

## **MISSION OF MARY BALDWIN COLLEGE**

The mission of Mary Baldwin College is to provide undergraduate and graduate education consistent with the institution's rich heritage as a private liberal arts college primarily for women, which affirms its Christian roots while welcoming a broad diversity of views. This mission is implemented in the residential programs for women and the non-residential programs for men and women over 21 through focus on teaching and learning; concern for the individual; commitment to the liberal arts as preparation for life, for careers, for graduate and professional studies, and for leadership; and emphasis on high ethical standards.

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## **TEACHER EDUCATION AT MARY BALDWIN COLLEGE**

Vision Statement

***The Mary Baldwin teacher is. . .***

an inquiring and reflective learner, a well-educated professional who brings forth the best in all students.

***We support this by. . .***

modeling and encouraging inquiry and reflection; integrating theory, practice, and the liberal arts; and providing opportunities for individual exploration within a collaborative environment.



## *WELCOME TO THE MAT PROGRAM*

We are pleased that you have chosen to become a part of the Master of Arts in Teaching Program at Mary Baldwin College. You will be teaching in a graduate program that explores new knowledge based in the traditions of the liberal arts as applied to contemporary issues in today's educational settings. Students who successfully complete the MAT Program are eligible to become licensed teachers through the Teacher Education Division of the Virginia State Department of Education. Others, who enter the program with a teaching license, will be able to enrich classroom discussions while taking their own teaching to a higher level. All share at least one common value: the dedication and enthusiasm to become excellent teachers. The graduate faculty and teaching partners are passionate about their discipline areas and are not only scholarly in their course presentations, but are genuinely willing to work with students in attaining their goals.

We hope this handbook will be a valuable tool for you. It contains general information, policies and procedures to be followed, a listing of resources available through the College, and professional resources which you might find useful. It represents an effort to collect important information from a variety of sources into one place. When you use it with the *Mary Baldwin College Academic Catalogue*, you should be able to find answers to most of the general questions about the MAT program. If you have more specific questions not addressed in these publications, please do not hesitate to call on any of the MAT personnel to assist you. You may also want to consult the College Web Site for currently updated information.

The vision statement describing the Mary Baldwin teacher, found on the preceding page, is more than rhetoric. It was collaboratively and thoughtfully written by many people who are directly involved with teacher education at Mary Baldwin. We ask your support in helping us to fulfill our commitment to prepare the kind of teacher described in our vision.

We're very proud of our unique and innovative Master of Arts in Teaching Program at Mary Baldwin. It is our hope that here you will find personal and professional growth, intellectual challenge, meaningful friendships, and a caring community.



## **PROGRAM PILLAR 1: INQUIRY BASED LEARNING**

### **What is “inquiry teaching and learning?”**

**When teaching through inquiry**, teachers use techniques such as skillful questioning, discussions, and problem solving to encourage discovery or inquiry learning. The basic assumption is that student learning is more meaningful and more usable when students seek out and discover knowledge rather than just being receivers of knowledge. The teacher's role in such a classroom is to provide an environment and experiences through which students are encouraged to ask questions, pursue answers, and communicate their learning with others.

**Also important to the concept of inquiry** is taking an inductive approach to learning. Students are provided with specific, hands-on activities from which they gather data. Through reflection they are led to develop broader understanding of general principles. Understanding of such principles is thus "constructed" by the student, as opposed to be handed to him, ready-made.

**The idea of inquiry** applies to learning by both the student and the teacher. We encourage teachers to apply the inquiry model---asking a question, making a hypothesis, gathering and analyzing data, and reaching a conclusion---in the process of their own professional development and growth toward mastery of the important skills of teaching.

*In planning your course syllabus, it is imperative that you monitor assignments and assessment activities for assurance that the course is clearly based on and supports inquiry based learning as a model for MAT students. You will find helpful resources in this manual.*

## **PROGRAM PILLAR 2: TEACHING PARTNERS**

One of the most innovative aspects of the MAT program from its inception is the use of Teaching Partners in each of the Inquiry and Professional courses. Teaching Partners are fully licensed teachers with classroom experience and expertise that blends theory with practice for MAT students. Teaching Partners co-teach courses with college professors, assist in planning course syllabi and evaluating students. They are an important part of the instructional team in the MAT program at Mary Baldwin College. Selection preference is given to the college professor in choosing a suitable Teaching Partner for their course. Assistance in identifying qualified Teaching Partners is available from the MAT office in Staunton. (See MAT Program Resources.)

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- Current Rotation of MAT Courses in Regional Centers
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- Professional Qualities evaluation forms
- End of course student evaluation template
- Now That You Are a Graduate Student*

## MAT Administrative Offices

The main MAT Office is located on the Mary Baldwin College campus in Staunton. You will find us on the corner of North Market and Prospect Streets (see below). There is a sign out front that identifies the building as the MAT Program and the Education Department. The MAT Program is on the second floor of the Edmondson House. All administrative offices, including the Director, the Administrative Assistant, and the Director of Field Placements can be found there. As a general rule, the MAT office will mail you information about such matters as course registration, deadlines, and special events. More and more we are using email and our web page as a means of communication. Please be sure to check these sites often. We also publish current information and updates in the *MATTERS*. We will make every effort to keep you appropriately informed!

### **Other MAT Locations** **Toll free phone number: 866-849-0676**

Staunton: Edmondson House, 221 North Market Street, Staunton, VA 24401

**Phone:** (540) 887-7333

**Fax:** (540) 887-7303

Lori Johnson Administrative Assistant

email: [ljohnson@mbc.edu](mailto:ljohnson@mbc.edu)

Charlottesville: MBC/PVCC Cooperative Program 501 College Drive Charlottesville, VA 22902

**Phone:** (434-961-5422

**Fax:** (434) 971-8232

Joyce Diepold Operations Coordinator

email: [jdiepild@mbc.edu](mailto:jdiepild@mbc.edu)

Richmond: Forest Office Park, 1504 Santa Rosa Rd. Richmond, VA 23229

**Phone:** (804) 282-9111

**Fax:** (804) 282-9138

Annette Wallace Operations Coordinator

email: [mwallace@mbc.edu](mailto:mwallace@mbc.edu)

Roanoke: 108 North Jefferson Street, Suite 816 Roanoke, VA 24016

**Phone:** (540) 767-6170 **Fax:** (540) 767-6176

Joyce Franklin Operations Coordinator

email: [jfranki@mbc.edu](mailto:jfranki@mbc.edu)

### **MAT Office Hours**

Staunton: 8:30 a.m. until 4:30 p.m., Monday through Friday. Later hours by appointment.

Richmond: 9:00 a.m. until 8 p.m. Monday through Thursday. Fridays, 9:00 p.m.

### **MAT Office Personnel**

**Dr. Carole C. Grove**

Program Director  
Edmondson House

email: [cgrove@mbc.edu](mailto:cgrove@mbc.edu)

**Ms. Susan Britton**

Assistant Program Director  
phone: (540) 887-7134  
Edmondson House

phone: (540) 887-7186

email: [sbritton@mbc.edu](mailto:sbritton@mbc.edu)



### **MAT Faculty Advisors**

**Dr. Carole Grove**

phone: 540/ 887 – 7134  
Email: [cgrove2mbc.edu](mailto:cgrove2mbc.edu)

Staunton Students  
Richmond Students

**Dr. James Harrington**

phone: 540/ 887 – 7163  
Email: [jharring@mbc.edu](mailto:jharring@mbc.edu)

Staunton Students  
Charlottesville Students

**Dr. Tamra Willis**

phone: (540) 887-7185  
e-mail: [twillis@mbc.edu](mailto:twillis@mbc.edu)

Staunton Students

**Dr. Irving Driscoll, Visiting Professor**

phone: (804) 282-9111  
e-mail: [jdriscol@mbc.edu](mailto:jdriscol@mbc.edu)

Richmond Students

**Dr. Pamela Murray**

Phone: 540/ 767-6174  
Email: [prmurray@mbc.edu](mailto:prmurray@mbc.edu)

Roanoke Students

**NOTE: If you have concern regarding a student's academic performance, professionalism, or attendance in the MAT program, please contact their academic advisor as soon as possible so the student gets appropriate support and guidance early in the course. You may contact the Staunton MAT office for the name of the student's advisor.**



## **MAT Teaching Faculty**

1. Victoria Alley (Ed.D., University of Virginia)--ED 605
2. Ann Alexander (Ph.D., Duke University)—IN 603
3. Patricia Burgess, (Ed. D., East Tennessee State University)--IN 620, ED 622
4. Ray Cabbage (Ed.D., University of Virginia)--ED 624
5. Kelly Decker (Ph. D., George Mason University)--N 605
6. Patricia Devitt (Ed.D., Virginia Polytechnic Institute and State University)--ED 622, IN 620
7. Karen Dorgan (Ed.D., University of Virginia)--IN 601
8. Irving Driscoll (Ed.D., University of Virginia)—IN 611, ED 607, ED 611, ED 613
9. Katherine Franzen (Ph.D., University of Virginia)--IN 603
10. Stevens Garlick (Ph.D., Stanford University)--IN 607
11. James Gilman (Ph.D., Drew University)--IN 607
12. Carole Grove (Ph.D., University of Virginia) MAT Director--IN 630, ED 601, IN 629, ED 611, ED 612, ED 613
13. James Harrington (Ph.D., University of Alabama)--IN 611, IN 628, Ed 611, ED 613, ED 590
14. Darryl Helems, (Ph. D., Virginia Tech) -ED 601, ED 603
15. Bonnie Hobson ( Ph. D., University of Virginia), ED 623, ED 624
16. Chas Houston (Ph.D., Virginia Tech), IN 601, ED 603
17. Eric Jones (Ph.D., Penn State University)--IN 605
18. James McCrory (Ed.D., University of Virginia)--ED 607
19. Barbara McGonagill (Ed. D. University of Virginia) - ED 623
20. Pamela Murray (Ph.D., University of Virginia)—IN 607, ED 611, ED 613, ED 605
21. Roderic Owen (Ed.D., College of William and Mary)--IN 611
22. Patricia Radcliffe, (Ed.D, Virginia Polytechnic Institute and State University)--ED 622
23. James Respass (M.F.A., Virginia Commonwealth University)--IN 609
24. Don Roe (Ph.D., University of Virginia)--ED 601, ED 603
25. James Russo (Ed.D., College of William and Mary)--ED 601R, ED 603R
26. Rachel Potter, (Ph.D., University of Virginia),
27. Alice Waddell (Ed.D. Virginia Polytechnic Institute and State University)—IN 603, ED 607
28. Patricia Westhafer (Ed.D., University of Virginia)--ED 605
29. Lois Williams (Ed.D., University of Virginia)—IN 601
30. Tamra Willis (Ph.D. University of Tennessee - IN 605, IN 625, IN 626, ED 634
31. Jelisa Wolfe (Ed.D., Virginia Polytechnic Institute and State University)--ED 624

## **MAT Students**

Students in the MAT Program are as diverse as the students they are preparing to teach.

Statistics in early 2005 indicated that over 46% are preparing to become elementary school teachers, 11% aspiring to be middle school teachers, and 27% seeking special education . About 9% of the MAT students enter as certified teachers and are seeking add-on endorsements, or just the Masters Degree. About 7% are special students that are not degree seeking at this time. An increasing number of students are pursuing Special Education. All of these students will be eager for examples of how to apply theory to practice in the areas they intend to teach.

More than half of the MAT students are career changers, meaning although still relatively young, they have tried other professions before deciding to become teachers. At the same time, more and more students are entering the MAT Program immediately after graduating from undergraduate programs. For some, the anxiety of returning to school can be very real for a career changer who enrolls in a class for the first time in many years, especially when alongside young students who have just completed baccalaureate degrees. Actually, the mix is very good for class discussions and all students express satisfaction with the learning they gain from each other.

Finally, it is important for you to know that there is **no sequence to the MAT courses**. In other words, you may have a student in your class who for them, this may be their final course before student teaching or graduation. At the same time, your course may be the very first course the student has taken in the MAT Program. It will probably be helpful to determine this in the first class meeting so that you can anticipate needed differentiation for students.

When you have questions regarding student performance, please do not hesitate to contact the MAT Office immediately so that the student's advisor can be notified and have opportunity to provide appropriate counsel to the student.

### **Course Syllabi**

The MAT Office maintains both a library of all course syllabi as well as an online syllabus bank. If you wish to refer to a syllabus from a course previously taught that you are going to teach, you may request a copy from the administrative offices in Staunton or check the MAT website. Each course instructor must supply a current copy of the syllabus each semester to the Staunton MAT office. Instructors should include all contact information, course description, learning objectives, assessment activities, and text material on the syllabus. In addition, a statement regarding attendance as well as a reference to the MBC Honor Code should be clearly referenced.

### **Textbooks**

Textbooks for MAT courses can be ordered through the MBC bookstore, located in the Pannill Student Center. If you are unable to pick up your books during regular operating hours, or if you are not in the Staunton area, your textbooks may also be ordered from the bookstore to be mailed directly to you. To make this arrangement, call the bookstore at 887-7264. You may, of course, purchase your books from other sources. It is not uncommon for students to purchase books from online sources. Many time students prefer to get titles of texts before class begins to start readings prior to the first class. This information should be available through the online syllabus.

## **Course Evaluations**

End of course student evaluations are **required from each class** and should be turned in to the MAT Office in Staunton **by way of a student** in the course. Evaluations are available for review by the instructor once grades have been completed and turned in to the office. **MAT provides evaluations that are required to be used for end of course assessment.** Additional evaluations that are designed by the instructors to reflect course objectives may be used to supplement the MAT evaluations. Evaluations are used for course improvement. A copy of the MAT course evaluations is included in this manual.

## **MAT Resources**

The MAT program prepares students for licensure to teach PK-6, middle grades 6-8, K-12 special education (LD, ED, MR), as well as add-on endorsements in Gifted Ed and Special Education. Students in your classes will be preparing for different licensure and professional options. Content and theories of your course should apply to *all* of these licensure and professional goals. Because of the Inclusion model in general education classrooms today, *all* teachers accepting jobs in the public schools across the country will be teaching special education students at one time or another. It is imperative that all MAT courses address appropriate application of content to diverse K-12 students, including those receiving special education services. In addition, you will have students in the MAT Track II program who are not seeking licensure, but rather a master's degree only. Please discuss this in your planning with your teaching partners. The MAT Office in Staunton houses a good collection of videos suitable for classroom use, including the complete set of the recently released and highly acclaimed series, *Developing Minds*, by Dr. Mel Levine. These and many others are available to check out for MAT classes in any of the Regions. In addition, current professional journals are available in Staunton and Richmond. Many are now available in full text online through the Grafton Library.

There are also samples of units and final Reflective Synthesis Projects from former MAT students that can students can be directed to as examples of exemplary work. Please notify the Staunton Office if you wish to check out any of these materials. There is a small resource room in Staunton with other materials for classroom use. All can be checked out from this office for any of the regions. If you are looking for a particular resource, email us and we will check on the availability through this office.

## **Classroom Speakers**

From time to time it is helpful to include an outside speaker to a MAT course to bring in expertise in a specialized field. There are limited financial resources to support these activities.

There is a maximum of \$200 allocated upon request for each class to support the cost of outside speakers or other appropriate resources. Typically, outside speakers receive an honorarium of \$50 per hour for class presentations. Please do not make arrangements to go over these guidelines as MAT cannot be responsible for additional costs. All requests are processed through the Staunton MAT Office.

## **MAT Program Classroom Resources**

The MAT program is offered in four Mary Baldwin College Regional Centers in Virginia. The main administrative offices of the MAT program are located in Staunton on the main college campus. If you teach in one of the Regional Centers, it is important for you to know the following information. We share the Regional Centers with other Mary Baldwin College programs and scheduling for classroom space is done to accommodate all programs. Please be sure to communicate with the administrative assistant in the Staunton Office for any specific needs that you have for your classes. The administrative assistant in the Staunton Office will communicate with the Regional Center staff to try to accommodate your needs. It is important to plan ahead when needing specific equipment or resources for your class.

**Staunton Campus** - You will be assigned a classroom on campus in one of the academic buildings. If you have specific room requests or media needs please contact the Staunton office as soon as possible. Information regarding closing due to inclement weather is available online.

**Richmond Regional Center** – You will be assigned a classroom in the Mary Baldwin College academic suite in the Forest Office Park complex on Santa Rosa Dr. There is a small computer lab, seminar style room and traditional classroom space available. In addition, there is a small media center with current journals for student research.

**Charlottesville Regional Center** – The Mary Baldwin College Regional Center in Charlottesville is located on the Piedmont Virginia Community College Campus. Classes are scheduled in the PVCC facility, or at an off-campus site in an area public school when necessary. It is very important that you request a calendar of holidays for the Charlottesville Regional Center if you are teaching in that facility as they follow the PVCC calendar. Likewise, it is important that you consider the public school calendar for closing dates due to holidays of inclement weather when planning your classes. Calendar information is available from the Staunton Office for the Charlottesville Regional Center. You may also check the web pages for PVCC and Albemarle County Public Schools for specific information regarding closings.

**Roanoke Regional Center** – The Mary Baldwin College Roanoke Regional Center is located on the 8<sup>th</sup> floor of the Roanoke Higher Education Center. The academic suite houses several faculty offices, an administrative assistant and two classrooms, one that is equipped with computers. An additional classroom is available nearby. There are library facilities available to students in the Roanoke Higher Education Center. You will need to check the RHEC website ([www.education.edu](http://www.education.edu)) for closing information due to holidays or inclement weather, or call 540-343-7206.

<p><b>Please note again, Mary Baldwin College Grafton Library resources are available to all MAT students through online access. Books can be borrowed via mailing services.</b></p>
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### **Communications in MAT**

Please note that the MBC email is the primary mode of communication for all important information regarding all aspects of the MAT program. All faculty and students are encouraged to check it frequently for updates. In addition, refer to the MAT website for other important dates, syllabi and program options. Periodically, you will receive a copy of the *Adult and Graduate*

*Studies Newsletter*, available online and in limited hard copy.

### **Privacy Act (from MBC Academic Catalogue)**

Mary Baldwin College complies strictly with the Family Educational Rights and Privacy Act of 1974, as amended, for access to and release of information contained in student records. The Act accords all students certain rights which are summarized as: 1) to be informed of rights under the Act; 2) to inspect and review education records; 3) to request a change in an education record

which a student believes to be inaccurate, misleading, or in violation of privacy or other rights; 4) to exercise a limited control over disclosure of information contained in a student's education records; and 5) to file complaints. the college has adopted the following policies:

Mary Baldwin College considers the following to be directory information: name, class, local address and telephone number, home address and telephone number, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received.

*A student has the right to refuse to permit the release of any or all directory information without the student's prior written consent. Any refusal must be received in writing prior to the start of the fall term, and state specifically the information which is not to be released.*

### **Policy on Sexual Harassment (from Mary Baldwin College Faculty Handbook)**

Mary Baldwin College reaffirms the principle that all members of the college community--students, staff, employees, faculty, and administration--have a right to be free from sex discrimination in the form of sexual harassment by any other member of the college community.

At Mary Baldwin College, we consider it our responsibility to promote a healthy learning and working environment, and we define sexual harassment as follows:

- sexual contact of any nature which is not freely and mutually agreeable to both parties,
- communications of a sexual nature, whether verbal, non-verbal, written, or pictorial, which intimidate or humiliate the person receiving such communications,
- attempts to impose preferential or adverse treatment or to make threats concerning an individual's academic standing for the purpose of obtaining sexual contact of any nature.

Instructors or college employees who engage in the sexual harassment of students violate college policy. Instructors or employees are guilty of an additional violation if they attempt reprisals against students who make informal or formal complaints of sexual harassment. If you feel you have been sexually harassed by anyone at MBC, either college employees or fellow students, you may file an informal or formal complaint. The informal complaint is made to the college chaplain who will make every attempt to mediate and resolve the situation as quickly as possible. The formal complaint is made in writing to the Dean of the College, and it will be processed according to the guidelines in the Faculty Handbook. As a first step, you may want to discuss the matter with your faculty advisor, then move to an informal complaint if your faculty

advisor cannot suggest an appropriate resolution. The formal complaint is the next step if the chaplain is unable to resolve the problem. Please be assured that your confidentiality will be protected throughout the entire procedure.

**For additional information and/or grievance procedures, please refer to the Mary Baldwin College Faculty Handbook.**

### **Mary Baldwin College Honor System**

The Honor System at Mary Baldwin College is *the defining quality* of the college culture. When students are admitted to the MAT program at Mary Baldwin, they sign the honor pledge, as follows:

***Believing in the principles of student government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin community. I recognize the principles of honor and cooperation as the basis of our life together and shall endeavor faithfully to order my life accordingly and to encourage others to fulfill the ideals of the Honor System.***

### **Honor Policies and Procedures**

*[Note: Catalogue and traditional Student Handbook should be consulted routinely for changes that may apply to this policy.]*

#### **Honor System Policy**

The provisions of the College's Honor System apply to MAT students. They are described below. Each student is responsible to understand the provisions of the Honor System and to seek information from professors as to the application of the Honor System to course activities. In the absence of directions to the contrary, students are required to complete all work without the assistance of any other person except members of the College's faculty or staff in the course of their duties. All MAT students sign the College Honor Pledge at orientation and a copy is kept on file in their student records in the MAT office.

#### ***I. The Honor Pledge***

Believing in the principles of student government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin College community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to order my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will not fail to report others who lie, cheat, steal, plagiarize or violate their pledge of confidentiality. I will encourage others to fulfill the ideals of the honor system.

## ***II. The Principles of the Honor System***

In becoming a member of the Mary Baldwin College community and in taking the honor pledge, each student enters into an agreement based on freedom and recognition of responsibility to this community, promising to uphold the ideals of the honor system. Personal integrity is one of the

principles upon which the honor system is founded. The ideals of the honor system include a mutual trust among all members of the community. Upon entering this trust a student assumes full responsibility for her or his own acts. Whenever a student signs her or his name to anything, she or he has acknowledged the ideals of the honor system, and the signature is a promise to uphold its pledge. A student's responsibility to the honor system does not end when she or he leaves the campus.

The welfare of the individual and the community depends upon all sharing equally the responsibility of enforcement, including the encouragement of others to uphold their share. It is important that each student report any violation of the honor system. It is imperative that everyone recognizes her or his duty to protect the honor system and the student body. Only through the cooperation of each student will the Mary Baldwin honor system continue to be effective.

## ***III. Definition of Honor Offense***

An honor offense is an infraction of the College's stated rule of honor by a student enrolled in Mary Baldwin College. Honor offenses include plagiarism, lying, cheating, stealing, breach of a pledge of confidentiality, and failure to report any of these infractions. An infraction may occur on or off campus.

### **A. Plagiarism**

Plagiarism is the use of someone else's idea or work without acknowledging the source of the idea or work. All quotations, paraphrases, copying, and adaptation from published or unpublished sources must be acknowledged as explained below. Sources may include, but are not limited to, papers, written or spoken statements, and works of art. If a student discovers s/he has made some mistake in acknowledging sources in a paper already submitted, s/he must make this fact known to the instructor immediately. The Graduate Honor Council will not accept a plea of ignorance. Two general principles apply to documentation of sources in written work. They are presented here, quoted from Watkins, Floyd C.; Dillingham, William B.; and Martin, Edwin T., Practical English Handbook, Boston: Houghton Mifflin Company, 1971, pp. 244-245.

**All direct quotations must be placed in quotation marks and acknowledged in your**

**text.** Even when you take only a phrase or a single unusual word from a passage, you should enclose it in quotation marks.

**All paraphrases and citations must be acknowledged.** Credit a source when you cite ideas or information from it, even when you do not quote directly. Altering the wording does not make the substance yours.

### **B. Lying**

A lie is any misrepresentation of facts as a student knows them, whether made verbally, in writing, or by a non-verbal indicator (such as, but not limited to, a head motion). Any lie that affects the Mary Baldwin College community will be dealt with by the Graduate Honor Council, whether or not the misrepresentation is made to a member of the College community, and whether the misrepresentation was made on or off campus. The Council hears cases including but not limited to those involving lying to a member of the faculty or of the administration or staff, to a student, or to a committee or organization. Examples include, but are not limited to: possession or use of a false I.D., stating a false name or age, and altering documents or official papers.

Although any lie is a serious offense, the Graduate Honor Council views particularly seriously any lie to an investigation committee or to the Council. If an investigating committee or the Graduate Honor Council suspects that an accused student may be lying, the committee or Council will ask the student to clarify her or his statements. If the committee or Council continues to believe that the student may be lying, it will notify the student that s/he is also accused of the offense of lying. The investigation or hearing will proceed, and it will include the additional charge of lying.

### **C. Cheating**

Each student is expected to do her or his own work in all academic endeavors. Giving or receiving help on academic work unless allowed by the instructor is cheating and must be reported. It is the student's responsibility not to discuss a test or exam with a student who has not taken it. To avoid the possible appearance of committing honor violations, students are advised not to possess or take any materials other than writing instruments and blank paper into any room where a closed book test or examination is being given, or to possess or take any materials not specifically permitted by the instructor into any room where an open book test or examination is being given. Books and study materials should be left outside the room where the test or examination is to take place.

### **D. Stealing**

Respect for the personal property of every individual is an essential principle upon which the Mary Baldwin College community is based. Taking or use of the belongings of others without permission and unauthorized use of school property (including library books and magazines, laboratory equipment, dining room utensils, and refrigerators) are breaches of the honor system and will be dealt with by the Graduate Honor Council. A student's responsibility to the honor system does not end when s/he leaves the campus. Whenever a student signs her or his name to anything, s/he has acknowledged the ideals of the honor system and her or his promise is to uphold its pledge.

### **E. Explanation of Failure to Report an Offense**

Conscious awareness of having witnessed a possible infraction of the honor system and then failing to report it is in itself an honor offense. The purpose of reporting a violation is not to harm the individual involved, but ultimately to maintain the integrity of the student and that of the community.

## **MARY BALDWIN COLLEGE CODE OF CONDUCT**

Mary Baldwin College is a community of scholars in which there is an atmosphere of learning, as well as a sense of community. The College prides itself upon the principles of academic integrity, self-respect, and individual responsibility.

A student who enrolls in the College assumes an obligation to conduct herself or himself in a manner compatible with these principles:

1. Mary Baldwin students are expected to refrain from verbal or written abuse, such as intimidation, coercion, and harassment, which beyond a reasonable expression of opinion is likely to cause another person in the campus community harm.
2. Students are prohibited from assaulting, striking, or in any other way threatening or causing harm to another member of the Mary Baldwin community.
3. Students shall be held responsible for destroying or vandalizing property in the care of or belonging to the College, or to a member of the College community, or to a campus visitor.
4. It is a student's responsibility to comply with decisions by members of the faculty, administration, staff, or elected or appointed student officers of the College when said officials are acting in performance of their duties.
5. A student shall comply with any disciplinary sanctions imposed upon her or him by the Graduate Honor Council.
6. All students are expected to refrain from conduct off-campus that adversely affects her or his standing as a member of the College community or is detrimental to the interests of the College.
7. When visiting other colleges and universities, Mary Baldwin students are expected to comply with their regulations applying to social activities, personnel, and property.
8. Students shall refrain from intentionally interfering with and/or disrupting educational activities.

## ***MAT POLICY***

### **MAT Educational Policy Committee**

The Graduate Faculty Educational Policy Committee (MAT-EPC) serves as an advisory body for

the involvement of graduate faculty in the development of institutional planning, establishment of graduate program priorities, assessment, and review; review of curriculum and new graduate course proposals; graduation requirements; and academic regulations, including exceptions to policy. Recommendations of the MAT-EPC are presented to the Graduate Faculty for approval

### **Exemption from Policy**

Academic policies regarding MAT students are published in the *MBC Academic Catalogue*. **A student is governed by the policies in effect on the date of first enrollment as a degree-seeking student.**

Students may petition for exemption from academic policies. The request should include the support of the student's advisor. Petitions are granted only for reasonable cause, and with the approval of the MAT Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the graduate faculty.

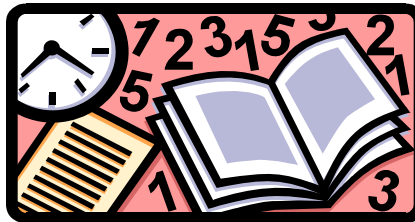
### **MAT Student Status Committee**

The MAT Student Status Committee (MAT-SSC) is a subset of the MAT Educational Policy Committee. This group of appointed faculty makes admissions decisions for the MAT program and conducts ongoing reviews of student progress as they advance through the program.

### **Orientation**

Once admitted to the MAT Program, students are expected to attend an orientation session prior to beginning the program. Orientation sessions are generally held on the MBC campus in Staunton. Sessions are scheduled at the beginning of each semester and in the late spring for summer classes. At the orientation, important information about program structure and requirements is presented to students. It is also a very valuable opportunity to meet other new students and personnel associated with the program.

### **Advising and Registration**



Each student is assigned a faculty advisor when entering the program. Registration times are posted on the webpage as through email notification each semester for scheduling appointments with their advisor during this time. Students may register for courses on-line, however we strongly encourage them to meet with their advisor at least once each year to review academic progress and to ensure that the MAT records are consistent with their own. Advisors are skilled at helping make decisions about coursework and other issues related to the program. **It remains the student's responsibility to be aware of important deadlines and program requirements.**

**Practicum journals** are turned in to advisors each semester oral or written feedback on these experiences. Please refer any concerns that you have about a student's progress in the program to their advisor. She or he should be an important resource for you

### **Transfer Credits**

A maximum of 6 credits can be transferred in from other graduate programs and applied toward MAT graduation requirements. Transfer credits must align with courses in the MAT program.

### **Drop/Add Policies**

- MAT courses taught in the regular Fall and Spring academic semester may be dropped without penalty prior to the second meeting of the class. During the two summer sessions, the drop date without penalty is June 15<sup>th</sup>.
- For a one-week intensive course, or Saturday classes, the deadline is prior to the second meeting of the class.
- A course may be dropped for medical or providential reasons at any time, upon approval of the director. The program director, in consultation with the teaching team, will determine the student's final course grade when the course is dropped after the official drop period.
- A student may *add* a course prior to the second meeting of the course, or at any time with the permission of the teaching team.
- After the drop/add date, tuition refunds will be consistent with the pro-ration policy explained in the *MBC Academic Catalogue*.
- Financial aid checks will not be issued to any student prior to the close of the drop/add period.

### **Grading and Grade Reports**

- Official grade reports are mailed out from the **Registrar's office** when grades for all courses in a given semester have been submitted. Grades are also entered on-line with the On-line Registrar. It is not the policy of the MAT office staff to provide answers to specific course grade inquiries from students. Information about grades must come from course instructors or from the Registrar's office.
- Generally, course instructors will turn in papers, projects, etc., to the MAT office where they are available for pickup during office hours. Students are encouraged to collect completed assignments at the beginning of each new semester in order to avoid having them purged.
- The MAT program uses plus and minuses in the grading process. Faculty members can set

their own grading scales and are strongly encouraged to include these on the course syllabus. Letter grades are given from A to C-. MAT students may make only one C in the program and then must repeat the course or will be dismissed from the program for academic deficiency.

For other information on grading in the MAT program, including procedures for appealing grades, please refer to the *MBC Academic Catalogue*.

### **Incompletes**

A temporary grade of "I" (incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete will be given upon the recommendation of the teaching team and with the approval of the Program Director and the Dean of the College. Negotiations for an "I" (incomplete) should be made well in advance of the final class meeting. Should you anticipate a need for this grade, it is important that the student contact the professor as soon as possible to discuss the appropriateness of this option. Time management issues are typically not reasons to award "I" (incomplete) grades.

### **When an incomplete is given in a course, all work must be completed by the end of the next**

**semester.** In unusual circumstances, such as prolonged illness, the Program Director and Dean of the College may extend the time. If the work is not completed within the time specified when the incomplete is granted, or within the authorized extended time period, a grade of F will be recorded.

### **Evaluation of Professional Qualities**

At the conclusion of each course in the MAT program, instructors evaluate the professional qualities, including oral and written language skills of students as satisfactory (1), improvement needed (2), or unsatisfactory (3). If a student's receive an unsatisfactory evaluation in any course in the area of professional qualities or oral and/or writing skills, the student and their academic advisor will be notified by the MAT office staff. Students are encouraged to seek assistance in improving any areas of deficit in written and oral communication skills early in their program.

### **Student Evaluations of MAT Courses**

The graduate faculty and teaching partners are committed to excellence in the MAT courses. One of the most valuable sources of assessment information is student feedback. At the conclusion of each course, students are given an opportunity to evaluate course effectiveness. These unsigned evaluations are sealed and turned in to the local MAT office by a student representative, then sent to the main MAT office in Staunton. The MAT Director reviews the evaluations and sends them on to the Adult and Graduate Office where they are copied and distributed to the MAT faculty, who meet with teaching partners and discuss their evaluations. Evaluation data should be used for course improvement. **All faculty members are to use the MAT course evaluation that is provided from the MAT Office in order to provide accurate data that can be analyzed for program approval. Faculty are welcome to use supplemental evaluations for specific course feedback in addition to the MAT course**

evaluation.

## Program Requirements

### MAT Program/Professional Development Institutes

The MAT program offers an exciting and innovative series of Professional Development Institutes (PDIs) each year. Institutes are currently scheduled in all regional sites. MAT students are *required to attend two institutes per academic year*. These institutes offer the very latest information on a variety of current topics in education and are presented by professionals with expertise in the area. Students seeking special education endorsements have specific PDIs as part of their licensure competencies and are responsible for meeting this state and program requirement. PDIs are not required during the final student teaching semester, assuming that all required PDIs have been completed to that point.

### Technology and Child Abuse Competencies

The State requires that all graduates are prepared to teach the required are competent in the Standards of Learning for Technology, as well as in recognizing and responding to suspected child abuse. MAT students must certify that they have met both the technology and child abuse competencies. (see Technology Checklist in next section). MAT students may satisfy these requirements through Professional Development Institutes, or they may take courses outside of Mary Baldwin, or pursue independent study. Once the competencies are attained, the completed technology checklist is turned in to the student's advisor and becomes part of her or his record. Likewise, documentation of child abuse study must be provided. Assurance of the required competencies is done on the Honor System. Additional information regarding the state standards for technology or the child abuse requirements can be found on the Virginia State Department of Education web page.

### Practicum Requirements

MAT students seeking the initial teaching license (or a new level of endorsement on a current license) must complete a minimum of **35 hours of practicum** each fall and spring semester they are enrolled, (*See information below on registering for practicum credit through ED 510*) prior to Student Teaching. Students spend this time working under the supervision of an experienced teacher and begin to apply the knowledge and skills gained in MAT courses in the context of today's classrooms. The practicum requirement also includes completion of a practicum journal, documenting the student's activities and reflection upon the classroom experiences.

The purpose of the practicum is to familiarize students with the culture of schools and the context of teaching and learning in today's classrooms. In addition, the practicum setting provides a "lab" environment in which students practice applying skills they are gaining in the MAT courses. Some courses include assignments that are to be done in the practicum setting.

All practicum placements are arranged by the Assistant Director of the MAT program. For currently enrolled MAT students, ***practicum request forms are completed each spring semester for the following academic year.*** New students will receive a practicum request

form at the initial orientation session when they are admitted to the program. . Every effort will be made to honor the specific requests for placements. Requests are passed on to schools systems where assignments are made. MAT students are to work directly with the Assistant Director for all practicum matters. Students who fail to meet the practicum application deadline cannot be guaranteed placement.

### **Who must complete the practicum requirement?**

All students who are seeking the initial teaching license (or a new level of endorsement on a current license) must complete a minimum of **35 hours of practicum each semester, for a minimum of 4 practica experiences.** Students will register for ED 510 for .5 credit hours per practicum experience. Student can register for up to 1 credit of ED 510 per semester.

#### **Students who are not required to fulfill the requirement for practicum or the practicum journal are as follows:**

1. Students who are licensed public school teachers in Virginia or another state, and who taught at least one year out of the past five in a public school classroom.
2. Students who are currently teaching and who hold a current Virginia teaching license.
3. Those who are classified with “Special Student” status. (See College Catalog)

***Students in these categories may be required to complete certain course assignments in the context of a classroom setting. Where applicable, these students may need to make their own arrangements to be guests in a classroom in order to complete course assignments.***

### **Student Teaching ED 609/610/614**

This is the capstone experience of teacher preparation and occurs during your last semester in the program. For twelve weeks, the student will be in an elementary or middle or high school classroom on a full-time basis. This experience is both rewarding and demanding. Students are supervised by both a representative of Mary Baldwin MAT program and the cooperating classroom teacher. On occasion students will be employed prior to completing their full certification requirements. In such cases, students complete their Student Teaching in “their own classrooms,” or on the job. All Student Teaching placement arrangements are made by the Coordinator of Field Placements for the Adult and Graduate Program out of the Staunton Office.

## COLLEGE RESOURCES

### **Martha Stackhouse Grafton Library**

The Library has an extensive and user friendly webpage with complete details regarding access to collections. Also, check for current operation hours.

A valid MBC ID must be presented to check out materials from the library.

A collection of education-related periodicals is housed in the Richmond Center and is available for MAT student use.

Handouts related to remote access of library materials are found in the Resources section of this Handbook. If you have suggestions for additions to the library collection, please provide this information to the MAT Director. We are happy to order new resources with library funds and encourage your suggestions.

### **Computer Information Services**

There are several computer labs on the main campus in Staunton for student use. In addition, computer facilities are also available in the Richmond and Roanoke Regional Centers. Contact the Regional Operations Coordinators in those locations for times when the labs are available for use.

### **Email Accounts**

All Mary Baldwin all instructors are assigned an e-mail address. It is very important that you get your MBC email account set up as soon as possible since most of the information you will need is disseminated via email. Contact the MAT Office in Staunton (887-7333 or toll free at 866-849-0676) to set up the account. All payroll information must be completed in order to get your email established. ***Please note: The MAT Office will only use the Mary Baldwin email address assigned to you for communication.***

### **Photocopying**

Copies for classroom use can be made at each of the Regional Centers. Please allow ample time for administrative assistants to assist with this. Be sure to comply with all copyright policies. MBC copyright policies are available from the Grafton Library and are also on the website. If you have extensive copying to be done, please consult with the MAT Office for best options. Please do not submit copy expenses from external sources without first communicating with the administrative assistants. Copying budgets are limited. You will be apprised of other options.

**The MAT Program prepares students to seek initial teacher licensures through the Commonwealth of Virginia in the following areas:**

- *Elementary PK-6*
- *Middle School 6-8*

- *Special Education K-12 (Special Education for the General Curriculum)*

NOTE: There is also an **add-on endorsement** in Gifted Education and/or Special Education for those holding a valid Virginia License.

### Virginia Licensure Regulations

Mary Baldwin College is a fully accredited institution and the MAT program has been approved by the Virginian Department of Education, Division of Teacher Education and Licensure to prepare teachers for today's schools. Mary Baldwin College *does not award* the license to graduates of this program. The license is issued by the State once verification has been received that students have successfully completed all requirements of this state approved program. Only "program completers" are eligible for initial collegiate professional licensures upon graduation from the MAT program. All aspects of the program must be satisfied to be a "program completer," including Student Teaching. We recognize that some students will be offered full employment as classroom teachers before they have completed the MAT program. In order to accommodate the student teaching requirement, MAT students may request to student-teach in their own classrooms, with the full complement of supervision of any other student in the program. Students who choose this option must register for the courses, including ED 611 and ED 613 in order to complete all degree credit hour requirements and have a complete transcript. Upon successful completion, the MAT office will send needed paperwork to apply for a *Collegiate Professional License*. This is a five-year, renewable license to teach in the public schools of Virginia and has reciprocity in most other states. Check the state where you wish to teach for current reciprocity. Students may complete all of their licensure requirements prior to the full degree requirements in the ***Licensure First through MAT*** program option.

**Other questions regarding certification to teach in Virginia, or for a review of your current transcript for information regarding specific endorsement areas, can be addressed by contacting**

Division of Teacher Education and Licensure  
Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23218-2120

## **MAT Program Requirements for Specific Licensure Options**

### Elementary :PK-6 licensure

- All MAT courses in traditional program 39 credits
- Passing Scores on PRAXIS I (PPST: 532)
- Passing Scores on PRAXIS II (ELEM test # 10014, passing score of 143)
- Student Teaching in PK-6
- The Virginia Reading Assessment (VRA)
- The Virginia Communications and Literacy Assessment

### Middle School: 6 – 8 licensure

- All MAT courses in traditional program 39 credits
- 21 college credits in one area of choice, from: math, science, social studies, or language arts
- Passing Scores on the appropriate PRAXIS II test. (Passing score of 164/Middle School English/Language Arts test #0049; 163/Middle School Mathematics test #0069; 162/Middle School Science test #0439; 160/Middle School Social Studies test #0089)
- Student Teaching in 6-8

### Teaching Exceptional Students: K-12

- **NOTE:** Students preparing to teach special education through the MAT program will be eligible for a state license to work with *high incidence* students (including but not limited to, Learning Disabilities, Mental Retardation, and Behavior Disorders). The endorsement area is "teaching special education in the general curriculum."
- Students wishing to pursue an *add-on endorsement in Gifted Education* will be required to have a 1 credit (ED 615) 45 clock-hour supervised practicum as part of the program requirements.
- There is currently no PRAXIS II exam requirement for licensure to teach Exceptional Students.
- The Virginia Reading Assessment (VRA)
- The Virginia Communications and Literacy Assessment
- There is currently no Praxis II required for Special Education in VA (9-18-07).
- The following courses: 42 credits
  - IN 601 or IN 605
  - IN 603 or IN 607
  - IN 609, IN 611, IN 620
  - ED 601, ED 603, ED 605, ED 622, ED 623, ED 624
  - ED 611 (Seminar), ED 613 (Reflective Synthesis),
  - ED 614 Student teaching for Exceptional Students

## Praxis Information

### VIRGINIA TEACHER PREPARATION PROGRAMS

**Note:** The Praxis I (Reading, Writing, and Mathematics) assessment continues to be required as the prescribed test for entry into a Virginia teacher preparation program.

## **PROFESSIONAL TEACHER'S ASSESSMENT REQUIREMENTS FOR VIRGINIA LICENSURE**

### **Introduction**

Applicants requesting initial teaching licensure are required to achieve passing scores on professional teacher's assessments prescribed by the Board of Education **unless** exemption on the basis of prior out-of-state teaching experience is applicable. Applicants seeking the

Technical Professional License or Pupil Personnel Services License are not required to complete the professional teacher's assessment. If an individual becomes employed by a **Virginia school division or nonpublic school** in a contractual teaching position, has met the endorsement (teaching area) requirements, and has not satisfied the professional teacher's assessments, a **three-year, nonrenewable** provisional license may be issued upon the request of the Virginia employing educational agency. [Please note that the time to complete testing requirements under a provisional license is subject to change as the licensure regulations are proposed to revise the period from three years to one year from the contractual date of employment.]

### **Assessments Required**

The prescribed tests for Virginia for initial licensure are as follows:

#### **ACADEMIC SKILLS ASSESSMENT**

Virginia Communication and Literacy Assessment-VCLA (effective January 1, 2006)

#### **CONTENT ASSESSMENT**

Praxis II in the appropriate endorsement area.

**VIRGINIA READING ASSESSMENT, if applicable.** This test is required for individuals seeking an endorsement as a reading specialist or individuals seeking initial licensure with endorsements in any of the following endorsements (teaching areas): Early/Primary preK-3, Elementary Education preK-6, Special Education-Emotional Disturbances, Special Education-Specific Learning Disabilities, Special Education-Mental Retardation, Special Education-Hearing Impairments, and Special Education-Visual Impairments.

#### **VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT (effective January 1, 2006)**

The Virginia Communication and Literacy Assessment became effective January 1, 2006, for initial licensure unless an individual meets the exemption criteria. Refer to the following Web site for more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration: [www.va.nesinc.com](http://www.va.nesinc.com).

**On March 22, 2006, the Board of Education approved cut scores for the Virginia Communication and Literacy Assessment (VCLA).** The cut scores for the VCLA are as follows:

Writing Sub Test: 235  
Reading Sub Test: 235  
**Composite Score: 470**

**The Virginia Reading Assessment** Beginning July 2004, all students seeking elementary or special education endorsements must take the Virginia Reading Assessment.

### **Technology Standards for Instructional Personnel/TSIP as Mandated by the Virginia Department of Education**

In 1999, the Virginia general Assembly amended Section 22.1-298 for the Code of Virginia as follows:

“On and after July 1, 2003, persons seeking initial licensure or license renewal as teachers must demonstrate proficiency in the use of educational technology for instruction.” This amendment requires instructional personnel to meet the technology standards as a condition of licensure.

Today’s teachers are expected to have a comfortable working knowledge of computer resources.

The Virginia State Department of Education has identified eight Educational Technology Standards for instructional personnel. As an institution of higher learning, Mary Baldwin college must verify on the license request form that each students has or has not completed these requirements.

The following checklist of technology standards must be met prior to graduation and request for licensure in the state of Virginia.

Students are responsible for successfully completing these requirements by: self-study, attending MAT Technology Institutes and/or technology courses at Community Colleges.

***As an instructor in the MAT program, you are encouraged to model appropriate technology skills as well as to include them in course assignments. The instructional technology standards that follow are now considered to be “minimal” in preparing teachers to use educational technology in today’s schools. Many will encounter classrooms that far surpass what has been required. You are strongly encourage to consider ways in which you can challenge their technology knowledge and skills in your course.***

### **Technology Standards Checklist for Instructional Personnel**

All MBC/ MAT students entering on or after July 1, 2003, must complete each of the following standards. Students will keep their own records using the honor system. Completion of each standard should be explained in one or two sentences on this form. Please turn in completed form to the MAT office.

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. Instructional personnel shall be able to demonstrate effective use of Date  
completed  
a computer system and utilize computer software.

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2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.

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3. Instructional personnel shall be able to apply computer productivity tools for professional use.

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4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

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5. Instructional personnel shall be able to identify, locate, evaluate, and use appropriate hardware and software to support Virginia's Standards of Learning and other instructional objectives.

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6. Instructional personnel shall be able to use educational technologies for data collection, information, management, problem solving, decision making, communication, and presentation within the

curriculum.

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7. Instructional personnel shall be able to plan and implement lessons and strategies that integrate technology to meet the diverse needs of learners in a variety of educational settings.

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8. Instructional personnel shall demonstrate knowledge of ethical and legal issues relating to the use of technology.

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**Using the Virginia Standards of Learning**

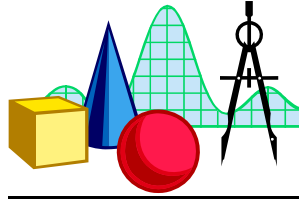
The MAT Program is standards-based, meaning that the curriculum is aligned with specific discipline standards and the Virginia Standards of Learning. Please be sure that your course syllabus reflects this in topics and student assignments.

The Virginia Standards of Learning (SOLs) have been adopted by the Commonwealth of Virginia Board of Education to provide “clear, rigorous, and measurable academic expectations” for student achievement in Math, Science, English, History, and Social Science, grades K-12. Courses in the MAT program address learning not only through inquiry methodology, but also as it relates to the current Virginia SOLs. Students should relate all instructional unit and lesson planning to appropriate SOLs for the classes they are teaching or intend to teach.

Copies of the SOLs may be accessed directly on the Internet at

<http://www.pen.k12.va.us/go/SOLS>

You may also obtain free copies by calling or writing the Commonwealth of Virginia Board of Education, P. O. Box 2120, Richmond, VA 23216-2120.



**NOTE:** Because you will have students in your class that are working on endorsements in elementary, middle school, or special education areas, it is important that you and your Teaching Partner attempt to balance the practical application examples appropriate to the needs of your students. When possible, include examples from all levels of instruction that students are seeking endorsement to teach.

***The information on the following pages has been included as a helpful resource for you in planning your courses. Students receive copies of this material in their student handbooks at orientation.***

## **More on Inquiry Learning**

### **The MAT program emphasizes inquiry approaches to teaching and learning.**

Inquiry is a “self-directed, rational strategy for making sense out of experience. It represents a way of thinking that required the systematic representation of information to find a supportable answer or solution to a question or problem” (Beyer, 1979, p. 39). When teaching through inquiry, teachers use techniques such as skillful questioning, discussions, and problem solving to encourage discovery or inquiry learning. The basic assumption is that student learning is more meaningful and more usable when students seek out and discover knowledge rather than just being receivers of knowledge. According to Beyer, the process of inquiry consists of five basic steps:

- Defining a problem or question
- Developing tentative answers, solutions, or plans-hypothesizing
- Testing hypotheses against relative data
- Drawing a conclusion about the accuracy of the hypotheses
- Applying the conclusion to new cases and generalizing across similar cases

### **Unit Planning**

Students can expect to have to prepare complete teaching units for a number of your MAT courses. For an experienced teacher, they have little problem with these assignments. If they are just beginning a career in education, this may be the first attempt at this type of instructional planning. A “teaching unit” is a series of multiple lessons around a single theme or topic. It can be taught over several days or several weeks. In some elementary schools, it is not uncommon for the entire school to focus on a central theme for the year. More often, teachers and grade-teams will plan instructional units that integrate skills and lessons from several discipline areas. These are referred to as “integrated instructional units,” or “thematic units.” Each unit is composed of appropriate lesson plans to achieve unit learning goals for the student. There is a great deal of information available on the Internet and in professional journals and texts on unit construction. Because the courses in the MAT program are not taught in any particular sequence, you may find that you and your Teaching Partner will need to give specific directions to students on how to design and plan a unit before the methods course has been completed. You will find helpful tips on unit planning later in this resource manual.

### Lesson Planning

Throughout the courses in the MAT program, students will be asked to write lesson plans. Lesson plans are the guides teachers use to organize the facts, concepts, skills, etc. they want to teach. A lesson plan may last for a single class period or be continued for several days. The written plan that a teacher uses to teach a lesson may take several different forms, some of which you and your Teaching Partner will introduce in your MAT course. There is no one perfect format for a good lesson plan, but there are essential components that must be included for effective instruction.

A lesson plan consists of the following basic elements. Again, the format one uses may vary but the same general principles apply.

A lesson plan should contain the following:

1. The objective, or learning outcome.
2. The subject matter content.
3. The procedure (teaching strategies, learning activities, etc.)
4. The materials the teacher and students will need to complete the lesson.
5. The method of assessment the teacher will use to see if the students have mastered the objective, and if the teaching strategies, learning activities helped them do so.

Each of these elements is discussed in greater detail in this section of the handbook. As you teach or prepare lesson plans, consider the following questions (adapted from Clark & Starr, 1986).

1. Are the objectives clear and concise?
2. Are the objectives attainable?
3. How would you assess to see if the objectives were met? Could test items be written that tell if the objectives were met?
4. Will the teaching strategies and learning activities lead to the

- attainment of the objectives?
5. Are the strategies and activities detailed enough so that you could follow the plans if you were a substitute teacher?
  6. Will the teaching strategies encourage learning by actively engaging students?
  7. Do the activities allow for individual differences in the students?
  8. Does the lesson plan list the materials and equipment you will need in order to be prepared to teach?
  9. If you were a student, would you enjoy this lesson? Would you learn from this lesson?
  10. How is this lesson related to previous and subsequent lessons?

The bibliography at the end of this section lists several texts that give detailed explanations on how to write lesson plans. Sample lesson plans are also included in these texts to guide you in choosing a lesson plan format.

#### I. The Objective

The first part of a lesson plan is usually the objective. This term may also be referred to as the specific instructional objective, the behavioral objective, the learning outcome, or the intended learning. An objective states the types of learning (i.e. knowledge, understanding, skills, etc.) students are expected to achieve when they have successfully completed the lesson(s). The objective may also indicate how students will demonstrate this achievement. Objectives range from general to specific. General objectives are broader and more goal-oriented than specific objectives. Units usually focus on general objectives supported by specific objectives in the lesson plans.

A name you will often hear associated with objectives is that of Benjamin S. Bloom. Bloom and his associates have classified learning objectives into three domains: The cognitive, the affective, and the psychomotor. In each of these domains, objectives may range from those calling for the simplest of learning to those addressing highly complex ideas or skills.

Objectives in the cognitive domain emphasize such learning as remembering and reproducing factual information, understanding concepts and ideas, developing and refining intellectual skills such as those required for putting information together in a new way (writing a poem) or evaluating something against a set of criteria or standards. The classifications in the cognitive domain are:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Good teachers ensure that all domains of the taxonomy are appropriately used in planning, regardless of the subject of class or the grade level of the students. Research indicates that instructional plans most often focus on the cognitive domain since it includes objectives that emphasize intellectual outcomes around which school curricula are built (e.g. subject matter

understanding, critical thinking skills, problem solving ability). A more detailed explanation of the cognitive domain is included at the end of this section on planning.

The affective domain includes those objectives that emphasize feeling and emotion, such as interests, attitudes, and appreciation. The classifications in the affective domain are:

1. Reading
2. Responding
3. Valuing
4. Organization
5. Characterization by a Value or Value Complex

The psychomotor domain involves motor skills that involve the intelligent use of motor functions, such as handwriting, typing, and swimming. Bloom and his associates did not complete the classifications in the psychomotor domain. However, others have done so, including Elizabeth Jane Simpson who based her classifications on the principle of complexity and difficulty. The classifications in the psychomotor domain are:

- Perception
- Set
- Guided Response
- Mechanism
- Complex Overt Response
- Adaptation

For a more detailed treatment of the affective and psychomotor domains, see works by Krathwohl and Simpson referenced at the end of this section.

## II. Subject Matter

The subject matter or content of instruction is generally determined through a convergence of the following sources: the discipline(s) to be studied (e.g. social studies--history, geography, economics, etc; mathematics--inductive and deductive reasoning, quantitative concepts, theorems, proofs, etc; language arts--literature, writing) and the methods of inquiry used in the discipline; the standards of the national professional organizations of the disciplines; the teacher's knowledge of subject matter and judgement about what learning are developmentally and experientially appropriate for a given group of students; the school division's curriculum guideline. These factors inform the organization, sequencing, depth, and duration of subject matter treatment. They also will inform the teacher's decisions about which materials to use and how to use them.

## III & IV. Teaching Strategies and Learning Activities and Materials

Once you have determined and written your objectives, it is time to decide upon the teaching strategies and learning activities you will use. When planning the learning activities, you should be guided by several considerations.

First, there are many methods or teaching techniques one may use to teach the stated objectives. The learning outcome or objective should inform the decision about teaching strategies. If, for example, the objective of the lesson is to have students commit some

information to memory and be able to recall it exactly, then the teaching strategies would engage students in learning/using memory devices (e.g. mnemonics), drill and practice. If, however, the lesson objective is for students to develop and refine their inferential comprehension skills then

the teaching strategies would help students learn to interpret and make sense of text, analyze text for imbedded meaning, translate and interpret text. These activities would look very different from those used in the memorizing lesson.

**Beyer’s Taxonomy of Inquiry and Strategy for Inquiry Teaching** are included at the end of this section of the handbook. This model of inquiry very much reflects the rubric for systematic investigation used in the natural sciences. It is adaptive to other fields as well.

Second, one must consider the different learning styles of the students when writing objectives and planning learning activities. Learning Style refers to the consist pattern of behavior and performance by which an individual approaches educational experiences. Learning is an individual matter. Students differ in their ability and their learning styles. Understanding these individual differences helps the teacher plan objectives and activities that make learning more accessible to all students, especially those having difficulty learning.

## **V. Assessment**

Evaluation or assessment is a central element of lesson and unit planning. Evaluation should address these purposes: 1) it should give the teacher the feedback she/he needs in order to know what students have learned from the lesson and to decide what to do next; 2) it should assist the teacher in diagnosing students’ needs and deficiencies; 3) it should provide information regarding the utility of the instructional activities/strategies in achieving the objectives or learning outcomes. In the “Articles” section of the handbook you will find some current perspectives on the role of assessment in instructional planning and student achievement.

### **THE TAXONOMY OF COGNITIVE DOMAINS Benjamin Bloom**

#### **CONDENSED VERSION**

It is important to consider that Bloom’s Taxonomy of Educational Objectives is a true taxonomy and not a hierarchy. Taxonomies “classify” information whereas hierarchies “rank” information. This is an important concept for teachers to consider when planning educational objectives for classroom instruction and student learning. Good teachers can incorporate good learning objectives from all domains of the taxonomy. Different “types” of information and the way in which information is to be used determines the type of objective, or the domain of learning needed in the lesson. Be careful to use all areas of the taxonomy in your planning to ensure challenging and appropriate learning for each student. All six domains of the taxonomy are appropriate to the youngest and oldest student, as well as to any subject taught in the classroom. When developing your plans, check to see what it is you want the student to actually do with the information, then using the taxonomy, be careful to include all domains of learning. True inquiry teaching incorporates all areas of Bloom’s Taxonomy of Educational Objectives.

## **Cognitive Domain**

### **KNOWLEDGE**

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material.

Although some alteration of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most of the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation requires the organization and reorganization of the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

### **COMPREHENSION**

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

### **APPLICATION**

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied.

\*Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.

\*The ability to predict the probable effect of a change in a factor on a biological situation previously at equilibrium.

### **ANALYSIS**

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

### **SYNTHESIS**

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

## EVALUATION

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

Examples of General Instructional Objectives and Behavioral Terms for the Cognitive domain of the Taxonomy

### **TERM**

1. KNOWLEDGE Know common terms, defines, describes, identifies, labels
2. COMPREHENSION Knows specific facts, lists, matches, names, outlines,
3. APPLICATION Knows methods and procedures, reproduces, selects, state
4. ANALYSIS Knows basic concepts
5. SYNTHESIS Knows principles
6. EVALUATION Knows how to compare, contrast, make judgments

## **CLASSROOM MANAGEMENT AND ORGANIZATION**

There are no simple solutions to organizing and managing a classroom that is conducive to learning. To be successful, a teacher must maintain discipline in classes characterized by diversity, and at the same time, provide the best possible learning environment for every child. Today's classrooms are usually comprised of heterogeneous groups of students who exhibit an array of learning styles, ability levels, talents, attitudes, behavioral patterns, and language skills. The students come from a variety of home environments, and they bring to school diverse ethnic backgrounds and coping styles.

The bibliography at the end of this section contains many resources on classroom management and organization. Some well known authors in this field include Canter, Glasser, Wong, and Curwin. Reading and utilizing the materials available should enable you to pick and choose management techniques that match your personality, expectations, and teaching style, as well as the developmental needs and capabilities of the students in your classroom. The experienced teachers you work with in practicum and Applications provide dynamic models of effectiveness in this area.

Although there are no magic answers to effective classroom management, there are some common characteristics that effective teachers exhibit.

### **Clearly Defined Classroom Procedures and Routines**

Effective teachers develop specific rules and procedures to help eliminate wasted time. A routine for taking roll, collecting lunch money, and other administrative duties is established. Signals such as ringing a bell or flashing the lights are used to let students know when it is time to begin, end, clean-up, etc. A professional tone is established and the classroom is free from the stress of screaming and yelling.

### **Teaching Students Classroom Rules and Procedures**

Effective teachers spend a good deal of time the first weeks of the school year introducing and teaching students rules and procedures as well as the implementation of consequences for breaking classroom rules. Many teachers engage the students in setting the rules and consequences so that right from the beginning students share ownership of classroom management. Each day, for the first few weeks, these teachers review daily schedules, rules, consequences, recess breaks, etc. Effective teachers know that students cannot be expected to learn all of the rules and procedures of the classroom in one day. Just as every lesson is taught and reviewed, behavior must be taught, modified, monitored, modeled, and re-taught throughout the year.

### **Monitor Student Behavior**

Effective teachers are aware of who is listening, understanding, participating, or misbehaving. Using proximity control and being an active participant in the teaching/learning process (as opposed to teaching from behind a desk all day) will create a caring, safe, and well-managed atmosphere. Effective teachers have developed the complex skill of simultaneously seeing and hearing multiple events.

### **Handle Inappropriate Behavior Promptly and Consistently**

Effective teachers consistently monitor inappropriate behavior and correct it when it first occurs. They then handle the misbehavior calmly, quickly, and without disrupting the flow of the lesson or class.

Some ways of dealing with inappropriate behavior include giving students a verbal warning, reminding the student of the correct rule or procedure and asking them to repeat it, telling the student to stop the rule violation, and enforcing the consequence for breaking the rule if the previous reminders do not stop the inappropriate behavior. An effective teacher has the consequences for breaking the rules in place and discusses the consequences with the students when reviewing the classroom rules throughout the first weeks of school.

### **Some Principles for Consequence Implementation (Curwin & Mendler)**

1. Always implement a consequence: be consistent
2. Simply state the rule and consequence
3. Be as physically close to the student as possible while you implement a consequence: use the power of proximity
4. Make direct eye contact when you deliver a consequence
5. Use a soft voice
6. Catch a student being good
7. Don't embarrass the student in front of his peers
8. Be firm and anger free when giving your consequences
9. Do not accept excuses, bargaining, or whining

### **Plan Ahead/Be Organized**

Effective teachers have a clear idea of what is to be taught and how it is to be taught. Lessons are coherently planned and organized before the class begins. Materials necessary for the lesson are out and ready.

## Management and Organizational Tips from MAT Teaching Partners

1. Organize worksheets and teaching materials into folders for each day of the week. This will help you have everything you need for the day ready and organized.
2. Write your classroom rules or “promises” and include your students in the development of these promises. Discuss each promise and have the student sign their names to the promises signifying their understanding of the classroom expectations. Display the promises in the classroom and review them regularly.
3. Keep classroom rules simple and concise. More than three to five rules will be cumbersome. Establish consequences for breaking the rules and make sure the students understand these consequences.
4. Have classroom helpers who change daily or weekly.
5. Send a weekly newsletter home highlighting the activities, skills, etc. for the week (a sample newsletter is included at the end of this section).
6. Send a monthly calendar home specifically for school-related meetings, activities, upcoming units, children’s birthdays, special classroom activities, etc. This keeps parents informed and involved in their child’s education.
7. Send weekly “work folders” home with the students containing papers for that week, teacher comments, things to do at home, etc. Work folders should be returned to school the following day with the parents’ signature and comments. This is an excellent communication tool as well as an effective method of getting necessary papers home.
8. Establish some means of monitoring bathroom privileges, such as a chart or pass. This will keep you from being interrupted unnecessarily.
9. Avoid sarcasm. Treat your students with dignity and respect.
10. Find a peer with whom to share ideas, problems, and use as a means of support.
11. Keep a notebook with you as you begin to work in classrooms in your practicum experiences. Observe what types of managerial and organizational techniques teachers are using. Write down

ideas that appeal to you for units, learning centers, bulletin boards, art activities, or teaching strategies. Carry this notebook with you whenever you are visiting a classroom. Having one particular notebook designated for ideas and strategies gathered from classroom observations will help you keep up with this valuable information.

12. Always be consistent in the way in which you manage your classroom. Establish a routine and stick to it as much as possible.

### **Characteristics of Students Who Require Much Structure**

1. They have a short attention span, cannot sit still for the period--in constant movement.
2. They have no inner control as individuals, do not know how to function in group situations (many physical and verbal fights).
3. They (usually boys) are physical with each other and try the rules often.
4. They ask for direction often. (They do not rely on themselves or want to think.)
5. They are literal and unable to make inferences or interpretations.
6. They lack self-confidence, generally have a poor self-image.
7. They have difficulty organizing themselves and their materials.
8. They do not reveal anything of themselves or express personal opinions--everything is very objective. They are afraid to get emotionally involved with a story or film.
9. They have a wide range of abilities.
10. They see things in black and white with no gray in between.
11. They want to know the basic information or process and are not interested in the sidelights.
12. They are incapable of handling general questions or thinking through a problem; they guess and let it go at that.
13. They do not assume responsibility for their own actions.
14. They work only because the teacher tells them to work and look to peers for approval.

15. They are laconic; they give brief answers with little elaboration.

### **EVEN MORE ON INQUIRY TEACHING**

“The concept of inquiry is rather difficult to define in non-operational terms--that is, without giving precise examples of teacher strategies and the concomitant student behavior. . . Inquiry processes require a high degree of interaction among the learner, the teacher, the materials, the content, and the environment. Perhaps the most crucial aspect of inquiry is that, as it is defined in the dictionary, both student and teacher become persistent askers, seekers, interrogators, questioners, and those who ponder, and ultimately pose the question that every Nobel Prize winner has asked: I wonder what would happen if. . . ?

“What is important is that *you* as the classroom teacher set the stage for the process of inquiry to take place. In short, you make the difference. . . You are the one who systematically will teach your students how to ask questions.

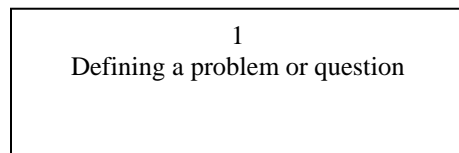
“Questioning plays a crucial role in both the teaching and learning acts associated with the inquiry mode of learning. Questions lead to investigations that attempt to solve a well-defined aspect of the question. Such investigations are common to all areas of human endeavor.

The investigative processes of inquiry involve the student not only in questioning but also in formulating the question, in limiting it, in deciding on the best methods to use, and then in conducting the study.

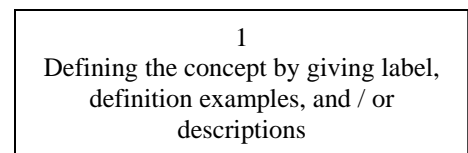
“. . . inquiry is an old technique. The distinguished trio of ancient Western culture--Socrates, Aristotle, and Plato--were all masters of inquiry processes. One can argue that the processes they used have since affected the way most people in our Western and technological civilization think. That heritage has given us a mode of teaching in which students are vitally involved in the learning and creating processes. It is through inquiry that new knowledge is discovered. It is by becoming involved in the process that students become historians, scientists, economists, artists, businesspersons, poets, writers, or researchers--even if only for an hour or two in *your* class.”<sup>1</sup>

### **A MODEL FOR INQUIRY PLANNING**

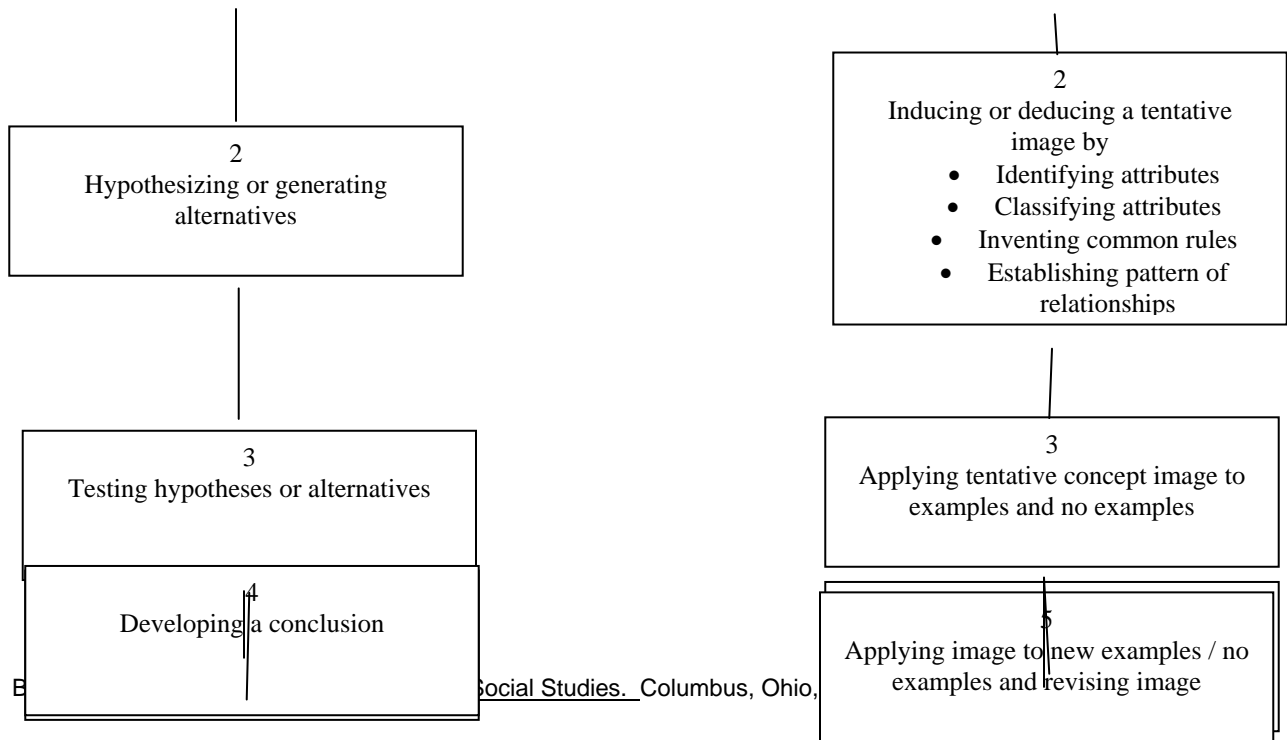
*Basic Steps in a  
Strategy of Inquiry Teaching*



*Basics Steps in  
Teaching a Concept*

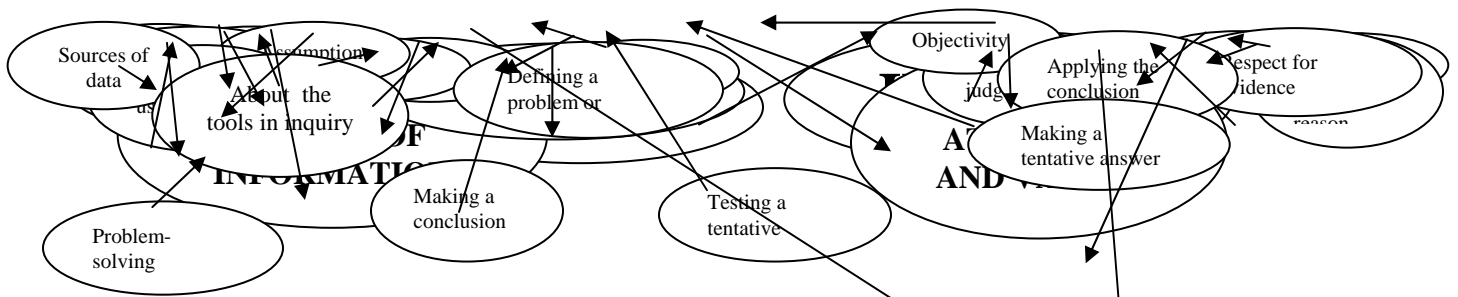


<sup>1</sup> Orlich, D., Harder, R., Callahan, R., Kauchak, D., Gibson, H. (1994). Teaching strategies: A guide to better instruction. Lexington, MA: D. C. Heath, pp. 268-269

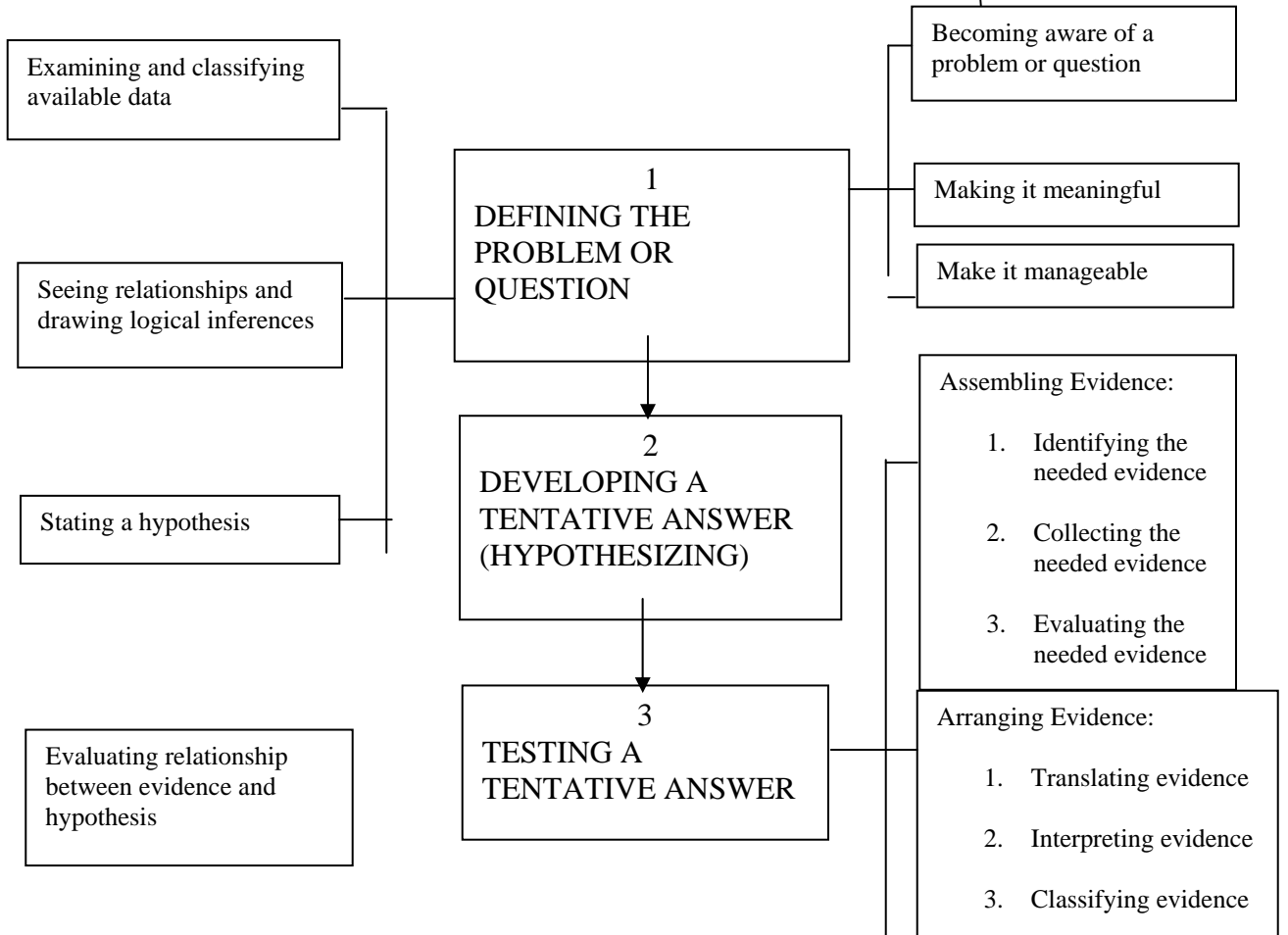


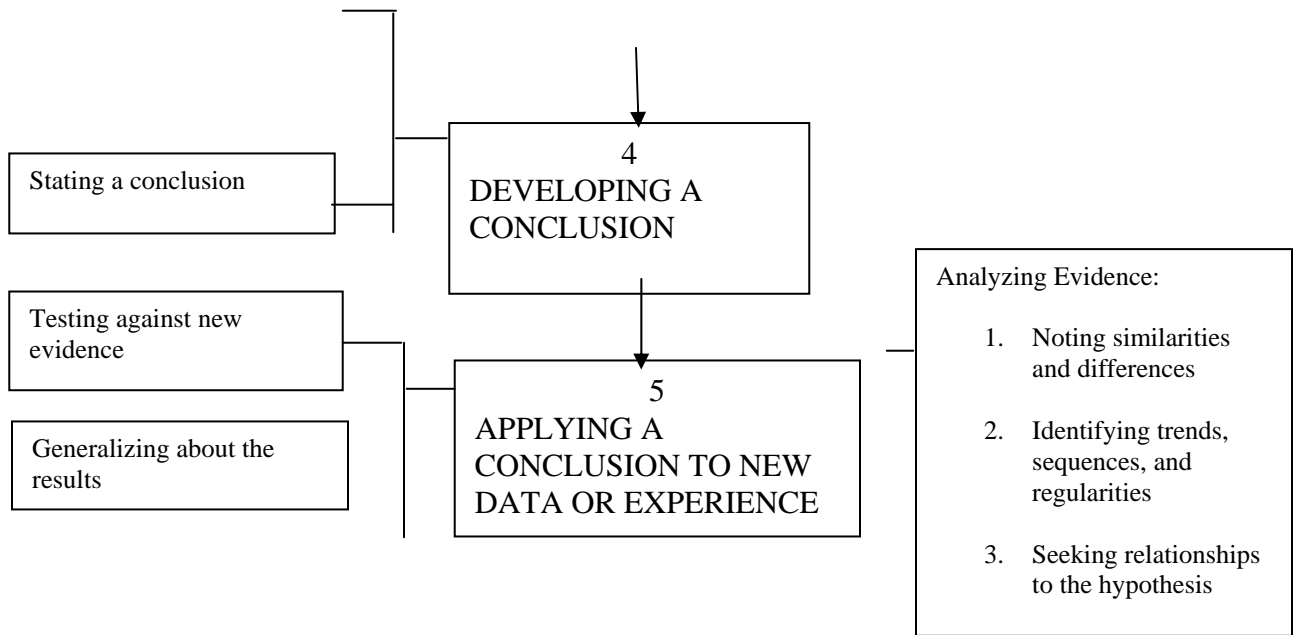
A CONCEPT MAP OF INQUIRY

Tolerance  
of . . . .



**A STRATEGY FOR INQUIRY TEACHING**





**Beyer, Barry (1979). Teaching Thinking in Social Studies. Columbus, Ohio; Charles Merrill.**

**APPENDIX**





# MAT Course Evaluation

Course number \_\_\_\_\_

Course Title as it appears in the College Catalog:

\_\_\_\_\_

**Professor** \_\_\_\_\_

**Teaching Partner (if applicable)** \_\_\_\_\_

**Location of course** \_\_\_\_\_

Please use the following rating scale in evaluating the effectiveness of this course.

**5** – strongly agree **4** – agree **3** -- undecided **2** – disagree **1** – strong disagree **NA** - not applicable

Course Content

- \_\_\_\_\_ Content was organized and clearly presented.
- \_\_\_\_\_ Course objectives were clearly stated.
- \_\_\_\_\_ This course challenged me to continue to use inquiry in both personal study and instructional planning.
- \_\_\_\_\_ Class activities and assignments were relevant to the course objectives.
- \_\_\_\_\_ The textbooks were useful resources for the course.

\_\_\_\_\_ The information will be useful to me as an educator.

#### Course Instruction

\_\_\_\_\_ The instructor(s) was (were) well prepared for class.

\_\_\_\_\_ The instructor(s) was (were) professional and enthusiastic about the subject.

\_\_\_\_\_ Presentation of information was clear and meaningful.

\_\_\_\_\_ The instructor(s) used effective inquiry-based teaching techniques.

\_\_\_\_\_ Guest speakers added useful information about the topics in the course.

\_\_\_\_\_ The teaching partner enriched the quality of instruction.

#### **Course Assignments and Activities:**

\_\_\_\_\_ Readings and reflections helped me to link the research and theory to my own experiences and classroom discussions.

\_\_\_\_\_ Class activities provided me with resources for my current and future role as an educator.  
t

\_\_\_\_\_ The collaborative approach to the course encouraged open conversation and sharing.

\_\_\_\_\_ Class field trips were useful and relevant.

\_\_\_\_\_ Course activities helped me to improve my writing skills.

\_\_\_\_\_ Course activities helped me to improve my oral presentation skills.

\_\_\_\_\_ Course activities helped me to strengthen my skills at synthesizing complex information.

**General Comments:**

Strengths of the course:

Areas needing improvement:

## MAT COURSE ROTATION SCHEDULE

<b>Semester</b>	<b>Staunton</b>	<b>Charlottesville</b>	<b>Richmond</b>	<b>Roanoke</b>
<b>FALL</b>	IN 607 (Hum) IN 611 (M&P) IN 603 (So Sc) IN 625 Adv Inqu Dev Lrn (e) IN 628 Pub Pol (o) ED 601 (Dev/Div) ED 624 (Diff) <b><u>ED 611/ ED 613</u></b>	IN 605 (Sci) ED 603 (Assess) ED 622 (Charac) ED 611/ ED 613	IN 601 (Math) IN 611 (M&P) IN 626 Env-Bsd Lrng (o) IN 629 Ldrsh/Edu (e) ED 605 (LA) ED 611/ ED 613 ED 624 (Diff)	IN 601 (Math) IN 609 (Arts) ED 601 (Dev/Div) ED 605 (LA) <b><u>ED 611/ ED 613</u></b>
<b>SPRING</b>	IN 605 (Sci) IN 627 Cont Lrng Theo (o) IN 630 Mth Prf Inqu (e) ED 605 (LA) ED 607 (TTI) ED 634 (Clsr/Beh Mgt) ED 611/ ED 613 ED631 Tech Adv Lrng (e)	<b><u>IN 601(Math)</u></b> IN 607 (Hum) IN 609 (Arts) IN 611 (M&P) IN 620 (Law) ED 601 (Dev/Div) ED 611/ ED 613	IN 603( SoSc) IN 605 (Sci) IN 625 Adv Inqu Div Lrn (e) <b><u>IN 628 Pub Pol (e)</u></b> IN 630 Mth Prof Inq (o) ED 603 (Assess) ED 607 (TTI) ED 611/ ED 613 ED 631 Tch Adv Lrng (o)	IN 603( SoSc) IN 605 (Sci) ED 607 (TTI) ED 603 (Assess) ED 624 (Diff) <b><u>ED 611/ ED 613</u></b>
<b>SUMMER</b>	IN 601 (Math) IN 609 (Arts) IN 620 (Law) IN 626 Env-Bsd Lrng (e) IN 629 Leader/Edu (e) ED 603 (Assess) ED 622 (Charac) ED 623 (Gifted)	IN 603 (SoSc) ED 605 (LA) ED 607 (TTI) ED 623 (Gifted) ED 624 (Diff)	IN 607 (Hum) IN 609 (Arts) IN 620 (Law) ED 601 (Dev/Div) ED 622 (Charac) ED 623 (Gifted) IN 627 Cont Lrng Theo (e)	IN 607 (Hum) IN 611 (M&P) IN 620 (Law) ED 622 (Charac) ED 623 (Gifted)

PLEASE NOTE : Student teaching and Practicum courses are offered in all locations each of the academic semesters.

They are not offered during the summer sessions. Also, TRACK II courses are currently offered in Staunton and Richmond Regions only. They will be introduced in Charlottesville and Roanoke at a later date. This course rotation is subject to change. From time to time it becomes necessary to re-schedule courses on this list. Always consult with your advisor and the MAT Webpage for the most current course information.

