Continuing Education

Web Site: http://www.odu.edu/cepd (http://www.odu.edu/cepd/)

Renee R. Felts, Division of Digital Learning

The Continuing Education unit is focused on delivering practical, applied knowledge through its non-credit and credit-bearing courses, certificates and certification preparatory classes. Staff interact with each of the academic colleges to utilize the existing courses in an interdisciplinary fashion, frequently at the request of the military, businesses and various industry sectors.

Mission

To meet the evolving needs of our local, regional and global community via online and face-to-face offerings. We help students, professionals and lifelong learners move ahead and stay ahead.

Vision

Continuing Education will seek to add value to University programs by engaging with students, faculty, and alumni to help achieve their personal and professional goals.

Bachelor of Science in Interdisciplinary Studies with a Major in Leadership

Continuing Education coordinates with the College of Arts and Letters to offer a Bachelor of Science in Interdisciplinary Studies with a major in Leadership. For detailed information on the degree program, please refer to the College of Arts and Letters Interdisciplinary Studies (http://catalog.odu.edu/undergraduate/collegeofartsletters/interdisciplinarystudies/) section of this Catalog.

Prior Learning Assessment

The Prior Learning Assessment unit offers students the opportunity to have their prior learning assessed and applied for academic credit. Visit www.odu.edu/priorlearning (https://www.odu.edu/academics/academic-records/evaluation-of-credit/prior-learning/) for more information.

Center for Professional Development

The primary mission of the Center for Professional Development (CPD) is to develop interdisciplinary certificate programs targeted for specific groups of professionals. The CPD will work across the ODU campus, including all academic colleges as well as ODUGlobal, in developing new multidisciplinary certificates. An undergraduate certificate program in Professional Leadership is administered by the Center and the Continuing Education unit.

Please refer to the course listings in this Catalog for Center for Professional Development (CPD) courses.

Programs

Certificate Programs

- Digital Forensics Certificate (http://catalog.odu.edu/undergraduate/continuing-education/digital-forensics-certificate/)
- Professional Leadership Certificate (http://catalog.odu.edu/undergraduate/continuing-education/professional-leadership-certificate/)

Non-Credit Continuing Education Programs

Hospitality Management Programs

XHSP 3000- Hospitality Management Certificate- The Hospitality Management Certificate is broken down into 3 Courses that each contain 4 Modules and last 4 weeks. The courses include Sales & Marketing, Hotel Operations, and Personnel & Financial Management. The content includes an explanation of both the management and operational functions of lodging operations, an overview of the history and challenges of the lodging industry, identifies traits and behaviors of successful lodging leaders, gives a strong base for revenue management, labor and operational budgeting, safety and security, and an exploration of the future of the industry.

Health Science Programs

XCMA 2000- Certified Medical Assistant- Our program includes three in-demand healthcare certifications: Clinical Medical Assistant, EKG Technician and Phlebotomy Technician. The program combines convenient online course with in-person clinical experience supervised by health professionals. In as little as five months, students are be prepared to sit for nationally recognized exams through the National Health Career Association.

Business/Executive Development Programs

Executive Certificate in Financial Planning

XEDC 1851 - FP1: Introduction to Financial Planning and Risk Management- Part One: Introduction to Financial Planning The first two sessions introduce financial planning. Instruction centers on the financial planning process and including gathering data from clients, analyzing data to determine needs, and compiling and presenting recommendations in a clear and concise manner. Part Two: Risk Management - Individual Insurance & Employee Benefits The remainder of this course focuses on risk management including life, health, disability, property, casualty, and liability. Since most risk can be transferred through insurance, the nature of insurance programs and policies, as well as specific coverage offered by various programs, will be covered along with the financial rating and operation of insurance companies.

XEDC 1852 - FP2: Income Management and Tax Planning- In this introduction to financial taxation concepts, emphasis will be placed on individual tax returns, property transactions, gifts and inheritances, and choice of business entity. The passive loss rules will be discussed, as well as like-kind exchanges, involuntary conversions, and tax consequences of personal home sales. Also covered will be basic rules for moving deductions, hobby losses, depreciation (MMACRS), and choice of accounting methods. Tax planning and other potentials tips to clients will be interspersed throughout the course.

XEDC 1853 - FP3: Investment Alternatives- Wealth Accumulation and/or Income Production Providing a survey of financial investment analysis, emphasis is placed on understanding the valuation process for alternative investment vehicles and the economic factors which affect their risk. Topics include the mechanics of present and future value analysis, real estate valuation, stocks, bonds, real estate, options, and futures. All of these are discussed within the context of developing portfolio strategies, which are consistent with the objectives of individual clients and their willingness and ability to undertake risk.

XEDC 1854 - FP4: Estate Planning- The primary objective of estate planning is to assist people in planning for the management of their assets and the passing of those assets to their intended beneficiaries in the most efficient and least costly manner. This course gives the foundations of estate planning, from basic concepts of joint ownership of property to complex planning with wills and trusts, including probate avoidance, federal estate and gift taxation, marital and charitable deduction planning, medical directives, and planning for second marriages. Students will be better equipped to counsel clients and understand the necessary estate planning documents.

XEDC 1855 - FP5: Retirement Plan and Employee Benefits- This course will cover specific provisions of qualified retirement plans including profit sharing, defined benefits, 401k plans, IRAs, and SEPs. Other employee benefit topics include Social Security, non-qualified deferred compensation, and income tax impact of employee benefits and retirement plans on both the employer and employee.

XEDC 1856 - FP6: Capstone Case Course- *Case Study Required, Prerequisites are modules 1-5-* The focus in the final course is on integrating information provided in the previous courses and beginning to apply what has been learned to practical situations through the use of case studies and other methods. This course culminates with each student completing

a comprehensive financial plan for a client, the practicum required for successful completion of the program.

SHRM Learning System

XEDC 1165- SHRM Learning System- The SHRM Learning System for SHRM-CP and SHRM-SCP includes five modules covering the comprehensive SHRM Body of Competency and Knowledge™ (SHRM BoCK™) so you'll learn everything you need for the SHRM-CP or SHRM-SCP exam. Study with learning modules that provide an in-depth exploration of the knowledge domains and behavioral competencies tested on the SHRM exams. SHRM Certified Professional (SHRM-CP™) and SHRM Senior Certified Professional (SHRM-SCP™) are the new standard for all HR professionals around the globe, as it is among the first HR certification that is focused on the practical, real-life information HR professionals need to excel in their careers today, including behavioral competencies, knowledge and skills.

XEDC 1164- SHRM Essentials- The perfect course for managers who need to know basic HR concepts BEFORE disciplinary action is required and HR has to get involved. This program provides a broad overview of the human resource function. Key topic areas include: Essentials of HR Management, Employment Law, Effective Recruitment, Basics of Compensation, and Orienting and Training your employees.

Paralegal Certificate Program

XLGL 3010- Paralegal Certificate Program- This face-to-face offering is taught by an esteemed faculty of judges and attorneys. Students learn legal processes, court structure, interviewing, investigation, document preparation, file maintenance, correspondence, research, writing and analysis, as well as substantive topics of law, such as Tort Law, Contract Law and Civil Procedures. Students will be trained in online legal research with individual subscriptions to LexisNexis and Westlaw.

XLGL 3020- Paralegal Certificate Program, Self-Paced- The self-paced version of our Paralegal Certificate program is designed for students to study when convenient for them and can be done completely online. Students will be assigned their own attorney/judge liaison and learn legal processes, court structure, interviewing, investigation, document preparation, file maintenance, correspondence, research, writing and analysis, as well as substantive topics of law, such as Tort Law, Contract Law and Civil Procedures. Students will be trained in online legal research with individual subscriptions to LexisNexis and Westlaw.

Lean Six Sigma Certificates

XLSS 5010- Lean Six Sigma Green Belt Certification- This program focuses on managing quality projects utilizing the fundamentals of Lean and Six Sigma methodologies. Lean topics include the concepts of the elimination of waste and reduction of cycle time in organizational processes. Six Sigma principles consist of problem solving techniques, data collection and analysis, reduction of process variation, process capability and control, and continual improvement.

XLSS 5040- Lean Six Sigma Black Belt Certification- Build upon the process improvement skills acquired during the Green Belt certification with our industry-leading Lean Six Sigma Black Belt certification. In just seven sessions over the course of two to three months, you'll master the tools to mentor Green Belts and other team members using real-world process improvement methods. Black belts leverage the tools and concepts in their lean six sigma "toolbox" to successfully lead projects that deliver meaningful results to the organization.

Digital Career Programs

Cybersecurity Professional Bootcamp

XCYS 1010- Introduction to Cybersecurity- This course covers the basics of cyber technology, such as the most common operating systems in the field, computer networking communication, virtualization, and cloud environments. The course introduces students to the "Cyber Attack Cycle" and focuses on practical, hands-on exercises to develop the skills to run basic commands and computer communication protocols. At the end of the course, students complete an Admissions Exit Evaluation. Students who pass the exam and receive a positive evaluation from instructors will be eligible to continue to the full Cybersecurity Bootcamp.

XCYS 2010- Cybersecurity Professional Bootcamp, Extended Class- Students gain hands-on experience through cyber labs, which offer a full immersion in simulation environments and provide preparation for real-world scenarios. This intensive program is supported by constantly updating curriculum that remains relevant to industry developments and the evolving cybersecurity landscape. Topics covered include: Microsoft Security, Computer Networking, Cloud Security, Linux Security, Network Security, Cyber Infrastructure & Technology, Introduction to Python for Security, Offensive Security: Ethical Hacking, Digital Forensics & Incident Response, and Game Theory in Cybersecurity. Classes are taught by experienced professionals who contribute valuable insight on information security and cybersecurity and prepare students to pass top industry certifications.

XCYS 2101- Cybersecurity Flex Bootcamp- The Cybersecurity Flex Bootcamp is an accelerated training program designed to successfully prepare people with little or no background in IT for entry-level jobs in cybersecurity – one of the most in-demand technology fields. The Bootcamp was developed under the principle of "everything you need to know but only what you need to know."

The accelerated learning methodology focuses on teaching the specific skills required for success. This is accomplished with:

- Practical and theoretical knowledge delivered through demos, real-world examples, videos, infographics, quizzes, and games
- Technical skills, frameworks, and tools taught through hands-on exercises in a safe virtual environment
- Essential soft-skills training – from teamwork to interview prep – embedded throughout the program

Digital Marketing Bootcamp

XDGM 2020- Digital Marketing Bootcamp- The Digital Marketing Bootcamp is a part-time Career Bootcamp that teaches the essential skills necessary to launch a digital marketing career. Learners will start with the fundamentals and progress through a variety of strategies and topics to solve complex marketing challenges within the evolving tech space.

Software Development Bootcamp

XSWD 2010- Software Development Bootcamp- 24 Week Part-Time- Over the course of 24 weeks, you will learn how to build, test, and deploy software applications using JavaScript on the client- (front-end) and server-side (back-end) of an application. Starting with fundamentals, you will quickly move into more complex programming concepts that are solidified through challenges, such as: pair programming, weekly projects, lab exercises, and code reviews. The projects that you create throughout the program will be used to build your portfolio, which will serve as a showcase of your work and be a valuable asset in your post-bootcamp job hunt. You will also receive time with a professional career mentor through one-on-one coaching sessions and bi-weekly workshops. In the final four weeks, you will work with a client and your classmates on a team to develop a real product. This is what we call your "capstone project". At the end of the program, you will demonstrate your capstone project to an audience of hiring partners and tech community members at our Demo Day. This bootcamp part-time bootcamp is typically held during the weekday evenings and weekends.

XSWD 2020- Software Development Bootcamp- 12 Week Intensive- Over the course of 12 weeks, you will learn how to build, test, and deploy software applications using JavaScript on the client- (front-end) and server-side (back-end) of an application. Starting with fundamentals, you will quickly move into more complex programming concepts that are solidified through challenges, such as: pair programming, weekly projects, lab exercises, and code reviews. The projects that you create throughout the program will be used to build your portfolio, which will serve as a showcase of your work and be a valuable asset in your post-bootcamp job hunt. You will also receive time with a professional career mentor through one-on-one coaching sessions and bi-weekly workshops. In the final four weeks, you will work with a client and your classmates on a team to develop a real product. This is what we call your "capstone project." At the end of

the program, you will demonstrate your capstone project to an audience of hiring partners and tech community members at our Demo Day. This intensive bootcamp is typically held each weekday, all day.

Data Analytics Bootcamp

XDAB 2010- Data Science and Analytics Bootcamp, Extended Class- The Data Analytics Bootcamp is a part-time, flex, mentor-led, Career Bootcamp that covers a variety of tools used to drive and guide complex, big data-oriented decisions. Learners will become experts in analysis, cleaning, mining, synthesis, and decision-making in order to influence key decisions with an increasingly complex business environment.

UX/UI Design Bootcamp

XUIX 2010- UX/UI Design Bootcamp- The process for creating the outward facing appearance of a website or application is referred to as user interface (UI) design, while the process of gathering research and using data to inform design decisions is referred to as user experience (UX) design. In this program, you will learn both. Starting with the fundamentals, you will quickly advance through topics of increasing complexity, applying creative problem-solving skills to design, and iterating on your designs based on research. You will learn how to defend your designs with data using performance metrics that you create. Lastly, you will leave this program knowing how to clearly implement every step of the design process, from concept to full-scale design prototypes.

Tech Sales Bootcamp

XTSB 2010- Tech Sales Bootcamp- The Tech Sales Bootcamp is an intensive program designed to provide learners with the skills and knowledge needed to succeed in today's digital marketplace. This program will help you understand technology sales concepts, develop relationships with clients, and quickly adapt to changing customer needs.

IT Systems Support Specialist

XITS 4000- IT Systems Support Specialist- Our online, asynchronous program is designed to equip you with the necessary skills and knowledge to become an IT Support Specialist. The program comprises ten modules that cover essential topics in technical support, hardware and operating systems, software, programming and databases, networking and storage, cybersecurity essentials, and cloud computing. Each course is designed to be interactive and hands-on, with virtual labs and exercises that enable you to apply your newfound knowledge in practical scenarios. Upon completion of the program, you'll not only be awarded a certificate of completion from ODU, but you'll also be eligible to earn the Cloud Computing Core IBM Digital Badge, and will have acquired the knowledge to sit for the CompTIA ITF+ exam.

Education Programs and Virginia Department of Education Alternative Route to Teacher Licensure (Career Switcher) Program (https://www.odu.edu/cepd/career-switcher/)

The purpose of this unit is to extend to the community special conferences, workshops, seminars, in-service training, and short courses. Drawing on the faculty of the academic colleges and experts in the field, programs are designed in areas such as leadership, counseling/interpersonal skills, learning and curriculum design, training and development, health education, and physical fitness. Clients consist of educators as well as professionals in business, industry, and public, private and governmental agencies. Programs are designed to help professionals increase and upgrade their development activities. Professional and personal development programs are awarded continuing education credit (CEUs).

Career Switcher Alternative Route to Teacher Licensure Program

Program Director: Lisa M. Temple
Assistant Director for Curriculum and Development: Pete Baker
Assistant Director for Student Support: Samantha Fabio

The Career Switcher program is certified by the Virginia Department of Education.

PREREQUISITES

The following requirements must be completed prior to applying to the Old Dominion University Career Switcher Program.

- An application process
- A baccalaureate degree from a regionally accredited college or university
- The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study; [Refer to the Licensure Regulations for School Personnel on the following Web address: http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf]
- At least three years of full-time work experience or its equivalent; and
- (1) **Virginia** qualifying scores on the professional teacher's assessments as prescribed by the Board of Education. Virginia Communication and Literacy Assessment (VCLA);
- (2) Praxis II (subject area test); and
- (3) Reading for Virginia Educators (RVE) (if applicable) or Praxis Teaching Reading: Elementary (if applicable) (required effective 09/01/2022)

APPLICATION PROCESS

- Career Switcher Program Application
- Assessment Exams
- Official Transcripts
- Child Abuse and Intervention Training
- First Aid, CPR and AED Training
- Dyslexia Training
- Behavior Intervention and Support Training
- Special Education Training (Meaningful IEP Online Training and Evidence-Based Instruction: Strategies and Inclusive Practice)

LEVEL I PREPARATION

Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction (including instructional technology), reading in the content area, language acquisition, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, human growth and development and other specific course work related to the Virginia Standards of Learning. Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including ODUGlobal programs. After completing Level I preparation, candidates may be awarded a one-year Provisional Career Switcher License (July 1 to June 30 of given year). The Provisional Career Switcher License is active for the first year after the completion of the program requirements. During this time, candidates are expected to seek and obtain employment in a Virginia public school division or accredited nonpublic school in Virginia. If a candidate is unsuccessful in finding employment during the first year of the life of the Provisional Career Switcher License, the license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. A Provisional Career Switcher license is limited to a total of three years.

ELEMENTARY EDUCATION CURRICULUM

Clock Hours: 302

The Elementary Education curriculum is comprised of the following courses: XPCL 5000, XPCL 5005, XPCL 5010, XPCL 5015, XPCL 5020, XPCL 5025, XPCL 5030, XPCL 5035, XPCL 5040, XPCL 5049, TLED 568, XPCL 5052, XPCL 5053, XPCL 5065, XPCL 5077, XPCL 5080, XPCL 5095, XPCL 6000, and XPCL 6005.

MIDDLE EDUCATION CURRICULUM

Clock Hours: 279

The Middle Education curriculum is comprised of the following courses: XPCL 5000, XPCL 5005, XPCL 5010, XPCL 5015, XPCL 5020, XPCL 5025, XPCL 5030, XPCL 5035, XPCL 5040, XPCL 5043, XPCL 5045,

XPCL 5046, TLED 568, XPCL 5050, XPCL 5055, XPCL 5065, XPCL 5070, XPCL 5075, XPCL 5077, XPCL 5080, XPCL 5095, and XPCL 6000.

SECONDARY EDUCATION/PREK-12 CURRICULUM

Clock Hours: 234

The Secondary Education/PreK-12 curriculum is comprised of the following courses: XPCL 5000, XPCL 5005, XPCL 5010, XPCL 5015, XPCL 5020, XPCL 5025, XPCL 5030, XPCL 5035, XPCL 5040, XPCL 5043, XPCL 5045, XPCL 5046, XPCL 5050, XPCL 5055, XPCL 5065, XPCL 5070, XPCL 5075, XPCL 5077, XPCL 5080, XPCL 5095, and XPCL 6000.

NONCREDIT COURSE DESCRIPTIONS

XPCL 5000. Foundations of Education. 7 Contact Hours Elementary/Middle/Secondary Education

This course provides an overview of many issues that are central to the teaching profession including diversity and equity, philosophy's role in education, instructional technology, legal issues associated with teachers' and students' rights and responsibilities, and administering the public education system in the US. In this course, candidates begin the development of their personal educational philosophies and engage in activities that prepare them for deeper, more focused learning in the Career Switcher Program's subsequent modules.

XPCL 5005. Curriculum and Instructional Procedures: Design for Effective Instruction. 35 Contact Hours Elementary/Middle/Secondary Education

This is a course in generic lesson design which provides students with essential ways to design and deliver content that make efficient use of instructional time and current research while also maximizing instructional effectiveness. Emphasis is on efficient use of instructional time, lesson design, assessment tools and relevant and current research. A primary goal of the course is assisting students in their respective development of a holistic attitude toward their instruction that successfully integrates teaching practices to what is to be learned by their students. These generic teaching behaviors identified in the course competencies will be framed within a specific piece of content selected from a subject the student eventually wants to teach and applied through the actual development of classroom lesson plans.

XPCL 5010. Curriculum and Instructional Procedures: Student Assessment. 7 Contact Hours Elementary/Middle/Secondary Education

This course is designed to help with data driven instruction. It will differentiate between norm- and criterion references tests. The candidates will explore different test formats and the advantages of using a test blueprint and how to construct and score tests. In addition, the class will present the use of rubrics and portfolios in the classroom with ways to use them effectively.

XPCL 5015. Curriculum and Instructional Procedures: Exploring the Curriculum Framework. 7 Contact Hours Elementary/Middle/Secondary Education

Candidates will identify "essential" standards of a lesson and explore how to develop clear learning goals and objectives by using various state and national resources. Candidates will learn how to shift students' focus from "answer getting" to problem solving and critical thinking by exposing students to a large variety of complex texts in ALL subject areas. Candidates will also connect the standard topics to the prior knowledge of students.

XPCL 5020 Curriculum and Instructional Procedures: General Classroom Management. 14 Contact Hours. Elementary/Middle/Secondary Education

This is a course in general classroom management that will develop the candidate's philosophy of management and establish the candidate's style. It will address the classroom environment, importance of procedures, communication and discipline and feelings of belonging for all students as well as preparing the climate for diverse strategies.

XPCL 5025. Human Growth and Development: Fundamentals of Human Growth and Development. 7 contact hours Elementary/Middle/Secondary Education

Candidates will learn theoretical concepts of Human Growth and Development to include the cognitive, social, emotional, physical, and moral domains and how these domains make up the total person. Additionally, they will learn how these factors influence the student's ability to learn.

XPCL 5030. Human Growth and Development: Student with Special Needs. 7 contact hours Elementary/Middle/Secondary Education

The purpose of this module is to introduce Career Switcher participants to the fundamentals of providing quality instruction to students with diverse needs. The module will focus on legal issues surrounding special education, and will extend to strategies to provide an effective learning environment for all students.

XPCL 5035. Curriculum and Instructional Procedures: Dealing Effectively with Parents, Students and School Culture. 7 contact hours Elementary/Middle/Secondary Education

Candidates will become familiar with the influence of socio-economic status (SES) on a person's worldview, especially as it applies to communicating with parents and students. They will learn effective communication strategies and become familiar with the professional expectations parents, students, faculty and administrators have of them. Additionally, they will clarify their expectations of the teaching profession along with typical expectations of their supervisors and colleagues.

XPCL 5040. Curriculum and Instructional Procedures: Technology Standards for Instructional Personnel. 14 contact hours Elementary/Middle/Secondary Education

The Technology Standards for Instructional Personnel course is required for teacher licensure in the state of Virginia and is essential to preparing pre-service teachers for the 21st century classroom. Candidates will learn strategies for effective technology integration and develop the skills associated with the Commonwealth of Virginia's Technology Standards for Instructional Personnel. The course addresses the Technology Standards for Instructional Personal (TSIP) competencies and upon completion students should be able to pass or apply for exemption from their school district's TSIP exam.

XPCL 5043. Curriculum and Instructional Procedures (Classroom and Behavior Management): Secondary Classroom Management Techniques. 14 contact hours Middle and Secondary Education

This course has 10 sections that are designed to lead the Career Switcher to be confident in their ability to create a positive classroom environment that will facilitate academic success for all students. The 10 sections of this course (Discipline Plans; Procedures & Routines; Positive Learning Environment; Positive Relationships; Teacher Preparation; Student Responsibility; Classroom & Instructional Triggers; Pro Active Prevention; Dealing with Chronic Disruptions; How to Stay in Control when dealing with Classroom Management issues) will address professionally appropriate behavioral and management techniques, building an appropriate educational environment through classroom community and positive redirection of behavior as well as the development of social skills and self-discipline.

XPCL 5045. Curriculum and Instructional Procedures: Differentiation of Instruction. 7 contact hours Middle and Secondary Education

Candidates will learn strategies to deal effectively with at-risk students based on theoretical concepts. Additionally, they will learn the strategies to motivate students, strategies to engage them more in the learning process, and how to successfully cope with the stressors of dealing with challenging situations

XPCL 5046. Curriculum and Instructional Procedures: Writing to Learn Across the Curriculum. 7 contact hours Middle and Secondary Education

This course reviews, evaluates, and promotes the concept that learning in all subjects can be more meaningful and enhanced by using writing and thinking strategies to better convey, comprehend and retain course content.

XPCL 5049. Curriculum and Instructional Procedures: Reading Strategies. 21 contact hours Elementary Education

This course is designed to provide information on balance reading instruction in grades PRE-K-6. Topics will include: language acquisition, phonemic awareness, word identification strategies, vocabulary development strategies, comprehension strategies, and reading-writing connections.

TLED 568 Language Acquisition and Reading for Students with Diverse Learning Needs. 3 semester hours Elementary and Middle Education (Online)

This course provides an overview of normal language development and language disorders which impact the acquisition of language-based curriculum skills such as listening, speaking, reading and written expression. Course content includes the theoretical framework and basic instructional practices and strategies associated with literacy instruction in an elementary classroom. Emphasis is placed on instructional techniques to assist individuals with disabilities achieve basic reading skills and advanced comprehension. Effective reading strategies and curricula for individuals with disabilities will also be reviewed. (Lecture 3 hours; 3 credits).

XPCL 5050. Curriculum and Instructional Procedures: Teacher Questioning Skills. 7 contact hours Middle and Secondary Education

This course focuses on the principles of the Socratic method and how teachers in the classroom can employ it. We'll spend time discussing inquiry-based instruction and how it positively impacts student learning and engagement. We will examine and demonstrate the use of teacher created simulations and active participation activities to assist student learning. We will learn the positive impact of creating context before delivering information. Research suggests that an inquiry-based approach is the most effective way to engage students, motivate them, leading to constructive participation and retention of material.

XPCL 5052. Curriculum and Instructional Procedures: Elementary Education Reading Methods. 21 contact hours Elementary Education

This course is a methods course that focuses on the teaching and learning of reading. It will allow students the opportunity to apply knowledge gained in their Reading Strategies course work. It will consist of both theory and practice in which components of a comprehensive reading program are modeled, demonstrated, and experienced. Students in this course will participate in a variety of activities that will enhance their understanding of literacy teaching and learning with elementary students.

XPCL 5053. Curriculum and Instructional Procedures: Independent Study. 30 contact hours Elementary Education

This course is designed to enhance the pre-service teacher's understanding of the emergent, beginning, transitional, and instructional readers in elementary grades and the implementation of practical strategies that will help early learners become successful readers. Pre-service teachers will have the opportunity to design and create learning opportunities for their prospective classroom.

XPCL 5055. Curriculum and Instructional Procedures: Helping Students to Become Confident Readers 14 contact hours Middle and Secondary Education

Candidates will learn methods to identify students who are struggling readers in their content class and to design strategies and activities for content learning plans which differentiate to the reading instructional needs of these students.

XPCL 5065. Curriculum and Instructional Procedures: Content Training 21 contact hours Elementary/Middle/Secondary

Education Candidates will learn specific training based on their endorsement area. These classes introduces unit planning, pacing, lesson planning,

teaching strategies and classroom management. Discussions, lectures, demonstrations, and some role playing will be introduced.

XPCL 5070. Curriculum and Instructional Procedures: Dealing with At-Risk Students. 7 contact hours Middle and Secondary Education

Candidates will learn strategies to deal effectively with at-risk students based on theoretical concepts. Additionally, they will learn the strategies to motivate students, strategies to engage them more in the learning process, and how to successfully cope with the stressors of dealing with this challenging cohort.

XPCL 5075. Curriculum and Instructional Procedures: Preparing an Effective Lesson Plan. 7 contact hours Middle and Secondary Education

This module in generic lesson design review provides candidates essential ways to review the design, delivery, and assessment of Learning Plans. Emphasis is on efficient use of instructional time, lesson design, assessment tools and relevant and current research. A primary goal of the workshop is assisting students in their respective development of a holistic attitude toward their instruction that successfully integrates teaching practices to what is to be learned by their students. These generic teaching behaviors identified in the DEI course competencies will be framed, reviewed and critiqued within the content specific Learning Plans submitted. Results of the critiques will be shared with the authors of the learning plans

XPCL 5077 Curriculum and Instructional Procedures: The Management of Learning and Instruction. 7 contact hours Elementary/ Middle/Secondary Education

Classroom Management Techniques that will develop the candidate's plan for the management of instruction by developing a specific Classroom Management Plan to fit the grade level and content of the teacher. Candidates will address the classroom environment, importance of procedures, communication and discipline

XPCL 5080. Curriculum and Instructional Procedures: Issues and Answers for New Teachers. 7 contact hours Elementary/Middle/ Secondary

Education Issues and Answers for New Teachers for Career Switchers is designed to support new teachers and facilitate the successful entry of transitioning/beginning teachers into the teaching profession by addressing topics that impact their day to day professional and teaching decisions.

XPCL 5094. Catch' Em Being Good: Using Positive Approaches to Improve Student Behavior. 4 contact hours.

The participant will discuss in greater depth the development of a safe and effective learning environment for all students, including:

1. Basic classroom management theories and strategies for individuals with exceptionalities.
2. Barriers to accessibility and acceptance of individuals with exceptionalities.
3. Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities.
4. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
5. Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities.
6. Evidence-based practices validated for specific characteristics of learners and settings.
7. Interventions and services for individuals who may be at risk for exceptionalities.

XPCL 5095. Practicum Observation. 30 contact hours Elementary/ Middle/Secondary

Experiences in PK12 classrooms represent an important component within the Career Switcher Program and all high-quality teacher preparation programs. Required in-school observation offers participants the opportunity to make contacts in school districts while gaining knowledge about teacher responsibilities and instructional strategies. All Career Switcher candidates

are required to complete a minimum of 30 practicum hours by reflecting on the Professional Study Requirements and how it correlates with the Career Switcher Program's Enduring Understandings (i.e., VDOE's Uniform Teacher Performance Standards).

XPCL 5096. How's Your First Year Going? 4 contact hours

This workshop deals with issues that first-year teachers face or have encountered. This workshop is designed to support new teachers and facilitate the successful entry of transitioning beginning teachers into the teaching profession by addressing topics that impact their day-to-day professional and teaching decisions.

XPCL 5097. Communication Skills for Teachers. 4 contact hours

This workshop deals with the relationships and communication skills teachers need to develop with students, parents, administrators, and colleagues. This workshop will focus on appropriate and effective ways to communicate with parents, administrators, colleagues, and students, providing some guided practice. The session will include an analysis of stakeholders, a review of types of teacher communications, some positive techniques and strategies, and an evaluation of several real-world examples.

XPCL 5098. Data Driven Instruction for Student Achievement. 4 contact hours

Per the Virginia Department of Education, "Candidates will know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement. This course will discuss what evidence should be collected of candidates' success in the first years of teaching and the candidates' impact on student achievement."

XPCL 5099. Culturally Responsive Practices. 4 contact hours.

Culturally Responsive Practices is a recent pedagogic approach to address a variety of societal issues that affect the learning environment. Increasingly, students enter our classrooms with challenging life experiences and a diversity of home languages and cultures. Yet, the teaching profession is overwhelmingly white, English-speaking, and middle class. Few teachers are prepared to recognize bias and to guide students toward reflection and acceptance. By addressing differences, teachers can establish an inclusive learning environment for all students including English language learners and students who have survived trauma. In this hands-on workshop, teachers and teacher candidates will uncover their own hidden prejudices and gain strategies to create a safe and stimulating learning environment while preparing students for success in a global economy.

XPCL 6000. Curriculum and Instructional Procedures: Lesson Plan Presentation. 1 contact hour Elementary/Middle/Secondary Education

All Career Switcher candidates all required to present a 1 hour lesson plan. The lesson plan will be assessed by instructor's and peers.

XPCL 6005 Elementary Education Classroom Management 14 contact hours

Students will formulate a personal philosophy of classroom management, examine effective techniques for arranging the classroom, formulating classroom rules, identifying and teaching classroom procedures and routines. This course will also prepare prospective teachers with respected philosophies and approaches that deal with appropriate social behaviors and classroom management systems, and provide strategies and suggestions that will enable them to be successful and confident while compare the beliefs and strategies of selected theorists that relate to effective classroom management (i.e. Skinner, Gordon and Dreikurs).

LEVEL II PREPARATION

Preparation begins during the first year of employment. Career Switchers attend a minimum of five seminars to expand the intensive preparation requirements associated with instructional topics. The five seminars award a minimum of 20 cumulative instructional hours and feature various instructional techniques. During Level II, a school mentor is assigned to assist the candidate throughout their first year of employment.

XPCL 5085. Behavior Management. 4 contact hours

Candidates will acquire strategies to help prevent behavior problems, identify actions that need to be taken when behavior problems occur, and learn how to effectively help students resolve problems in the classroom.

XPCL 5086. Empowering Teachers who serve English as a Language Learners (ESL). 4 contact hours

The ESL workshop is designed to give new teachers some basic information about who the ESL students are. The workshop is mandatory because at some point of the participants teaching experience they will have ELL students in their classroom. The participants will learn how the ESL students make it into the classroom. Participants will also get some teaching strategies useful when differentiating their instruction for English Language Learners. The goals of the workshops are to identify how these ESL students are enrolled, Demonstrate and create awareness about ESL students various Linguistic Proficiency level and what that means to the classroom teacher. Participants will become familiar with ESL Assessment like the WAPT and annual ACCESS for ESL students. Participants will learn about culture and multicultural in the classroom and how to use this knowledge when planning instruction. Finally, participants will develop awareness about LEP students SOL accommodations and how these accommodations impact ESL students with Special Education needs.

XPCL 5087 School Law: Basics for Teachers. 4 contact hours

Participants will be introduced to legal concepts related to their employment as teachers including their duties to students, education malpractice, employment rights, and constitutional rights such as free

speech, free exercise of religion, and the right to be free from discrimination and harassment in the workplace. In groups, participants will grapple with real-life scenarios and discuss court decisions and school division policies. Professionalism, especially with regard to social media, will be emphasized.

XPCL 5088. Strategies for Success in the Classroom. 4 contact hours

Candidates will acquire practical strategies that they will be able to use with their students. This workshop includes instructional, vocabulary, memory, and review activities that can be used with any student, including slow learners and special education students.

XPCL 5089. Poverty: Students Achievement for Rural Urban Learners. 4 contact hours

Candidates will learn strategies to promote students' academic success effectively with urban and rural learners in poverty based on theoretical concepts. Additionally, they will gain insights regarding the impact of poverty for schools, leaders, teachers and students. The participants will engage in a variety of experiences for adult learners to increase the teachers' awareness of poverty and educators' roles to address student scholastic achievement in school. The workshop will explore through the use of this PowerPoint presentation as guidance document to support practical application in this seminar. This interactive session will highlight the poverty research by Dr. Ruby Payne.

XPCL 5090. The Teacher as a Professional: Communicating with Stakeholders .4 contact hours

Participants will become familiar with the issues and standards related to professionalism and teacher evaluation. , the participants will become familiar with The Virginia Standards for the Professional Practice of Teachers (VSPPT) and discuss expectations for teacher conduct within and without the classroom. Concrete strategies and tools for interaction with students, parents, administrators, and colleagues will be provided. Participants will engage in role-play to appreciate their responsibility in building supportive relationships with their students and their families. In addition, Assessment of, and for, Student Learning will be addressed, as grading is the primary mode of communication with parents, particularly at the secondary level.

XPCL 5091. Parents: A User's Guide. 4 contact hours

This workshop will deal with the relationship teachers need to develop with parents, outline concerns from a parent's perspective, from a school's perspective, and develop responses to those concerns. This workshop

will employ teaching strategies embedded into the PowerPoint, therefore providing practical application to the content (Communication with Parents). The agenda will include overviews and strategies, definition of stakeholders, analysis of the types of teacher-parent communication, presentation of positive techniques and strategies, and the review, evaluation, and practical use of authentic case studies.

XPCL 5093. Diversity in the Classroom. 4 contact hours

Participants will define diversity and identify what constitutes diversity in the classroom. Students will discern personal subjectivities and examine how those subjectivities affect student populations in the classroom. Students will understand the microsystem, exosystem, and macrosystem that influences the development of individuals through Bronfenbrenner's Ecological Model. Students will engage with culture, language, and socioeconomic status to gain a deeper understanding of the backgrounds students come with to school.