

PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

Department: Education and Special Education	Submission Date: 8/14/2017	
Major	Minor	Concentration X
Catalog Year of Implementation (must be next academic year or later): 2017-18		
If retroactive, specify catalog year: <i>Enter retroactive catalog year.</i>		

I. SUMMARY OF PROPOSED PROGRAM CHANGE INFORMATION

	CURRENT (required)	Check if no change	
Program Name: <u>Elementary (LSTE) & Elementary/Middle (LSTB)</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Credit Hours: _____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
If yes, enter a justification for the change in credit hours. <i>Enter a justification for the change in credit hours.</i>			
Course(s) to be added: <u>N/A</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Course(s) to be removed: <u>N/A</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Indicate courses to be substituted for removed courses			
Course(s) to be changed: <u>N/A</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Other Changes: _____	<input type="checkbox"/>	<input type="checkbox"/>	Any student receiving licensure in Elementary (LSTE) or Elementary/Middle School (LSTB) may repeat Partnership courses (EDUC 423, 433, 461, 467 and 443) only once.

II. PROPOSED REVISION IN CATALOG DESCRIPTION OF PROGRAM

Repeating Courses in Liberal Studies LSTE/LSTB Licensure Areas: Any student receiving licensure in Elementary (LSTE) or Elementary/Middle School (LSTB) may repeat Partnership courses (EDUC 423, 433, 461, 467 and 443) only once if the student is unsuccessful due to insufficient academic performance. In order to be successful in the Partnership semester, students must have a B- or better in each Partnership course.

III. RATIONALE FOR PROPOSED CHANGES

This has always been the standard we've followed; however, it's not officially written in the catalog. Students who are unsuccessful in the Partnership semester twice are advised to drop a licensure concentration and pick up a minor to complete their liberal studies degree. Students who need to repeat the Partnership semester more than twice will struggle to be successful in Student Teaching and as a future teacher.

Additionally, multiple repeats of any course may delay graduation and place the student in violation of the In-State Tuition 125% Rule.

IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT

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A. Estimate any change in staff requirements that would result from the program change.

None

B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out the program change.

None

V. AFFECTED DEPARTMENTS OR PROGRAMS

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes.

A. List other departments/programs that might be affected.

None

B. List individuals contacted and date contacted.

Liberal Studies Director (8-29-17), Liberal Studies Committee (08-31-17)

All curriculum proposals/changes are processed in the date order received.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

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V. APPROVALS

Department: Education and Special Education

Program Name: Liberal Studies: Elementary (LSTE) & Elementary/Middle (LSTB)

SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	<u>8/14/17</u>	<u>9/11/17</u>	<u>KY [Signature]</u>
2. Department Chair	<u>9/5/17</u>	<u>9/5/17</u>	<u>[Signature]</u>

The Department Chairs, whose programs may be affected, have been notified:

Department _____	Date Notified _____
Department _____	Date Notified _____
Department _____	Date Notified _____
Department _____	Date Notified _____

3. College Dean	<u>09/18/2017</u>	<u>09/18/2017</u>	<u>Paul E. Chapman</u>
4. College Curriculum Committee	_____	_____	_____
5. EPC	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Provost/VPAA *	_____	_____	_____
8. OAIR * (notification)	_____	_____	_____
9. BOV/SCHEV *	Provost/VPAA will submit materials for approval		

10. Received by Registrar _____

* Substantive changes, including changes in degree program title, require additional approvals. See the approval process matrices on the Academic Initiatives and Curriculum Development blog and consult the EPC chair prior to submitting materials.

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

ELEMENTARY AND MIDDLE SCHOOL EDUCATION PROGRAM

The Liberal Studies major has been designed specifically for students seeking licensure to teach with an Elementary or Middle School Endorsement. Requirements for the BS degree in Liberal Studies are listed in the Catalog. With careful scheduling and attention to the requirements for admission to the teacher preparation program, a student can complete all degree and program requirements in four years. After completing the degree and program requirements, students receive a BS degree in Liberal Studies and are eligible for licensure in Elementary Education, or Elementary Education with Middle School Endorsements.

Students seeking teacher licensure and majoring in Liberal Studies will be assigned an academic advisor in Liberal Studies or Education. Such students declare Liberal Studies as their major by the end of the sophomore year and inform the Office of the Registrar that they will be majoring in Liberal Studies and seeking teacher licensure in Elementary Education or Elementary Education with Middle School Endorsements.

Dr. Gena Southall is the Director of the Liberal Studies program.

Elementary Education (LSTE)/40 credits & Elementary and Middle Education (LSTB)/44 credits

The 40-credit Elementary program consists of the following education courses:

EDUC 245	Human Growth and Development/3 credits
EDUC 261	Introduction to the Teaching Profession/3 credits
EDUC 310	Foundations of Literacy Instruction/3 credits
EDUC 380	Classroom Assessment/2 credits
EDUC 423	Elementary Literacy Methods/ 3 credits
EDUC 433	Elementary Math, Social, Science Methods/ 3 credits
EDUC 467	Classroom Management and System Issues (Elementary & Middle)/3 credits
EDUC 443	Middle School Literacy, Math, Science, and Social Studies Methods/4 credits (LSTB Only)
SPED 389	Survey of Exceptional Children/3 credits

Practica: Three practica are required:

EDUC 261	Introduction to the Teaching Profession: Practicum/3 credit (Take sophomore year)
EDUC 361	Practicum Integration/ 2 credits (Prerequisite: Admission to Teacher Prep, EDUC 261 or EDUC 270; Co-requisites: EDUC 310, EDUC 380) (Take semester prior to Partnership)
EDUC 461	Practicum Application/ 3 credits (Prerequisite: EDUC 361; Co-requisites: EDUC 423, EDUC 433) (Take during the Partnership semester)

(All of the above will be taken prior to enrolling in the Student Teaching semester. See Office of Professional Services section for requirements for admission to Teacher Preparation and Student Teaching.)

* Student must be admitted to the Teacher Preparation Program before they will be permitted to enroll in any subsequent 300-400 level EDUC courses.

Partnership Program

Elementary and Elementary and middle education teacher candidates participate each week in a semester of Partnership Program courses. The program consists of four days of on-site methodological preparation in reading/language arts, mathematics, science and social science; one-half of each of the four days is spent in the classrooms working with the children. Teacher candidates return each Friday to the campus for courses that focuses on classroom management. Special education teacher candidates follow a modified form of this program.

Repeating Courses in LSTE/LSTB Licensure Areas: Any student receiving licensure in Elementary (LSTE) or Elementary/Middle School (LSTB) may repeat Partnership courses

(EDUC 423, 433, 461, 467 and 443) only once if the student is unsuccessful due to insufficient academic performance. In order to be successful in the Partnership semester, students must have a B- or better in each Partnership course.

Student Teaching:

EDUC 400 Elementary & Middle Directed Teaching/12 credits
or

EDUC 401 Elementary Directed Teaching/12 credits
or

EDUC 406 Directed Teaching for Students with Exceptional Needs/12 credits
or

EDUC 406 Directed Teaching for Students with Exceptional Needs/12 credits

Elementary and Middle School Education

Students wishing to teach at the middle school level, grades 6 - 8, have one option:

They may add middle grades (6-8) endorsement to the elementary education licensure (pre-K-6) by completing all Liberal Studies and Education requirements for elementary licensure and adding specified courses in one subject concentrations as well as one 4-credit middle school education courses-EDUC 443 Middle School Literacy, Math, Science, and Social Studies Methods. These students should select EDUC 400 Elementary and Middle School Directed Teaching for student teaching. They complete one practica at the primary level and one at the middle school level.

Note: If they wish to teach a single subject, they may major in that subject and seek 6-12 endorsement. (See below.) They complete one practica at the middle level and one at the secondary level.

EDUCATION COURSE DESCRIPTIONS (EDUC)

Writing Intensive Courses WR

Speaking Intensive Courses SP

A special fee is charged for all practicum and student teaching courses. †

EDUC 205. *Project Success: Life, Leadership and Career Preparation.* More commonly known as “project Success”, EDUC 205 is a long standing, one-credit elective course for sophomores that focuses on personal development, civic engagement, career planning and leadership. In a highly interactive classroom setting, sophomores work in groups with pre-selected Senior Mentors to complete a community partnership project and participate in numerous activities that promote a sense of direction, resiliency, and social responsibility, all essential attributes for success at Longwood and beyond. 1 credit.

EDUC 245. *Human Growth and Development.* A survey of physical, cognitive, and social-emotional development of human beings. Heredity and environmental influences will be stressed in the life-span study with specific emphasis upon prenatal through adolescent development. 3 credits.

EDUC 260. *Introduction to the Teaching Profession.* An overview of teaching and schooling that addresses the foundations of education and the professional aspects of teaching. Emphasis on the history and philosophy of education; school organization; governance; legal and financial issues; teacher preparation; professional development; practicum preparation; and lesson planning. 2 credits.

EDUC 261. *Introduction to the Teaching Profession: Practicum.* An overview of teaching and schooling that addresses the foundations of education and the professional aspects of teaching. Emphasis in this course is on history and philosophy of education; school organization; governance; legal and financial issues relating to education; teacher preparation and professional development; practicum preparation and lesson planning. In addition, an introductory practicum experience (30 hours minimum) will be completed as part of the course. It is intended to support class content within the course and provide time for discussion of classroom experiences and observations and link theory with practice in the practicum

setting. The introductory practicum experience will take place in a public school setting, with a cooperating teacher qualified to host a preservice, under the direction of Longwood faculty. 3 credits.

EDUC 270. *Practicum One-Week.* An observation and participation practicum taking place in a public school setting for one week (30 hours minimum) under the supervision of Longwood. Students will complete reflective journals and other specific reports demonstrating an understanding of the roles of educational professionals and the school culture. 1 credit.

EDUC 275. *Educational Leadership I.* Course is for Orientation Leaders who assist with the Longwood Seminar. Designed to prepare these leaders to work with professors and their first-year students in the Seminar. Prerequisite: Open to Student Orientation Leaders only and permission of instructor. 1 credit.

EDUC 295. *Special Topics.* Selected topics in Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

EDUC 310. *Foundations of Literacy Instruction.* This course will provide an introduction to literacy learning and instruction. The nature and functions of literacy and the development of language use within and across different social and cultural contexts will be discussed. Attention will be given to early literacy development, appropriate teaching techniques and materials, differentiation, and instructional design. Diagnostic tools for the assessment of literacy development in diverse populations will be introduced. Interpretation and application of data from these assessments will be discussed. Prerequisite: Students must be admitted to teacher prep; this course should be taken immediately prior to the Partnership term. Students must receive a C+ or better in order to take any Partnership courses. Co-requisites: EDUC 380, EDUC 361. 3 credits.

EDUC 311-312. *Studies Abroad.* Primarily intended for transfer of credit earned abroad in courses in education. Prerequisite: 1-18 credits.

EDUC 361. *Practicum Integration.* Practicum Integration provides students with 60 hours field time in a public school setting to practice integrating content from their Education classes. Under the supervision of Longwood Professors, students will complete assignments related to content learned in both EDUC 310 and EDUC 380. Students will be observed by professors throughout this practicum experience. Prerequisite: EDUC 261 (or EDUC 270), Students must receive a C+ or better in order to take any Partnership courses. Students must be admitted to teacher prep; this course should be taken immediately prior to the Partnership term. Co-requisites: EDUC 310, EDUC 380. 2 credits.

EDUC 370. *Practicum Three-Weeks.* Additional participation and micro-teaching processes in public school settings for at least 60 hours under Longwood supervision. In addition, instruction and follow-up will occur. Prerequisite: Admission to the Teacher Preparation Program. 3 credits. †

EDUC 376. *Introduction to Residential Learning.* This course will provide the student with a knowledge base about the learning and development of college students in residential communities. The class is grounded in the theoretical framework of human development theory and research. 3 credits.

EDUC 380. *Classroom Assessment.* During this course, students will learn theory and practice in construction of teacher-made evaluation instruments with heavy emphasis upon test construction and alternative assessment. The four main types of assessments will be the focus of the course as students learn about the complexities of test construction as well as the dynamics of grading and student motivation. The course includes the study of standardized testing and an in-depth study of the Virginia Assessment program. Students must receive a C+ or better in order to take any Partnership courses. Students must be admitted to teacher prep; this course should be taken immediately prior to the Partnership term. Co-requisites: EDUC 310, EDUC 361. 2 credits

EDUC 381. *Media and Technology.* A laboratory course concerned with the utilization of instructional media and computer technology in the learning process. Prerequisite: Admission to the Teacher Preparation Program. 1 credit.

EDUC 400. *Middle and Elementary Directed Teaching.* Required of all students seeking licensure to teach elementary school (grades PK-6). See prerequisites for student teaching. 12 credits. SP.

EDUC 401. *Elementary Directed Teaching.* Required of all students seeking licensure to teach elementary school (grades PK-6). See prerequisites for student teaching. 12 credits. SP.

EDUC 402. *Directed Teaching in the Secondary School.* Required of all students in the secondary education curricula. See prerequisites for student teaching. 12 credits.

EDUC 406. *Directed Teaching for Students with Exceptional Needs.* Required of all students seeking licensure to teach Special Education. 12 credits SP.

EDUC 410. *Directed Elementary/Secondary Teaching for Art and Music.* Required of all students seeking licensure to teach K-12 Art or Music. Prerequisite: Admission to student teaching. 12 credits.

EDUC 415. *Educator Oriented Course.* Applying economics to environmental issues such as resource scarcity, pollution, property rights, garbage and recycling, oil spills, and endangered species. Students will learn how markets and prices can be used to help solve environmental problems. Course cannot be used toward credit towards economics major or minor in economics. Students cannot receive credit for both EDUC 415/ECON 415 and ECON 500 or both ECON 415/EDUC 415 and ECON 314. Prerequisite: Admission to the Teacher Preparation Program. 3 credits.

EDUC 423. *Elementary School Literacy Instruction.* This course will focus on teaching literacy in the elementary school, PreK-6 including reading, writing, speaking, listening, and viewing. PreK-6 concepts introduced in EDUC 310 will be applied in the elementary partnership setting during this course. Attention will be given to encoding and decoding to communicate meaningfully, motivation, materials, technologies, teaching strategies and using assessment to inform instruction. Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 310; Co-requisite: EDUC 461. 3 credits. WR

EDUC 430. *Teaching Reading in the Content Area.* An analysis of skills and practices required in the content areas required for reading comprehension in middle and secondary grades 6-12, including question strategies in literal, interpretive, critical, evaluative comprehension, and techniques for fostering an appreciation of a variety of literature and independent reading. Prerequisite: Admission to the Teacher Preparation Program. 2 credits.

EDUC 432. *Content Area Literacy.* This course provides secondary education students an overview of the skills and strategies required to support literacy in the content areas. It includes as emphasis on the supporting comprehension, vocabulary, and writing at the high school level across all subject. Prerequisite: Admission to the teacher preparation program. 3 credits.

EDUC 433. *Elementary Mathematics, Science, & Social Studies Methods (PK-6).* This course will focus on mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized to meet the Virginia standards of learning in grades PreK-6. This course will further address generic teaching strategies, time utilization, teaching effectiveness, research, and professional responsibilities. It is required for those seeking a teaching license with endorsement to teach at the elementary level. Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 380. Co-requisites: EDUC 461. 3 credits. WR.

EDUC 443. *Middle School Literacy, Math, Science and Social Studies Methods (6-8).* This course will focus on middle school methods for literacy, mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized to meet the Virginia Standards of Learning in grades 6-8. Course is required for those seeking licensure to teach at the middle level. The course is designed to help pre-service teachers develop their abilities to develop and adapt middle school level curricula in the areas of literacy, mathematics, science, and social studies. Meeting the challenges of academically diverse classrooms also represents an underlying emphasis in the course. Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 310 & EDUC 380. 4 credits. WR

EDUC 455. *Principles of Secondary Education.* Principles and methods of curriculum and instruction in the secondary school with an emphasis on Virginia SOL's. Required of all majors seeking licensure at the secondary level. Prerequisites: Admission to the Teacher Preparation Program. 1 credit.

EDUC 461. *Practicum Application.* Practicum Application is a 90-hour field experience for partnership students to implement lessons based on best practice in Literacy, Mathematics, Science, & Social Studies. Partnership Methods Professors will mentor students and observe students' implementation of model lessons in the core content areas. This coaching model scaffolds students' instructional practices to best prepare them for the next step in their training, Student Teaching. This field placement allows for classroom experiences, observations and the opportunity to link theory with practice in the partnership setting. Intensive application of assessments and instructional approaches will be required.

Students must receive a B- or better in order to Student Teach. Prerequisite: EDUC 361. Co-requisites: EDUC 423 & EDUC 433 3 credits.

EDUC 467. *Classroom Management and System Issues (Elementary & Middle)*. This course is an examination of classroom management techniques and the development of skills necessary to foster a supportive learning environment as well as examination of system problems and solutions within traditional education settings. Students must receive a B- or better in order to Student Teach. 3 credits.

EDUC 470. *Senior Mentoring for Project success (10284)*. In EDUC 470, pre-selected seniors are taught fundamental mentoring and guidance skills and paired with sophomores in a highly interactive "Project Success" class that addresses personal development, civic engagement, career planning and leadership. All students complete a community partnership project and the seniors facilitate that promote a sense of direction, resiliency, and social responsibility, all essential attributes for success at Longwood and beyond. 1 credit.

EDUC 473. *Inquiry into the Classroom Community*. Prospective teachers will examine the principles of content planning (curriculum), effective methods for teaching content that reflects best practices (instruction), and demonstrate the alignment of curriculum with assessment. Participants will complete a Teacher Work Sample in a 75 hr. minimum supervised field placement prior to the Professional Internship. Research that informs best practices for grades 6-12 student learning will be examined. 3 credits. WR.

EDUC 475. *Educational Leadership II*. Course is for Orientation Leaders who assist with the Longwood Seminar for the second time. Designed to provide additional experiences for Orientation Leaders who work with professors and their first-year students. Prerequisite: EDUC 275 and permission of instructor. 1 credit.

EDUC 487. *Classroom Management and System Issues*. An examination of classroom management techniques and the development of skills necessary to foster a supportive learning environment as well as examination of system problems and solutions within traditional education settings, K-12. 3 credits.

EDUC 495. *Special Topics*. Selected topics in Education. The topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: Admission to the Teacher Preparation Program. 1-3 credits.

EDUC 498. *Honors Research in Education*. Students conduct research in education under the direction of a faculty member and the Senior Honors Research Committee. May be repeated as 499. Prerequisite: Admission to the Teacher Preparation Program. 3 credits.