

EDUCATION

Faculty: Marchetti, Chair; Conrad, Love, McDonnell-Jones, Peacock, Yesbeck.

The Department of Education offers three majors (elementary education, exceptional education, and education studies) and two minors (education and exceptional education). The elementary education major leads to teacher licensure in grades K-6; see the Elementary Education (<https://catalog.rmc.edu/programs/elementary-education/>) section for more information. The exceptional education major leads to special education teacher licensure (general curriculum, K-12); see the Exceptional Education (<https://catalog.rmc.edu/programs/exceptionaleducation/>) section for more information. The education studies major, which provides a broad overview of the foundation and issues in education, does not result in teacher licensure, so it is not intended for students preparing to teach in public K-12 schools. Instead, it is designed for students interested in education-related careers; see the Education Studies (<https://catalog.rmc.edu/programs/education-studies/>) section for more information.

The department offers a minor in education designed to meet the requirements prescribed by the Virginia State Board of Education for the Collegiate Professional License in grades 6-12 (middle/secondary) with an endorsement in the individual student's teaching field (major): Social Science/History, Math, English, Biology, Chemistry and Physics, French, Latin, German, Spanish, or and Music (choral and instrumental; grades K-12) endorsements. The required education courses must be combined appropriately with specified general education courses and with the requisite courses in the student's major program.

The department offers a minor in exceptional education for students who want to pursue licensure in elementary education and special education. To be eligible for dual licensure, students must complete the requirements for the elementary education major and the exceptional education minor.

Teacher Licensure

Randolph-Macon College's Teacher Preparation Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) which certifies that the professional education program has provided evidence that the program adheres to CAEP's quality principles. All requirements and coursework fulfill current state guidelines for teacher licensure at the time of catalog publication. All students who are taking courses in the Department of Education that involve fieldwork must undergo a criminal background check each academic year, which costs \$50 and is billable to the student's account.

The Virginia Collegiate Professional License also requires candidates to successfully complete required standardized competency assessments. Information on these assessments is available in the education department and on the Virginia Department of Education website. All teaching candidates must also be certified in first aid, CPR, and AED by January of their senior year. All teaching candidates must complete dyslexia awareness training, child abuse/neglect training, and behavior intervention training (through the VDOE website).

Advance planning is essential for students who wish to participate in the teacher preparation program. Students preparing to teach should consult with their advisors and the education department faculty during their first year in order to begin planning a course of study which is in accordance with the requirements of the teacher preparation program.

The first course in the education minor is EDUC 220, the prerequisite for all other education courses.

- Students will apply to the Teacher Preparation Program during the spring semester of their sophomore year.

Secondary Teaching Endorsement - Grades 6-12

Programs for the middle/secondary level are available in the following areas: biology, physics, chemistry, English, French, Spanish, German, history/social science, Latin, and mathematics.

In the college catalog, each department (with secondary endorsements in education) lists the specific course of study that must be followed in conjunction with the education minor. Ideally, EDUC 220# should be taken in the fall of the second year. For admission to the program and for licensure in Virginia, candidates must achieve passing scores on Praxis Core Math exam and the VCLA. For licensure, candidates must pass their subject specific Praxis exam(s).

Exceptional Education: General Curriculum, Grades K-12

The exceptional education major consists of required education courses and affiliated courses from departments across the College. The sequence of required courses is informed by our state and national accrediting agencies, the VDOE and CAEP. Starting to plan your education program as early as possible is advised. Students should begin education courses in the spring semester of their freshman year or the fall semester of their sophomore year. Application to the program is submitted in spring semester of the student's sophomore year. Candidates submit their application to student teach in the fall of their senior year and student teach in the spring semester of their senior year. For licensure in Virginia, candidates must achieve passing scores on the Praxis® Teaching Reading: Elementary (5205). They must also complete a series of online training and become CPR certified. Students who complete this major are eligible to apply for Virginia licensure—Special Education (General Curriculum, K-12).

Music Education Teaching Endorsement, Grades PreK-12

Students majoring in music and planning to minor in education for the purpose of state certification must complete MUSC 355 and MUSC 356. Students should refer to the required coursework for a major in music with teacher certification.

Fieldwork

All education courses include fieldwork in local public school settings. For all fieldwork, including student teaching, students must provide their own transportation. Criminal background checks are required each fall semester.

Restricted Courses - Senior Year

Senior-level courses are restricted to those who have been admitted to the TPP. Student teaching block courses are restricted to those who have been admitted to student teaching.

Students who participate in this program must complete all other degree requirements prior to the final semester of their senior year. Students are not allowed to take any additional coursework during the student teaching semester. Student teaching provides the capstone experience for the education minor and takes place spring semester of the senior year.

Requirements for Application to Teacher Preparation Program

- Submit a complete application by the appropriate deadline
- 2.8 cumulative GPA; major and minor GPAs will also be reviewed to ensure the student is making progress toward the minimum 2.8 GPA required to student teach.
- Completion of at least EDUC 220 with a C- or better (or concurrent enrollment in EDUC 220 in some instances)
- Pass Praxis Core Math Assessment (<http://www.ets.org/praxis/va/requirements/>) or qualifying SAT/ACT score
- Pass VCLA (<http://www.va.nesinc.com/>)
- Positive evaluation from the Education Department
- Positive evaluation from faculty member outside of the department
- Records and results from any RMC academic integrity or judicial violation
- Dispositions Self-Assessment
- Recent RMC Lesson Plan
- Diversity Reflection
- Clinical Evaluation from fieldwork

Late and incomplete applications will not be accepted. Ineligibility for the program due to incomplete or late applications is not appealable. Some students may apply during the next application cycle.

Questions about applying to the program? Please contact Dr. April Marchetti, Education Department Chair, at Education@rmc.edu.

Requirements for Application to Student Teach

- Submit a complete application by September 15th, senior year
- Must be an existing member of the Teacher Preparation Program
- 2.8 cumulative, major, and minor GPA
- Completion of all required education courses and affiliated coursework with a C- or better
- Negative TB Test Results
- Positive evaluation from the Education Department
- First Aid, CPR and AED Certification (https://www.doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml/)
- SVEA (<https://www.studentvea.org/>) Membership documentation
- Dyslexia Awareness Training Certificate (<https://www.doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml/>)
- Behavior Intervention Support Training Certificate (<https://cieesodu.org/initiatives/restraint-and-seclusion/>)
- Certification of Child Abuse and Neglect Training (https://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml/)
- Findings/results of a required background check as well as records from any RMC academic integrity or judicial violation
- Dispositions Self-Assessment
- Recent RMC Lesson Plan
- Diversity Reflection
- Clinical Evaluation from fieldwork

Late and incomplete applications will not be accepted. Ineligibility for student teaching due to incomplete or late applications is not appealable. Such students may apply during the next application cycle.

Application Process

All applications will be reviewed by the Teacher Preparation Committee. Students will receive a decision letter from the Education Department Chair and TPC chair within three weeks of submission.

Students who are not admitted to the TPP during their sophomore year may reapply as juniors. However, students may find it difficult to complete all required coursework for licensure within four years. Please speak with your advisor for more information if this applies to you.

- Education Minor - Music (<https://catalog.rmc.edu/programs/education/education-minor-music/>)
- Education Minor - Secondary (<https://catalog.rmc.edu/programs/education/education-minor-secondary/>)

EDUC 181 - Special Topics (3 Hours)

These courses focus on areas of education not specifically covered in the general curriculum and are designed to meet the needs of students.

EDUC 201 - Issues in Contemporary Education: Formation for Action (3 Hours)

This course focuses on contemporary issues in education and how the topics intersect with and are impacted by other fields of study. It is designed for freshmen and sophomores, including non-education majors and minors, who desire to engage in discourse with guest speakers from various disciplines as students explore multiple perspectives on education. Students will be guided as they explore topics relevant to their personal educational experiences. Active participation in class, personal interviews, and discourse with guest speakers are central components. Is not required for the education major or minor. Offered summer term. C21:DI,SS.

Curriculum: DI,SS

EDUC 202 - Comparative Education (3 Hours)

Comparative Education explores the major differences between public education systems in the United States and in other parts of the world. Students will analyze what can be learned from other school systems using current research and a comparison of graduation rates, funding, teacher quality, commitment to equity, standardization, and accountability. This course will sometimes be offered as a travel course and is open to all students seeking an overview of the challenges and solutions to America's public education through comparison of high performing school systems. The course will engage students interested in problem solving and examining the complexities of public education. Is not required for the education minor. Offered in January term. C21:CL,EL,SS.

EDUC 220 - Profession of Teaching (3 Hours)

The philosophical, historical, and sociological foundations of American education form a context from which students analyze the institutional characteristics and curricular patterns, objectives, and resources of contemporary elementary and secondary schools. Emphasis is placed on issues, problems, and challenges which influence curriculum and instruction in grades PreK-12 today. This course is a prerequisite to all other education courses. Offered fall and spring terms.

EDUC 221 - Fieldwork in Profession of Teaching (1 Hour)

This course, which provides the fieldwork concerning curriculum and instruction, must be taken concurrently with EDUC 220. Fulfills the CAR for Experiential Field Studies. C21:EL.

Curriculum: EL

EDUC 230 - Content Area Literacy (3 Hours)

This course explores how ALL students comprehend and learn with text and how teachers can assist them in these processes. Students will examine and utilize instructional strategies that promote understanding and use of narrative and expository texts in 21st century classrooms. The opportunity to observe in-service teachers will be included. Required course for secondary minors. Suggested course for elementary minors. Offered spring term only. C21:CC.

Prerequisite(s): EDUC 220

EDUC 233 - Survey of Exceptional Children (3 Hours)

The foundations for educating students with disabilities are presented, including historical, ethical, and legal aspects; identification, education, and evaluation of students with disabilities; and definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels. C21:DI,HC,SS.

Prerequisite(s): EDUC 220

EDUC 234 - IEPs and Assessment (3 Hours)

This seminar-style class is for students preparing for a special education teaching license. Legal, ethical, practical, and professional issues for special educators are emphasized. Offered fall and spring term alternating years.

Prerequisite(s): EDUC 220, EDUC 233

EDUC 235 - Designing Specialized Education (3 Hours)

This advanced course builds on EDUC 233. Knowledge gained will assist special education teachers to effectively and collaboratively meet the educational needs of children with a wide variety of special needs, including but not limited to, students with learning disabilities, intellectual disabilities, emotional disturbance, autism, developmental delay, other health impairment, traumatic brain injury, and multiple disabilities. Applying knowledge of characteristics to individualized education program development and implementation is emphasized. Offered spring term.

Prerequisite(s): EDUC 220, EDUC 233

EDUC 236 - Characteristics of Exceptional Learners Fieldwork (1 Hour)

This is the fieldwork class to be completed in conjunction with EDUC 235 Characteristics of Exceptional Learners. Collaboration skills and reflective practice are practiced and emphasized. Students will complete a fieldwork assignment with a special educator. Offered spring term.

Prerequisite(s): EDUC 220-221, and EDUC 233

EDUC 281 - Special Topics in Education (3 Hours)

These courses focus on areas of education not specifically covered in the general curriculum and are designed to meet the needs of students.

EDUC 300 - Education Field Experiences (1 Hour)

This one-credit course is designed for Elementary Education majors during their junior fall and spring semesters and senior fall semester, prior to the commencement of their clinical experience in senior spring semester. Candidates accepted into the Teacher Preparation Program will follow a block of education courses designed specifically for the elementary education majors. Included in the block of education courses is the critical piece of field experiences, with a concentration on transitioning from student to teacher. This specifically designed field course adds to the cohesiveness of the cohorted model of elementary students during their junior and senior semesters and provides opportunities in weekly class meetings for discussions, discourse, and reflections relating to shared experiences within one education program the newly-created and implemented elementary major program. Course may be repeated for credit. Instructor Permission Only.

Prerequisite(s): ELED Majors only

EDUC 321 - Educational Psychology (3 Hours)

A study of human growth and development (physical, cognitive, emotional, social, and moral) through the adolescent period. Other major topics include theories of learning, intelligence, motivation, higher level cognitive processes, and student diversity. Brain-based learning and 21st century frameworks are modeled through classroom practices. This course enables students to apply psychological principles to the educational process and classroom teaching. Units on assessment, measurement and evaluation; and recognizing, reporting, and responding to child abuse and neglect are included. Required course for all education programs. Students must complete 10 hours of fieldwork at a K-12 school, which requires a criminal background check. There is a charge of \$50 for the background check. Offered fall and spring terms.

Prerequisite(s): EDUC 220 or PSYC 201

EDUC 325 - Classroom Management (3 Hours)

This course examines best practices for creating and maintaining caring, respectful classroom communities in which learners feel safe, valued, and welcomed as they grow both academically and socially. Through a focus on proactive, interactive, and reflective decision-making skills, this course will strengthen students' understanding of the relationships between the classroom environment, classroom behavior, and learning. Students will build the tools and dispositions for successful classroom management.

Prerequisite(s): EDUC 220

EDUC 330 - Assessment in Education (3 Hours)

This course will present students with the best current practices and principles of assessment and grading across the curriculum of PK-12 schools in professional studies on the topic of assessment of and for student learning. This course is required for elementary and secondary programs. Offered fall and spring terms. May also be offered in summer term.

Prerequisite(s): EDUC 220, EDUC 233

EDUC 335 - Curriculum and Educational Technology (3 Hours)

This course will help students examine the ways in which electronic and digital technology can be effectively integrated into educational settings to enhance teaching and learning. Required course for elementary and secondary programs. Offered fall and spring terms.

Prerequisite(s): EDUC 220

EDUC 340 - Diversity in Education (3 Hours)

This course is designed to clarify and develop future teachers' understanding of diversity and teaching children from diverse backgrounds through an exploration of multicultural education. Specifically, this course is designed to examine 1) historical and curricular perspectives on multicultural education; 2) the nature and function of culture; 3) the development of individual and group cultural identity; 4) definitions and implications of diversity, and 5) the influences of culture on learning, development, and pedagogy. This course is required for all programs. Offered fall and spring terms.

Prerequisite(s): EDUC 220, EDUC 233

EDUC 346 - Senior Seminar (3 Hours)

This capstone course, which is required as part of the senior block plan, is designed and organized in modules around topics essential to the continuing development of the student teacher and the job search. The student teacher learns to create an electronic professional portfolio and use of current technologies in K-12 teaching. In addition, the seminar provides the student teacher with opportunities for analysis, synthesis, reflection and evaluation of his/her student teaching experience. The class meets one evening each week during the spring block. Offered spring term only.

Prerequisite(s): all education coursework must be completed

EDUC 347 - Senior Seminar for Secondary Student Teachers (3 Hours)

This capstone course, which is required as part of the senior block plan, is designed and organized in modules around topics essential to the continuing development of the student teacher and the job search. The student teacher learns to create an electronic professional portfolio and use of current technologies in K-12 teaching. In addition, the seminar provides the student teacher with opportunities for analysis, synthesis, reflection and evaluation of his/her student teaching experience. The class meets one evening each week during the spring block. Offered spring term only.

Prerequisite(s): all education coursework must be completed

EDUC 355 - Secondary Education Methods (3 Hours)

This methods course is for preservice teachers who plan to teach in a middle or high school classroom. Preservice teachers will conduct an in-depth examination of fundamental concepts specific to their content area and subject-specific pedagogy. Course content emphasizes instructional design and integrates state and national standards, project-based learning approaches, curriculum integration strategies, content area literacy, and current research. This course includes 10 hours of fieldwork in a 6-12 classroom.

Prerequisite(s): EDUC 220, 230, 233, 321

EDUC 357 - Principles and Methods of Special Education (3 Hours)

This course explores topics and experiences which will enable the students to develop effective teaching styles for diverse learners in 21st century classrooms. Emphasis is on multiple teaching techniques and varied instructional materials appropriate to the elementary level. The course develops an understanding of factors and competencies necessary for effective elementary classroom instruction, including the development of an integrated thematic unit based on Virginia SOLs (Standards of Learning), classroom management strategies, teaching techniques that address learning styles, multiple intelligences, and current brain-based research. Working with ELL students is also addressed. Offered January term of senior year only.

Prerequisite(s): all education courses prior to student teaching and admission to student teaching

EDUC 381 - Special Topics in Education (3 Hours)

These courses focus on areas of education not specifically covered in the general curriculum and are designed to meet the needs of advanced students.

EDUC 425 - Observation (for student teaching) (3 Hours)

Observation (150 contact hours) and EDUC 426 - Student Teaching (150 contact hours) are the capstone experiences for all Education minors. Students integrate knowledge and experiences from all other education courses and fieldwork. These include: professional, academic, and creative integrations. EDUC 425 includes 4 to 5 weeks of observation, participation, and specific assignments to prepare the student for ten weeks of full-time student teaching. Elementary and special education student teachers have two separate placements for ten to twelve weeks of full-time student teaching. This course is taught as part of the student teaching block and must be taken concurrently with EDUC 426. Offered spring term only.

Prerequisite(s): EDUC 220, EDUC 233, EDUC 321, and the acceptance to Student Teaching

EDUC 426 - Student Teaching (6 Hours)

Student teaching is the culminating experience for the Education minor. Student teaching is designed to integrate and refine knowledge, skills and experiences to become a highly qualified teacher. During student teaching, students assume full teaching responsibilities. Reflective practice is required throughout the experience. Student teaching is a full-time ten to thirteen week teaching experience. Offered spring term only. C21:CS,EL.

Prerequisite(s): EDUC 220, EDUC 233, EDUC 321, and the acceptance to Student Teaching

Curriculum: CS,EL

EDUC 450 - Internship in Education (3 Hours)

Designed for juniors or seniors with a minimum of a 2.25 GPA who desire an immersion experience in an educational setting other than those available through education courses. The qualified student should have a specific area of educational interest which might include: specialized careers in education such as special education, guidance, administration, and reading, or in other settings such as, museums, humane societies, or athletic facilities. Education faculty will work with the qualified student to develop placements in the student's area of interest. The student will need to have successfully completed EDUC 220 and have permission of the instructor. For elective credit only, this course may not count towards an education minor. Application is required. C21:EL.

EDUC 451 - Internship in Education (3 Hours)

This course provides an opportunity, under unusual circumstances, for a qualified student to gain practical experience or research study with an educational institution through field placement. This course does not fulfill any requirement of the Teacher Preparation Program.

Prerequisite(s): EDUC 340 and permission of instructor

EDUC 455 - Directed Field Study (3 Hours)

This course provides an opportunity, under unusual circumstances, for a qualified student to gain practical experience or research study with an educational institution through field placement. This course does not fulfill any requirement of the Teacher Preparation Program.

Prerequisite(s): permission of the department chair

Curriculum: EL