EARLY CHILDHOOD EDUCATION AND TEACHING, BACHELOR OF SCIENCE IN EDUCATION (B.S.ED.)

The purpose of the B.S.Ed. in Early Childhood Education and Teaching degree is to prepare undergraduate students for roles as teachers and care providers of infants, toddlers and young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The program will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. The program prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, mathematics and literacy pedagogy and content. Students will develop skills to advocate for equitable learning opportunities for all children. Upon successful completion of the program, and with the recommendation of the School of Education, students are eligible to receive initial licensure for early/primary education (PK-3) from the Virginia Department of Education.

See Admission to undergraduate programs (http://bulletin.vcu.edu/undergraduate/education/admission-baccalaureate/) for admission requirements to this program.

Learning outcomes

• The student will be able to recognize various patterns of learning and development within and across the cognitive, linguistic, social, emotional and physical areas, and will design and implement developmentally appropriate and challenging learning experiences.
• The student will be able to use the knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
• The student will be able to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self-motivation.
• The student will be able to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
• The student will be able to engage learners in critical thinking, creativity and collaborative problem-solving related to authentic local and global issues.
• The student will be able to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher’s and learner’s decision-making.
• The student will be able to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.
• The student will be able to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
• The student will be able to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals and the community), and adapt practice to meet the needs of each learner.
• The student will be able to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.
• Students will be able to use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They will work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.
• Students will be able to demonstrate and apply understanding of major concepts, skills and practices as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science and social studies.
• Students will be able to assess students, plan instruction and design classroom contexts for learning.
• Students will be able to make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ appropriate print and digital resources.

Degree requirements for Early Childhood Education and Teaching, Bachelor of Science in Education (B.S.Ed.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>University Core Education Curriculum</strong></td>
<td></td>
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<tr>
<td>UNIV 111</td>
<td>Play course video for Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112</td>
<td>Play course video for Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200</td>
<td>Inquiry and the Craft of Argument</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved humanities/fine arts</td>
<td>3</td>
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<tr>
<td></td>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Approved quantitative literacy</td>
<td>3-4</td>
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<tr>
<td></td>
<td>Approved social/behavioral science (POLI 103 required for licensure)</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Additional general education requirements</strong></td>
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</tr>
<tr>
<td>CHEM 100</td>
<td>Introductory Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 101</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 110</td>
<td>Chemistry and Society</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 356</td>
<td>History of Virginia I</td>
<td>3</td>
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<tr>
<td><strong>Core courses</strong></td>
<td></td>
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</tr>
<tr>
<td>EDUS 202</td>
<td>Diversity, Democracy and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>EDUS 301</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>EDUS 304</td>
<td>Educational Psychology for Teacher Preparation</td>
<td>2</td>
</tr>
<tr>
<td>SEDP 330</td>
<td>Survey of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SEDP/EDUS 401</td>
<td>Assessment in Diverse Settings</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 410</td>
<td>Building a Community of Learners: Classroom Management</td>
<td>3</td>
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<tr>
<td>TEDU 413</td>
<td>Curriculum Methods and Instruction Models</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 452</td>
<td>Teaching English Language Learners</td>
<td>2</td>
</tr>
<tr>
<td>TEDU 510</td>
<td>Instructional Technology in PK-12 Environments</td>
<td>2</td>
</tr>
<tr>
<td>MATH 303</td>
<td>Investigations in Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 361</td>
<td>Numbers and Operations</td>
<td>3</td>
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<tr>
<td>MATH 362</td>
<td>Algebra and Functions</td>
<td>3</td>
</tr>
<tr>
<td>STAT 206</td>
<td>Data Analysis and Statistics for Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 208</td>
<td>Statistical Thinking</td>
<td></td>
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<tr>
<td>or STAT 210</td>
<td>Basic Practice of Statistics</td>
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<tr>
<td>BIOL 101</td>
<td>Biological Concepts (satisfies University Core natural/physical sciences)</td>
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<tr>
<td>or BIOL/ENVS 103</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>or BIOL 151</td>
<td>Introduction to Biological Sciences I</td>
<td></td>
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<tr>
<td>or BIOL 152</td>
<td>Introduction to Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td>INSC 201</td>
<td>Energy!</td>
<td>3</td>
</tr>
<tr>
<td>or INSC 300</td>
<td>Experiencing Science</td>
<td></td>
</tr>
<tr>
<td>or PHYS 101</td>
<td>Foundations of Physics</td>
<td></td>
</tr>
<tr>
<td>ENVZ 105</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>or ENVZ 201</td>
<td>Earth System Science</td>
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<tr>
<td>or ENVZ 301</td>
<td>Introduction to Meteorology</td>
<td></td>
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<tr>
<td>or ENVZ 310</td>
<td>Introduction to Oceanography</td>
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<tr>
<td>or URSP 204</td>
<td>Physical Geography</td>
<td></td>
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<tr>
<td>TEDU 101</td>
<td>Introduction to Teaching</td>
<td>4</td>
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<tr>
<td>TEDU 103</td>
<td>U.S. Government (satisfies University Core social/behavioral sciences)</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 301</td>
<td>Developmental Assessment for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 410</td>
<td>Play-based Instruction for Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 101</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 385</td>
<td>Teaching Writing Through Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 390</td>
<td>Movement Education</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 411</td>
<td>Integrating the Arts in Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 416</td>
<td>Math/Science Methods for Early Childhood Education</td>
<td>4</td>
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<tr>
<td>TEDU 425</td>
<td>Emergent and Early Literacy</td>
<td>3</td>
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<tr>
<td>TEDU 466</td>
<td>Literacy Assessment and Intervention in the Early/Elementary Classroom</td>
<td>4</td>
</tr>
<tr>
<td>TEDU 471</td>
<td>Internship I (PK-K)</td>
<td>4</td>
</tr>
<tr>
<td>TEDU 475</td>
<td>Internship II (Grades 1-3)</td>
<td>4</td>
</tr>
<tr>
<td>TEDU 481</td>
<td>Teaching as a Profession</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 490</td>
<td>Social Studies Methods for Early Learners</td>
<td>2</td>
</tr>
<tr>
<td>Total Hours</td>
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<td>123-126</td>
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</tbody>
</table>

Two of the science content courses must pair with a one-credit lab for a total of two credits of laboratory course work in the degree program. Possible partner laboratory courses include BIOZ 101, BIOZ 151, BIOZ 152, PHYZ 101, CHEZ 101, CHEZ 110, ENVZ 105, and URSP 204.

The minimum total of credit hours required for this degree is 123.

What follows is a sample plan that meets the prescribed requirements within a four-year course of study at VCU. Please contact your adviser before beginning course work toward a degree.

**Freshman year**

**Fall semester**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Biological Concepts (and lab if taken; satisfies University Core natural/physical sciences)</td>
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</tr>
<tr>
<td>or BIOL/ENVS 103</td>
<td>Environmental Science</td>
<td></td>
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<td>or ENVZ 301</td>
<td>Introduction to Meteorology</td>
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<tr>
<td>or ENVZ 310</td>
<td>Introduction to Oceanography</td>
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<tr>
<td>or URSP 204</td>
<td>Physical Geography</td>
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</tbody>
</table>

**Term Hours:** 15-16

**Spring semester**

<table>
<thead>
<tr>
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<td>CHEM 100</td>
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<td>or CHEM 110</td>
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</tr>
<tr>
<td>TEDU 101</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112</td>
<td>Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
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<td>3</td>
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</tbody>
</table>

**Term Hours:** 16-17

**Sophomore year**
Fall semester
EDUS 301 Human Development and Learning 3
MATH 361 Numbers and Operations 3
PHYS 101 Foundations of Physics 3
or INSC 201 or Energy!
or INSC 300 or Experiencing Science
TEDU 390 Movement Education 3
UNIV 200 Inquiry and the Craft of Argument (satisfies research and academic writing) 3
Science lab (if taken) 0-1

Term Hours: 15-16

Spring semester
ECON 203 Introduction to Economics 3
ENVS 105 Physical Geology 3
or ENVS 201 or Earth System Science
or ENVS 301 or Introduction to Meteorology
or ENVS 310 or Introduction to Oceanography
or URSP 204 or Physical Geography
HIST 356 History of Virginia I 3
MATH 362 Algebra and Functions 3
SEDP 330 Survey of Special Education 3
Science lab (if taken) 0-1

Term Hours: 15-16

Junior year
Fall semester
ECSE 410 Play-based Instruction for Inclusive Settings 3
MATH 303 Investigations in Geometry 3
TEDU 385 Teaching Writing Through Children’s Literature 3
TEDU 413 Curriculum Methods and Instructional Models 3
TEDU 425 Emergent and Early Literacy 3

Term Hours: 15

Spring semester
EDUS 304 Educational Psychology for Teacher Preparation 2
HIST 357 History of Virginia II 3
SEDP/EDUS 401 Assessment in Diverse Settings 3
STAT 206 Data Analysis and Statistics for Elementary Education 3
or STAT 208 or Statistical Thinking
or STAT 210
TEDU 466 Literacy Assessment and Intervention in the Early/Elementary Classroom 4

Term Hours: 15

Senior year
Fall semester
ECSE 301 Developmental Assessment for Young Children 3
TEDU/SEDP 410 Building a Community of Learners: Classroom Management 3
TEDU 411 Integrating the Arts in Curriculum for Young Children 3
TEDU 416 Math/Science Methods for Early Childhood Education 4
TEDU 490 Social Studies Methods for Early Learners 2
TEDU 510 Instructional Technology in PK-12 Environments 2

Term Hours: 17

The minimum total of credit hours required for this degree is 123.

TEDU 101. Introduction to Teaching. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Provides undergraduate students with an introduction to teaching and learning in elementary settings. Students will explore current educational reforms and their influences on elementary schools and students. Service-learning activities will enable students to gain firsthand experiences in urban elementary classrooms.

TEDU 102. Health Education as a Discipline. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed to provide students with a basic understanding of health behavior theories, valid sources of information and tools for assessing school health needs. Community health issues and health advocacy are also examined.

TEDU 103. Lifetime Fitness, Wellness and Nutrition for the Health and Physical Educator. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed to provide health and physical educators the foundational knowledge specific to concepts related to the health- and skills-related components of fitness, functional fitness, energy balance and overall well-being. The course will provide an overview of the necessary skills needed to develop smart goals for personal fitness, nutrition and wellness.

TEDU 200. Motor Learning and Performance. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Students will be introduced to the major concepts of motor control and motor learning and influencing conditions. The course will provide a framework for understanding the structure and function of the nervous system in relation to perception and motor control. Other topics include the general nature of skill acquisition and how learners interact with the environment while performing motor tasks. The theoretical framework underlying learning and memory are related to the acquisition of motor skills.
TEDU 201. Assessment and Technology in Health and Physical Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course provides students with the theoretical foundation for assessment in health and physical education. Students will utilize multiple data sources, develop rubrics and analyze available technologies for assessment within each of the domains of K-12 health and physical education. Students will design lessons utilizing technology with the purpose of enhancing the curriculum.

TEDU 202. Health Education Content. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course focuses on health promotion and the prevention of injury and disease. Students will also examine healthy relationships as well as mental and emotional health.

TEDU 203. Focus on Choice. 1-3 Hours.
Semester course; variable hours. 1-3 credits. May be repeated for a maximum of 3 credits. A career planning experience for adults focusing on discontinuity in life patterns and a review of current educational and occupational opportunities. Consideration of the world of work, fields of education and volunteer service, and the development of one's own potential will be featured.

TEDU 204. Outdoor Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed to examine the principal philosophical foundations of adventure theory and outdoor educational leadership. Concepts of judgment, decision-making, leadership and environmentally correct practices are introduced. Cooperative and team-building practices will be emphasized as a way to promote increased collaboration, communication, critical-thinking and creativity while in the health and physical education environment. Students will learn pedagogical skills needed to teach a number of outdoor education activities, including a variety of teaching styles, the development of lesson plans, assessment in the four domains of physical education and the use of basic class management skills.

TEDU 205. History and Philosophy of Health and Physical Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course has been designed to provide an overview of the professional aspects of health and physical education. Specifically, the course provides students with knowledge of the historical role of health and physical education; acquaints them with the different domains that fit under the "physical education" umbrella and within the health professions; informs them of opportunities present at VCU and in the greater community in the health and physical education fields; and provides information about the full spectrum of career choices in physical education and health. Students will also spend one hour a week in a public school setting.

TEDU 300. Adapted Physical Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed to prepare future teachers and professionals to meet the needs of persons with disabilities in organized health, physical education and activity programs in the school and/or recreational and sport setting. It provides an overview of those disabilities found most frequently in public schools. The course will also help students become critically reflective learners.

TEDU 301. Biomechanics of Teaching Movement Skills. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Students will participate in learning experiences that will lead to the development of fundamental movement skills, i.e., manipulative, locomotor and nonlocomotor. Utilization of basic biomechanical principles will be infused in all topics.

TEDU 302. Elementary Methods of Physical Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed to enhance student knowledge of and preparation for the teaching of elementary physical education through lecture, practical experience, small-group work and projects. Students will learn how to plan and conduct an elementary program, control the learning environment, effectively discipline children and analyze children's behavior. Students will also learn the characteristics of a good teacher as well as methods to change personal teaching behaviors to increase classroom effectiveness. Students will design and conduct activities which integrate literacy with physical education. To become a more reflective teacher, students will write self-evaluations throughout the semester.

TEDU 303. Teaching Team and Individual Sports for Lifetime Fitness. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Students will develop educational skills and methodology for instruction of team and individual lifetime sports and activities in the gymnasium and outdoor settings. They will learn the pedagogical skills needed to teach these activities, including the use of a variety of teaching styles, the development of lesson plans, the assessment of student knowledge and skill acquisition, and the use of basic class management skills. These pedagogical skills will be applied within the realm of specific sports such as flag football, soccer, tchoukball, team handball, badminton, pickleball and golf.

TEDU 304. Secondary Methods of Physical Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed to prepare students for student teaching. Students will learn pedagogical skills including the use of a variety of teaching styles, the development of lesson plans and unit plans, the assessment of student knowledge and skill acquisition, and the use of classroom management skills. In addition, students will gain insight into the development of a physical education curriculum as influenced by philosophies, models, issues and trends. Elementary, middle and high school levels are included in discussions. Students will also learn how to integrate literacy into the physical education curriculum. A major emphasis will be to prepare students as critical reflective practitioners by learning how to evaluate the teaching/learning situation and make appropriate changes. In that regard, students will learn how to design and analyze instruments that help them in this evaluation.

TEDU 310. Elementary School Practicum A. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Corequisites: TEDU 410, TEDU 414 and TEDU 426. Restricted to students admitted to the Extended Teacher Preparation Program. A field placement that precedes student teaching/internship. Includes planned observations, tutorials and small-group involvement. Graded pass/fail.

TEDU 311. Middle School Practicum. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Corequisite: TEDU 537. Restricted to students admitted to the Extended Teacher Preparation Program. A field placement that precedes student teaching/internship. Includes planned observations, tutorials and small-group involvement. Graded pass/fail.

TEDU 312. High School Practicum. 1 Hour.
Semester course; 1 lecture hour. 1 credit. Pre- or corequisite: TEDU 311; corequisite: TEDU 540, 545, 547 or 548. Restricted to students admitted to the M.T. program with concentrations in secondary education. A field placement that precedes student teaching/internship. Includes planned observations, tutorials and small-group involvement. Course graded as pass/fail.
TEDU 313. Elementary School Practicum B. 2 Hours.
Semester course; 2 practicum hours. 2 credits. Prerequisite: TEDU 310.
Corequisites: TEDU 517, TEDU 522 and TEDU 591. Enrollment is restricted
to students admitted to the M.T. program with a concentration in early
and elementary education. A field placement that precedes student
placement. Includes planned observations, tutorials and small-
group and whole class involvement. Graded as pass/fail.

TEDU 314. Practicum for Health and Physical Education. 2 Hours.
Semester course; 2 practicum hours. 2 credits. Prerequisite: TEDU 302.
Corequisites: TEDU 304 and TEDU 403. Enrollment is restricted to
students admitted to teacher preparation in the B.S.Ed. in Health
and Physical Education program. A field placement in health and
physical education that precedes student teaching/internship. This field
placement includes planned observations, tutorials and small-group
and whole class involvement. Graded as pass/fail.

TEDU 381. Middle School Practicum for Engineering Education. 2 Hours.
Semester course; 2 practicum hours. 2 credits. Corequisites: TEDU 382,
TEDU 413 and TEDU 420. Enrollment is restricted to students in the
B.S.Ed. in Secondary Education and Teaching with a concentration in
engineering education program. A field placement that precedes student
teaching/internship. Includes planned observations, tutorials and small-
group involvement. Graded as pass/fail.

TEDU 382. High School Practicum for Engineering Education. 1 Hour.
Semester course; 1 practicum hour. 1 credit. Corequisites: TEDU 381,
TEDU 413 and TEDU 420. Enrollment is restricted to students in the
B.S.Ed. in Secondary Education and Teaching with a concentration in
engineering education program. A field placement that precedes student
teaching/internship. Includes planned observations, tutorials and small-
group involvement. Graded as pass/fail.

TEDU 385. Teaching Writing Through Children's Literature. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course will focus on
the art of teaching writing through the use of quality children's literature.
The course is designed to give students an appreciation of the value
of children's literature, examine current trends and explore the use of
literature across the genres as tools for developing readers and writers.
In addition, students will learn to construct a successful community
of writers in PK and elementary classrooms. Students will critically examine
theory, techniques and strategies in the context of how children learn
to think and write. A focus on pedagogical and rhetorical theory will include
an examination of personal writing processes.

TEDU 386. Children's Literature I. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: ENGL 201, 202,
203, 204, 205, 206, 211, 215, 236, 291 or 295. Designed to give students
an appreciation of children's literature; includes biography, fable, myth,
traditional and modern fanciful tales and poetry, as well as a survey of the
history of children's literature. Crosslisted as: ENGL 386.

TEDU 387. Literature for Adolescents. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: ENGL 201, 202,
203, 204, 205, 206, 211, 215, 236, 291 or 295. Designed to acquaint
the prospective middle and secondary school English teacher with the nature,
scope and uses of adolescent literature. The student is acquainted
with reading materials for meeting the varied needs and interests of
adolescents.

TEDU 389. The Teaching of Writing Skills. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Studies the theory and
methods for teaching writing to students in middle and secondary
schools. Teaches strategies for prewriting, composing, peer revision,
evaluation and topic construction. Includes extensive journal and essay
writing. Crosslisted as: ENGL 389.

TEDU 390. Movement Education. 3 Hours.
Semester course; 2 lecture and 2 laboratory hours. 3 credits. This service-
learning course will examine the physiological changes that occur in
the brain as a result of moderate physical activity and the relationship
to increased cognition. Students will also examine how to develop
movement-based lessons to complement existing curricula across all
content areas. Students enrolled in this course will receive a movement
education certification upon completion of the course requirements.

TEDU 400. Independent Study. 1-6 Hours.
Semester course; 1-6 hours. 1-6 credits. Opportunities are provided for
supervised research and independent study in selected areas. Designed
for advanced students. All work offered on an individual basis with the
approval of instructor and departmental chair.

TEDU 402. Becoming a Health and Physical Education Professional. 1 Hour.
Semester course; 1 lecture hour. 1 credit. This course is designed to
prepare the teacher candidate to bridge from student to student teacher.
Activities focus on professional experiences and behaviors.

TEDU 403. Teaching Health Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course has been
designed to prepare students to think critically and become independent
problem-solvers and decision-makers by applying previously acquired
professional knowledge to curriculum design and instruction in multiple
settings. Students will learn pedagogical skills including the use of a
variety of teaching styles, the development of lesson plans and unit
plans, the assessment of student knowledge and skill acquisition, and
the use of classroom management skills. Students will also gain insight
into the development of a health education curriculum as influenced by
philosophies, models, issues and trends. Elementary, middle and high
school levels are included in discussion.

TEDU 405. Seminar for Student Teaching. 1 Hour.
Semester course; 1 lecture hour. 1 credit. This seminar is "attached" to the student teaching internship
in the schools and is intended as a companion piece to that semester
experience. Issues, including those which have been identified by
members of the seminar, as well as issues that arise in the classroom and
those that are of perennial concern to teachers of health and physical
education are the basis for this class. The teacher as the critically
reflective educator is the focus of this seminar: what choices the teacher
has in the classroom and what effect those choices have upon student
learning.

TEDU 410. Building a Community of Learners: Classroom Management. 3 Hours.
Semester course; 3 lecture hours. 3 credits. The course is designed to
encompass pre-K through grade 12 classroom management theory and
application, motivation theory and application, diversity, socio-emotional
development, trauma-informed care, and restorative justice for regular
education and special education students. Crosslisted as: SEDP 410.

TEDU 411. Integrating the Arts in Curriculum for Young Children. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Provides pre-service teachers
with an understanding of how experiences in visual art, music, drama
and movement can be used to support the growth and development
of children ages 3 to 8. Students will learn of the importance of all of
the arts for children's cognitive, socio-emotional and psychomotor
development. Emphasis will be given to integrating developmentally
appropriate experiences in the arts into early childhood curriculum.
TEDU 413. Curriculum Methods and Instructional Models. 3 Hours.
Semester course; 3 lecture hours. 3 credits. A study of developmentally appropriate curriculum and instructional models for Pk-12 children. The course includes the study of curriculum, a variety of instructional models, Virginia Standards of Learning, Virginia's Foundation Blocks for Early Learning, diversity, assessment, planning and creating positive learning environments.

TEDU 414. Curriculum and Methods for Early/Elementary Children. 4 Hours.
Semester course; 4 lecture hours. 4 credits. Prerequisite: admission to teacher preparation program. Corequisites: TEDU 310 (Practicum A) and 426. A study of developmentally appropriate curriculum and methods for early/elementary children, including diversity, assessment, behavior guidance and management, planning instruction and creating positive learning environments. Includes an overview of the history of early/elementary education and issues currently facing the profession.

TEDU 416. Math/Science Methods for Early Childhood Education. 4 Hours.
Semester course; 3.5 hour lecture and .5 hours field experience hours. 4 credits. A combined math and science early and elementary methods course that focuses on the teaching of mathematics and science in a PK through 3rd grade class. The course is a lecture/ hands-on course connected with a practicum experience in a local PK-3rd grade classroom. This course is designed to teach pre-service teachers how to plan, implement and assess strong student-centered mathematics and science lessons in today's diverse classrooms. Activities and assignments will focus on research-based practices, effectively using a variety of instructional strategies and hands-on experiences to help students develop their understanding of abstract math and science concepts. The class will help to position the pre-service teacher as a reflective decision-maker.

TEDU 417. Early/Elementary Science Methods. 3 Hours.
Semester course; 2.5 lecture and .5 field experience hours. 3 credits. Prerequisite: TEDU 413. Corequisites: TEDU 422 and TEDU 496. An undergraduate course designed to renew and/or expand teachers’ knowledge and skills in the teaching of science in the elementary classroom and the community. New materials will be examined in the light of current trends, research findings and professional recommendations.

TEDU 420. Teaching Middle and High School Engineering. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: EDUS 301. Enrollment is restricted to students admitted to teacher preparation or by permission of instructor. Examines the teaching strategies, materials and objectives of engineering education in middle and high schools. Emphasizes the engineering processes, engineering design cycle, integration of science and mathematics into engineering and use of design challenges to engage students in real-world applications of engineering.

TEDU 422. Early/Elementary Math Methods. 3 Hours.
Semester course; 2.5 lecture and .5 field experience hours. 3 credits. Prerequisites: MATH 303, MATH 361 and MATH 362; and STAT 206, STAT 208 or STAT 210. Corequisites: TEDU 417 and TEDU 496. An early and elementary mathematics methods course that focuses on the teaching of mathematics in the PK through 6th grade classroom. The course is a lecture/ hands on course with 40 hours of in class contact time and a 20 contact hour practicum experience in a local K-5 classroom. This course is designed to teach preservice teachers how to plan, implement and assess strong student-based mathematics lessons in today's diverse classrooms. Activities and assignments will focus on research-based practices, effectively using a variety of instructional strategies and using math manipulatives to help students discuss their thinking. The class will help to position the preservice teacher as a reflective decision-maker.

TEDU 425. Emergent and Early Literacy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course provides an introduction to the theories, concepts, pedagogical approaches, methods and materials used to promote early literacy acquisition and development. Within the framework of the stages of literacy development, students will develop competency in the components of emergent literacy, including language development, phonological and phonemic awareness, phonics, fluency, comprehension, vocabulary and writing. Application of course content in preschool and early elementary classrooms will encourage critical reflection on pedagogical approaches as students meet the diverse language and learning needs of young children ages birth to 8.

TEDU 426. Teaching Reading and Other Language Arts. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Presents teaching strategies and materials in reading and the other language arts based on current theory and research. Emphasizes the interrelatedness of listening, speaking, reading and writing and the importance of naturalistic language experiences.

TEDU 452. Teaching English Language Learners. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Prerequisite: TEDU 413. This course is designed to help teachers who plan to teach English and other content areas to PK-12 students who are speakers of other languages. The course includes attention to social and cultural contexts, the diversity of emergent bilingual students in the United States, legal and policy contexts, models of ESL programs and advocacy for students. Students will also also develop skills in lesson preparation and delivery for emergent bilingual students within ESL classrooms as well as in other content area classrooms.

TEDU 462. Internship I. 4 Hours.
Semester course; 4 lecture hours. 4 credits. Prerequisites: TEDU 312, TEDU 410, TEDU 414 and TEDU 420. Corequisites: TEDU 464 and TEDU 481. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in a secondary classroom.
TEDU 464. Internship II. 4 Hours.
Semester course; 4 lecture hours. 4 credits. Prerequisites: TEDU 312, TEDU 410, TEDU 413 and TEDU 420. Corequisites: TEDU 462 and TEDU 480. Enrollment is restricted to students who have received passing scores on VCLA and Praxis II. This internship serves as the teacher candidate's culminating clinical experience. Teacher candidates complete a full-time placement that provides them with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in a secondary classroom.

TEDU 466. Literacy Assessment and Intervention in the Early/Elementary Classroom. 4 Hours.
Semester course; 3.5 lecture and .5 field experience hours. 4 credits. Prerequisites: TEDU 425 or TEDU 426. Students will examine reading problems by focusing on reading diagnosis and intervention related to classroom settings. This course involves evaluating and tutoring individual students with reading difficulties. Emphasis is placed on making decisions based upon students' individual needs and critical reflection to improve instruction. Throughout the semester, students will develop skills as an educator who is a critically reflective practitioner using the VCU School of Education conceptual framework as a guide. Completion of a supervised practicum is a requirement of the course.

TEDU 471. Internship I (PK-K). 4 Hours.
Semester course; 4 field experience hours. 4 credits. Prerequisites: TEDU 416, TEDU 466 and TEDU 490. Corequisites: TEDU 475 and TEDU 481. Enrollment is restricted to students who have completed the student teaching approval process (including passing scores on VCLA and Praxis II). This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an early childhood classroom setting. Teacher candidates complete a full-time seven-to-eight-week placement in a PK/K classroom and assume full responsibility for planning and implementing instruction under the tutelage of a cooperating teacher for a minimum of two weeks.

TEDU 472. Elementary Internship I (PK-2). 4 Hours.
Semester course; 4 field experience hours. 4 credits. Prerequisites: TEDU 417, TEDU 422, TEDU 466 and TEDU 496. Corequisites: TEDU 474 and TEDU 481. Enrollment is restricted to students with passing scores on VCLA and Praxis II. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an elementary classroom. Teacher candidates complete a full-time seven-to-eight-week placement in a pre-K/Kindergarten to 2nd grade classroom.

TEDU 474. Elementary Internship II (Grades 3-5). 4 Hours.
Semester course; 4 field experience hours. 4 credits. Prerequisites: TEDU 417, TEDU 422, TEDU 466 and TEDU 496. Corequisites: TEDU 472 and TEDU 481. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an elementary classroom. Teacher candidates complete a full-time seven-to-eight-week placement in a 3rd through 5th grade classroom. For this internship there is sometimes an option to be placed in a sixth grade classroom as well.

TEDU 475. Internship II (Grades 1-3). 4 Hours.
Semester course; 4 field experience hours. 4 credits. Prerequisites: TEDU 416, TEDU 466 and TEDU 490. Corequisites: TEDU 471 and TEDU 481. Enrollment is restricted to students who have completed the student teaching approval process (including passing scores on VCLA and Praxis II). This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an early childhood classroom setting. Teacher candidates complete a full-time seven-to-eight-week placement in a grade 1-3 classroom and assume full responsibility for planning and implementing instruction under the tutelage of a cooperating teacher for a minimum of two weeks.

TEDU 478. Internship I for Engineering Education. 4 Hours.
Semester course; 4 field experience hours. 4 credits. Prerequisites: TEDU 382, TEDU 410, TEDU 413 and TEDU 420. Corequisites: TEDU 479 and TEDU 480. Enrollment is restricted to students who have received passing scores on the VCLA and Praxis II. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in a secondary classroom.

TEDU 479. Internship II for Engineering Education. 4 Hours.
Semester course; 4 field experience hours. 4 credits. Prerequisites: TEDU 382, TEDU 410, TEDU 413 and TEDU 420. Corequisites: TEDU 478 and TEDU 480. Enrollment is restricted to students who have received passing scores on the VCLA and Praxis II. This internship serves as the teacher candidate's culminating clinical experience. Teacher candidates complete a full-time placement that provides an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in a secondary classroom.

TEDU 480. Investigations and Trends in Teaching: Engineering. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Corequisites: TEDU 462 and TEDU 464. This course is a companion to the student internship in secondary education. Its major purposes are to cultivate the knowledge, dispositions and skills of a critically reflective practitioner into actual teaching practice. To do so, this class provides opportunities for interns to describe, analyze and evaluate the curricular, instructional and management decisions they make during their internship. The course also focuses on professionalism and ethical standards, as well as personal integrity in the teaching profession.
TEDU 481. Teaching as a Profession. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Corequisites: TEDU 472 and TEDU 474; or TEDU 471 and TEDU 475. This course is a companion piece to the student internship in elementary education. Its major purposes are to cultivate the knowledge, dispositions and skills of a critically reflective practitioner into actual teaching practice. To do so, this class provides opportunities for interns to describe, analyze and evaluate the curricular, instructional and management decisions they make during their internship. The course also focuses on professionalism and ethical standards, as well as personal integrity in the teaching profession.

TEDU 485. Directed Student Teaching I. 6 Hours.
6 credits. Prerequisites: admission to TEDU 310 or equivalent with a minimum grade of C, recommendation of practicum supervisor and passing score on the VCLA test. A classroom teaching experience in a public school or other approved setting, which includes opportunities for increasing involvement with children. Culminates in full responsibility for planning, implementing and evaluating classroom activities.

TEDU 486. Directed Student Teaching II. 6 Hours.
6 credits. Prerequisites: admission to TEDU 310 or equivalent with a grade of C or better and recommendation of practicum supervisor. A classroom teaching experience in a public school or other approved setting, which includes opportunities for increasing involvement with children. Culminates in full responsibility for planning, implementing and evaluating classroom activities.

TEDU 490. Social Studies Methods for Early Learners. 2 Hours.
Semester course; 1.75 lecture and .25 field experience hours. 2 credits. This course's design is centered on helping the pre-service PK-3 early childhood/elementary teacher examine the purpose of social studies education, the connections between social studies and other curricular areas, and the persisting issues in social studies education, and to do it in an equitable way for all learners. The course will introduce students to an integrative reflective planning process and a variety of instructional strategies and materials. Its ultimate goal is to prepare students to understand the role of the teacher as a reflective decision-maker.

TEDU 493. Field Experience I. 6 Hours.
Semester course; 6 field experience hours. 6 credits. Enrollment is restricted to students who have been admitted to teacher education and have passing scores on VCLA, Praxis I and Praxis II. An in-depth field experience in a public school, health education/health promotion agency or other approved setting. Students gain practical experience in teaching in the PK-5 health and physical education setting with greater practical application of skills culminating in full responsibility for planning, implementing and evaluating the classroom. A minimum of 50 contact hours per credit hour is required; consult with adviser to obtain a course syllabus regarding prerequisites and specific course requirements. Fulfills capstone requirement.

TEDU 494. Topical Seminar in Education. 1-3 Hours.
Semester course; variable hours. 1-3 credits. May be repeated for a maximum of 6 credits. A seminar intended for group study by personnel interested in examining topics, issues or problems related to the teaching, learning and development of students.

TEDU 495. Field Experience II. 6 Hours.
Semester course; 6 field experience hours. 6 credits. Enrollment is restricted to students who have been admitted to teacher education and have passing scores on VCLA, Praxis I and Praxis II. Addresses competencies in health and physical education. Provides experiences at an approved affiliate site under the supervision of faculty and approved site supervisors. Students gain practical experience in teaching in the grades 6-12 health and physical education setting. A minimum of 50 contact hours per credit hour is required.

TEDU 496. Early/Elementary Social Studies Methods. 3 Hours.
Semester course; 2.5 lecture and .5 field experience hours. 3 credits. Prerequisite: TEDU 413. Corequisites: TEDU 417 and TEDU 422. This course's design is centered on helping the PK-6 teacher examine the purpose of social studies education, the connections between the discipline of social studies and other curricular areas, and the persisting issues in social studies education in an equitable way for all learners. The course will introduce students to an integrative reflective planning process and a variety of instructional strategies and materials. Its ultimate goal is to prepare students to understand the role of the teacher as a reflective decision-maker.