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| Category/Rationale | Course(s) | Credits | Planned |
| Required for all:  A foundational course. | * EDUC 200, Foundations of Education (3) * EDUC 201, Practicum for Foundations of Education (1) | 4 |  |
| Required for all:  A course on teaching students with special needs. | * EDUC 302 The Exceptional Learner (3) | 3 |  |
| Two upper level education courses | Two from:   * EDUC 305, Teaching Elementary Reading and * EDUC 310 and EDUC 315 Combined (4 credits) * EDUC 340, Elementary Methods in Language arts and Social Studies * EDUC 343, Elementary Methods in Math and Science * EDUC 345 Vocal Music Methods * EDUC 353, Middle and Secondary Content Area Reading * EDUC 356, Middle and Secondary Methods * EDUC 365 Methods for Foreign Language * EDUC 369, Urban Education (spring course, 4 credits) * EDUC 375 Instrumental Music Methods, Woodwinds and Brass * EDUC 377, Instrumental Music Methods, Percussion and Strings * EDUC 403, Independent Study in Education * THTR 225, Educational Theater | 6/8 |  |
| Two Credits of Fieldwork taken from | * EDUC 210, Fieldwork in Education * EDUC 303, Practicum the Exceptional Learner * EDUC 306, Practicum Teaching Elementary Reading * EDUC 341, Practicum Elementary Methods in Language arts and Social St. * EDUC 344, Practicum Elementary Methods in Science and Mathematics * EDUC 346, Practicum, Vocal Music Methods * EDUC 354, Practicum, Middle and Secondary Content Area Reading * EDUC 357, Practicum, Middle and Secondary Methods. * EDUC 366, Practicum Methods for Foreign Language * EDUC 376 and 378 Practicum in instrumental music * THTR 226, Practicum Educational Theater | 2 |  |
| Context Course:  For pedagogy, the context courses that are relevant involve understanding human development, human learning, and factors that affect specific student populations. | One from any category:  Human Development:   * PSYC 113, Principles of Development (required for licensure) * PSYC 230, Contemporary Issues in Child Development. * PSYC 235, Effects of Poverty on Children and Families   Human Learning:   * PSYC 112, Cognition   Factors affecting student populations:   * POV 101 or 103, Poverty and Human Capability * [PSYC 114, Introduction to Social Psychology](http://catalog.wlu.edu/preview_course_nopop.php?catoid=9&coid=8542" \t "_blank) * [PSYC 269 - Stereotyping, Prejudice, and Discrimination](http://catalog.wlu.edu/content.php?catoid=9&navoid=571" \l "tt2443" \t "_blank) * ECON 235, The Economics of Social Issues * ECON 238, [Poverty and Inequality in the United States](http://catalog.wlu.edu/preview_course_nopop.php?catoid=9&coid=7672" \t "_blank) * ECON 234, Urban Education (if EDUC 369 not taken) * ECON 236, Economics of Education * HIST 258 - History of Women in America, 1870 to the Present * [HIST 260 - The History of the African-American People since 1877](http://catalog.wlu.edu/preview_course_nopop.php?catoid=9&coid=8027" \t "_blank) * [PHIL 242 - Social Inequality and Fair Opportunity](http://catalog.wlu.edu/content.php?catoid=9&navoid=571" \l "tt5023" \t "_blank) * [POL 250: Black American Politics](http://catalog.wlu.edu/content.php?catoid=9&navoid=571" \l "tt1337" \t "_blank) * SOC 202, Contemporary Social Problems * [SOC 228: Race and Ethnic Relations](http://catalog.wlu.edu/content.php?catoid=9&navoid=571" \l "tt305" \t "_blank) * Freshman seminars and special topics courses as approved by the Director of Teacher Education | 3/4 |  |
|  | Total Credits | 18/20 |  |

Washington & Lee University

Advising Form: Minor in Education

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Outcomes**

Students who complete the minor will be able to:

1. Discuss effectively the complex interaction among social, cultural, economic, and political factors that shape school design.
2. Analyze contemporary educational controversy in light of its historical and philosophical foundations.
3. Understand key concepts of classroom management, instruction, and assessment.
4. Understand the essential components of instructional methods on either the elementary or secondary level.
5. Understand the relationship between theory and practice through fieldwork in the schools.
6. Understand the adjustments that must be made to classrooms in order to understand how to work with children who have disabilities, English language learning needs, minority status, low SES, or special talents.

**Assessment of Outcomes**

Students will compile a portfolio that reflects how they have gained expertise in the four key domains of education as defined by Charlotte Danielson in *The Framework for Teaching*, a research based framework for evaluating teaching and instructional design. The portfolio will contain both papers and artifacts from classroom instruction.

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| --- | --- |
| **Domain** | **Evidence** |
| **Domain 1: Planning & Preparation** | Includes at least two documents/artifacts to demonstrate the ability to plan and prepare appropriate instruction. Each artifact should include a well-written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain. For this domain, a student might include a curriculum project completed for an education course as well as an activity the student actually taught in the field. The student might also include copies of secondary or elementary student work demonstrating how the activity was implemented. |
| **Domain 2:**  **The Classroom Environment** | Includes at least two documents/artifacts to demonstrate ability to create and maintain a positive classroom environment. Each artifact should include a well-written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain. For this domain, a student might include a statement concerning behavior management as well as examples of procedures or rules established in one of the classrooms where he or she worked during a practicum class. |
| **Domain 3: Instruction** | Includes at least two documents/ artifacts to demonstrate ability to instruct students effectively. Each artifact should include a well-written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain. Curriculum units, videos of instruction, samples of classroom work, and pictures of classroom charts or graphic organizers aides would all be suitable for this section. |
| **Domain 4: Professional Responsibilities** | Includes at least two documents/artifacts to demonstrate candidate professionalism. Each artifact should include a well-written paragraph-long reflective statement explaining why the artifact proves growth or proficiency in the domain. Included in this section might be documentation of leadership or service within a school system using photos, articles from the activity, comments from school personnel evaluating the effort and other indicators of professional activity. |

In a presentation to other candidates for the minor and the education faculty, candidates for the minor will summarize how their work in the minor has allowed them to become more skilled at teaching and more cognizant of how children learn.

Education Minor Advising | Revised 3/5/2014