prior to the fall semester of their fourth year.

**Year 4: Fall**

**EDIS 4140: Methods of Instruction and Collaboration in Special Education (3 cr.)**

**EDIS 4141: IEP and Transition Planning (1 cr.)**

**EDIS 4XXX: Content Area Seminar – Special Education (3 cr.)**

**EDIS 4XXX: Clinical Experience: Special Education (6 cr.)**

- Candidates complete a half-time internship in a local school. Under the guidance of a mentor teacher and a university coach, candidates teach and co-teach lessons for individual students, small groups, and whole groups.

**Year 4: Spring**

**EDIS 4877: Internship Seminar – Special Education (3 cr.)**

**EDIS 4887: Teaching Internship – Special Education (12 cr.)**

- Candidates complete their full-time internship in a local school. They transition into full responsibility for planning, instructional delivery, and assessment under the guidance of a mentor teacher and a university coach. Candidates will switch placements between fall and spring to allow for a diversity of experience among school and grade level contexts.