

DEPARTMENT OF TEACHING AND LEARNING

Chairperson: Dr. C. Adrainne Thomas

Location: Alfred W. Harris Academic Commons Building, Room 2215

Contact Information: (804) 524-6917 | cathomas@vsu.edu

Department Overview

The Department of Teaching and Learning in the College of Education at Virginia State University offers dynamic and engaging academic programs that lead to a **Bachelor of Science in Education (B.Ed.) degree in Elementary Education, Special Education, Middle School Education, and Innovative Technology Education**. These programs are designed to equip future educators with the knowledge, skills, and dispositions necessary to effectively prepare the next generation of learners. Additionally, the department offers a **Bachelor of Science (B.S.) degree in Interdisciplinary Studies** with a **minor in Community-Based Education**. Our education programs provide safe and effective learning environments in VSU's state-of-the-art facilities, while also exposing students to real-world teaching environments as part of the degree.

All education degree programs are designed to equip pre-service teachers with the skills to assess student learning, implement effective instructional strategies, integrate technology to enhance student engagement, and monitor academic progress. These programs prepare graduates to serve diverse student populations, including those from varied ethnic and cultural backgrounds. Students benefit from early field experiences, student teaching, and internship opportunities that provide hands-on learning in real-world educational settings. Coursework is aligned with state licensure requirements and the Interstate Teacher Assessment and Support Consortium (InTASC) standards to ensure graduates are well-prepared for professional practice.

Mission Statement

The mission of the College of Education at Virginia State University is to promote quality programs, using current research and technology-based learning to prepare effective reflective practitioners who are competent, caring and culturally-responsive.

The conceptual framework reflects the shared vision for preparing quality educators. The overall goal of the College of Education at Virginia State University, given its underlying vision, mission, and philosophy, is to facilitate the development of reflective practitioners who analyze the emotions, experiences, and actions of others to create an unbiased learning environment and serve as advocates for educational justice for all. This goal undergirds the development of successful candidates who are competent, caring, and culturally responsive. Through reflective inquiry, candidates use professional knowledge to enhance learning for all students.

Accreditation Information

All endorsement programs are approved by the Virginia Department of Education (VDOE) and are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Department Goals

The department's goals are research-based and grounded in the following basic tenets:

- To provide candidates with the tools necessary to become reflective practitioners who are competent, caring, and effective.
- To prepare candidates who exhibit adequate knowledge of subject-specific content.
- To develop candidates that foster a respect for diversity and cultural differences, including gender, ethnicity, race, socioeconomics, and exceptionalities, that will assist in meeting the needs of all people for an evolving global community.
- To cultivate candidates who promote the application of research and evidence-based practices in their postgraduate careers.
- To prepare candidates who will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data-driven decision making.
- To produce candidates who will demonstrate a commitment to professionalism and respect for the accepted legal and ethical norms in education, schools, and communities.
- To develop candidates who are critical thinkers committed to service and value lifelong learning.

Program Listings

Bachelor of Science Education (B.S.Ed.) Elementary Education

The Bachelor of Science Education in Elementary Education equips pre-service teachers with the knowledge, skills, and dispositions necessary to teach foundational concepts to children and youth. The program is designed to fulfill three primary objectives: (1) provide elementary-aged students with a strong foundation in core academic subjects; (2) help students develop an understanding of their social and cultural environment; and (3) foster an active interest in their roles within society through a variety of instructional activities.

Special Education

The Bachelor of Science Education in Special Education prepares pre-service teachers to become effective special education professionals in PK-12 school settings. This program emphasizes the development of knowledge, skills, and dispositions essential for teaching and supporting children and youth with exceptionalities. Pre-service teachers will be equipped to address both the academic and behavioral needs of students with disabilities, from ages five through twenty-one. The program offers a comprehensive pathway for future educators to deliver specialized services that promote access to and success within the general education curriculum.

Middle School Education

The Bachelor of Science Education in Middle School Education prepares pre-service teachers to serve in grades 6–8 classrooms. The program offers concentration areas in Mathematics, Science, English, and History/Social Science. Through this program, students acquire the knowledge and skills necessary to plan and deliver instruction that supports the academic and social development of middle school learners in both school and community settings. Students enrolled in a teaching concentration will be equipped to apply their knowledge and skills in both educational and community-based environments. The program emphasizes real-world teaching experiences, exposing students to a variety of instructional settings that involve working with children and adolescents.

Innovative Technology Education

The Bachelor of Science in Education in Innovative Technology Education (Career and Technical Education) prepares pre-service teachers to develop strong academic, technical, and critical thinking skills necessary for solving real-world problems through the application of technological principles. Candidates will explore the societal impact of technology and gain proficiency in using digital tools for effective communication. The program also emphasizes how technology can be integrated to enhance teaching and promote academic achievement across all content areas.

Bachelor of Science in Interdisciplinary Studies (B.I.S) with a minor in Community Based Education

The Community-Based Education minor is a non-licensure program designed to equip students with the knowledge and skills to support children, youth, and older adults in various educational and community settings. The program emphasizes strategies for developing collaborative partnerships and planning effective educational programs within community-based agencies. Through coursework and applied experiences, students will acquire practical tools to contribute meaningfully to lifelong learning initiatives that extend beyond traditional classroom environments.

Major(s)

- Elementary Education, Bachelor of Science in Education (B.S.E.D.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/elementary-education-bsed/>)
- Innovative Technology Education, Bachelor of Science in Education (B.S.E.D.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/innovative-technology-education-bs/>)
- Middle School Education, Bachelor of Science in Education with a Concentration in English Education (B.S.E.D.)
- Middle School Education, Bachelor of Science in Education with a Concentration in History and Social Science Education (B.S.E.D.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/middle-school-education-concentration-history-social-science-education-bsed/>)
- Middle School Education, Bachelor of Science in Education with a Concentration in Mathematics Education (B.S.E.D.)
- Middle School Education, Bachelor of Science in Education with a Concentration in Science Education (B.S.E.D.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/middle-school-education-concentration-science-education-bsed/>)
- Special Education, Bachelor of Science in Education (B.S.E.D.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/special-education-bsed/>)

- Interdisciplinary Studies, Bachelor of Science in Interdisciplinary Studies with a Minor in Community Based Education (B.S.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/interdisciplinary-studies-minor-community-based-education-bs/>)
- Interdisciplinary Studies, Bachelor of Science in Interdisciplinary Studies with a Minor in Elementary Education (B.S.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/interdisciplinary-studies-minor-elementary-education-bs/>)
- Interdisciplinary Studies, Bachelor of Science in Interdisciplinary Studies with a Minor in Special Education (B.S.) (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/interdisciplinary-studies-minor-special-education-bs/>)

Minor(s)

- Minor in Secondary Education (<http://catalog.vsu.edu/undergraduate/college-education/departments-teaching-learning/secondary-education-minor/>)

CBED 200 INTRO TO COMMUNITY BASED EDUCATION (FE) - 3 Semester Hours

This course presents the role, function and operation of community-based programs in agency and alternative school settings. Students learn about instruction, technology and assessment for 1) children and youth, 2) adults and 3) the elderly. An emphasis is placed on curriculum, developmental needs, collaboration and developing resources for the educational needs of these populations.

CBED 250 EMERGENT LITERACY (FE)- 3 Semester Hours

This course provides a curriculum where communication skills including reading, writing, viewing and listening are incorporated for literacy training. Students learn the foundations of literacy and develop an understanding about the nature of reading. They also explore the factors that influence learning for children, youth, adults and elderly populations. Literature resources are reviewed and reading needs assessments are explored.

CBED 351 COMMUNITY BASED EDUCATION PROGRAMS FOR THE ELDERLY (FE) 3 Semester Hours

This course examines the principles used in planning and developing educational programs for the elderly. All types of Community Based Programs are explored for this population. Students determine how to meet the instructional needs of this population through programming and evaluation.

CBED 352 COMMUNICATING WITH THE HEARING IMPAIRED - 3 Semester Hours

This course provides information and strategies to develop effective communication skills with deaf and hard of hearing individuals in the community. Topics covered will include information regarding hearing loss, Deaf culture and Community, education for the deaf and hard of hearing, and development of expressive and receptive sign language skills.

CBED 447 PROGRAM PLANNING IN COMMUNITY BASED EDUCATION – 3 Semester Hours

Effective use of the principles of program planning in community based educational environments is explored. A series of key topics include needs assessment, collaboration, strategic planning, program implementation, collecting/analyzing data and reflection. Additionally, aspects of program coordination, program promotion in community settings, audience analysis and task analysis are discussed for an effective action plan.

CBED 402 COMMUNITY BASED FIELD EXPERIENCE (FE) - 3 Semester Hours

Opportunities are provided to apply competencies in educational programming in a community based or alternative educational program environment. Students utilize the components of educational leadership and curriculum practice to demonstrate and present methods of meeting the real-life educational needs of their field-based learner population.

EDUC 201 SEMINAR IN EDUCATION - 2 Semester Hours

This course is designed to provide a snapshot of teaching as a profession. It will focus on historical and contemporary topics relevant to an understanding of the knowledge, skills and dispositions required of classroom teachers. Pre-candidates will have the opportunity to reflect on professional practice in preK12 classroom settings and in alternative educational program sites. This course will also provide the opportunity for pre-candidates to begin the development of a working portfolio. Pre-candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

EDUC 202 FOUNDATIONS OF EDUCATION - 3 semester hours

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

EDUC 315 DATA DRIVEN INSTRUCTIONAL DESIGN - 3 Semester Hours

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

Prerequisites: EDUC 201, EDUC 202, Admission to the Teacher Education Program

EDUC 401 STUDENT TEACHING SEMINAR - 3 Semester Hours

This course is aligned with EDUC 402 Student Teaching. Candidates reflect on the knowledge, skills, and dispositions implemented in the classroom experience. In this course, candidates prepare for the final

performance assessment of competencies acquired in the Professional Education Program.

Prerequisites: All coursework and required State assessments for the major.

EDUC 402 STUDENT TEACHING (FE) - 9 Semester Hours

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

Prerequisites: All coursework and required State assessments for the major.

EDUC 424 CULTURALLY RESPONSIVE PEDAGOGY - 2 Semester Hours

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

Prerequisites: Admission to the Teacher Education Program or Admission to Community Based Education Program for CBED minors

EDUC 427 READING IN THE SUBJECT AREA - 3 Semester Hours

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

Prerequisites: Admission to the Teacher Education Program

ELED 328 CURRICULUM AND INSTRUCTION - 3 Semester Hours

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

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

ELED 429 LANGUAGE ACQUISITION AND READING I - 3 Semester Hours

This course provides preparation for beginning reading instruction, including the body of research on emergent literacy, language acquisition, schema theory, and phonemic awareness. Emphasis will be placed on the nature of reading and the development of decoding and comprehension skills and strategies. Decoding skills and strategies will include language development, phonemic awareness, explicit phonics instruction, and other word recognition skills. Literature-based instruction and formal and informal diagnostic and assessment procedures will be included. Reading instruction for all children, including children with learning disabilities will be provided. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

Prerequisite: Admission to the Teacher Education Program

ELED 430 LANGUAGE ACQUISITION AND READING II - 3 Semester Hours

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

Prerequisites: Admission to the Teacher Education Program

EDUC 200 TECHNOLOGY IN THE CLASSROOM - 3 Semester Hours

A variety of instructional media, such as DVD Disc, Digital imagery, Computer Assisted Instruction and personal productivity tools are presented in this course. The emphasis will be on systematically enhancing the teaching-learning process with multi-media instruction and effective computer usage. The course will focus on the basic operation of the computer and the utilization of computers to aid instruction and productivity in the classroom. Candidates will be given the opportunity to reflect upon the most effective and efficient uses of various technologies for individual students, groups of students, and for their own personal use in the classroom. They will be expected to create certain types of software, presentations and materials to achieve instructional goals and objectives. The course is intended for juniors in the School of Education

SPED 323 CHARACTERISTICS OF EXCEPTIONAL LEARNERS -3 semester hours

This course is designed to provide students with in-depth knowledge of the theories, characteristics, etiology, and educational implications of students with exceptional learning needs. These include related disabilities such as attention deficit disorders; specific age-span and developmental issues; cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking, levels of severity; multi-cultural influences; and medical aspects including medication, nutrition, genetics, and neurology. The course will describe deficits in academic, cognitive, socioemotional behaviors; educational, technological, and medical interventions; placement options; 162 curriculum design and current research on instructional approaches, and technology use.

Prerequisite(s): Admission to Teacher Education Program.

SPED 325 - SURVEY OF EXCEPTIONAL CHILDREN - 3 Semester Hours

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

SPED 328 - READING & LANGUAGE DEVELOPMENT FOR EXCEPTIONAL LEARNERS - 3 Semester Hours

Through this course, the student will develop the skills required to 1) assess and develop the language and reading skills of exceptional learners from Pre K through adolescence, with emphasis given to reading, 2) distinguish between the influence of cultural differences and disability in the acquisition and development of skills, 3) develop IEPs based on appropriate use of the general education curriculum and the SOLs, 4) design, select, implement, and evaluate language and reading programs, and 5) use technology in language and reading instruction.

Prerequisite(s): Admission to Teacher Education Program.

SPED 402 - DIAGNOSIS OF EDUCATIONAL NEEDS - 3 Semester Hours

This course is designed to provide an understanding and application of the foundation of assessment and evaluation related to best educational practice such as legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities. The course will discuss the impact of cultural, linguistic, and other variables on assessment findings and placement decisions. Students will select, administer, score, and interpret various formal and informal individual and group instruments and summarize findings for eligibility, placement, and instructional decisions.

Prerequisite(s): Admission to Teacher Education Program. STAT 210, Elementary Statistics

SPED 403 - CLASSROOM MANAGEMENT IN EDUCATIONAL SETTINGS – 3 Semester Hours

This course is designed to address the skills that contribute to an understanding and application of classroom management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavior conduct and skills consistent with norms standards, and rules of the educational environment. This course shall address diverse approaches based upon

behavioral, cognitive, affective, social, and ecological theory and practice in a classroom setting.

Prerequisite(s): Admission to Teacher Education Program.

SPED 423 - CURRICULUM AND INSTRUCTION FOR EXCEPTIONAL LEARNERS - 3 Semester Hours

This course, offered in a field-based setting, conveys knowledge of a wide range of assessment procedures for students with exceptional learning needs to assist in instruction and life-planning. These include: use of assessment procedures to identify individual instructional needs in areas including reading, receptive and expressive language, written language and mathematics; ability to interpret educational assessment results to parents, students and other professionals. This course makes use of assessment, evaluation, and other information to develop and implement individualized educational programs (IEP) and group instruction for individuals with exceptional learning needs within the 163 continuum of services. These services include: pragmatic language and social skills; providing explicit instruction of reading and spelling in a systematic and cumulative manner based upon understanding the structure and development of the English language and its components; use of multi-sensory approaches, cognitive learning strategies, study skills, accommodations for diverse learning styles, and technology; and designing alternative ways to teach content, including adaptations and modifications of curricula, and the selection of specialized instructional materials appropriate to the needs of the student with exceptional learning needs.

Prerequisite(s): Admission to Teacher Education Program.

SPED 425 - TRANSITIONAL EDUCATION FOR STUDENTS WITH DISABILITIES - 2 Semester Hours

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

Prerequisite(s): Admission to Teacher Education Program.

SPED 442- COMMUNICATING AND COLLABORATING WITH EDUCATORS AND PARENTS - 3 Semester Hours

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

Prerequisite(s): Admission to Teacher Education Program.