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 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.

Student learning outcomes

1. **Learner and learning**: Students will understand human development and learning theory appropriate to the age group they will teach and acquire an awareness of the diversity of the school-age population in cultural backgrounds and styles of learning.

2. **Content**: Students will demonstrate knowledge of the subjects they will teach.

3. **Instructional practice**: Students will demonstrate an ability to plan and implement effective teaching and measure student learning in ways that lead to sustained development and learning.

4. **Professional responsibility**: Students will develop an understanding of purposes for education and a defensible philosophical approach toward teaching and demonstrate professional dispositions.

Special requirements

- Students must have received a minimum grade of C in all required education courses (CLED, ECSE, EDUS, SEDP and TEDU).
- Students must have received a minimum grade of C in all prerequisite courses for all required upper-level education courses (CLED, ECSE, EDUS, SEDP and TEDU).
- Required education courses (CLED, ECSE, EDUS, SEDP and TEDU) in which students earn a grade of D or F must be repeated.
- Students must achieve a 2.8 GPA to be admitted to teacher preparation and a 3.0 GPA to be admitted to clinical internship.

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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<tbody>
<tr>
<td>EDUS 202</td>
<td>Diversity, Democracy and Ethics</td>
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<tr>
<td>EDUS 301</td>
<td>Human Development and Learning</td>
<td>3</td>
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<tr>
<td>or PSYC 301</td>
<td>Child Psychology</td>
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<tr>
<td>or PSYC 304</td>
<td>Life Span Developmental Psychology</td>
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<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/SEDU 410</td>
<td>Building a Community of Learners: Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 413</td>
<td>Curriculum Methods and Instructional 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>
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</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>
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<td>TEDU 411</td>
<td>Integrating the Arts in Curriculum for Young Children</td>
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<td>or ARTE 301</td>
<td>Art for Elementary Teachers</td>
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<tr>
<td>TEDU 416</td>
<td>Math/Science Methods for Early Childhood Education</td>
<td>4</td>
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<td>TEDU 425</td>
<td>Emergent and Early Literacy</td>
<td>3</td>
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<tr>
<td>TEDU 430</td>
<td>Early Childhood Education Practicum I</td>
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</tr>
<tr>
<td>TEDU 431</td>
<td>Early Childhood Education Practicum II</td>
<td>1</td>
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<tr>
<td>TEDU 432</td>
<td>Early Childhood Education Practicum III</td>
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<td>TEDU 466</td>
<td>Literacy Assessment and Intervention in the Early/Elementary Classroom</td>
<td>3</td>
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<td>TEDU 471</td>
<td>Internship I (PK-K)</td>
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<td>TEDU 475</td>
<td>Internship II (Grades 1-3)</td>
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<td>TEDU 481</td>
<td>Teaching as a Profession</td>
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<tr>
<td>TEDU 490</td>
<td>Social Studies Methods for Early Learners</td>
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Ancillary requirements

Math requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MATH 303</td>
<td>Investigations in Geometry</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Hours</td>
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<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>
</tr>
<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 general education BOK for natural sciences and AOI for scientific and logical reasoning)</td>
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<tr>
<td>or BIOL 103</td>
<td>Global Environmental Biology</td>
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<tr>
<td>or BIOL 151</td>
<td>Introduction to Biological Sciences I</td>
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<tr>
<td>CHEM 101</td>
<td>General Chemistry I (satisfies general education AOI for scientific and logical reasoning)</td>
<td>3</td>
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<tr>
<td>or CHEM 110</td>
<td>Chemistry and Society</td>
<td></td>
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<tr>
<td>INSC 201</td>
<td>Energy!</td>
<td>3</td>
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<tr>
<td>or INSC 300</td>
<td>Experiencing Science</td>
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<tr>
<td>or PHYS 101</td>
<td>Foundations of Physics</td>
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<tr>
<td>ENVZ 105</td>
<td>Physical Geology</td>
<td>3</td>
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<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>
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<tr>
<td>or ENVZ 310</td>
<td>Introduction to Oceanography</td>
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<tr>
<td>or PHYS 103</td>
<td>Elementary Astronomy</td>
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<td>or URSP 204</td>
<td>Physical Geography</td>
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<td>Total Hours</td>
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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, PHYZ 103, CHEZ 101, CHEZ 110, ENVZ 105 and URSP 204.

The minimum number 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 203</td>
<td>Introduction to Economics (satisfies general education AOI for global perspectives)</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 105 or</td>
<td>Physical Geology or Earth System Science</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 201 or</td>
<td>or Introduction to Meteorology or Introduction to Oceanography</td>
<td></td>
</tr>
<tr>
<td>ENVS 301 or</td>
<td>or Elementary Astronomy or Physical Geography</td>
<td></td>
</tr>
<tr>
<td>ENVS 310 or</td>
<td>or Astronomy or Physical Geography</td>
<td></td>
</tr>
<tr>
<td>MATH 362</td>
<td>Algebra and Functions</td>
<td>3</td>
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<tr>
<td>SEDP 330</td>
<td>Survey of Special Education</td>
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<tr>
<td>General education course</td>
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<tr>
<td>Science lab (if taken)</td>
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**Junior year**

**Fall semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECSE 410</td>
<td>Play-based Instruction for Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>MATH 303</td>
<td>Investigations in Geometry</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 413</td>
<td>Curriculum Methods and Instructional Models</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 425</td>
<td>Emergent and Early Literacy</td>
<td>3</td>
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<tr>
<td>TEDU 430</td>
<td>Early Childhood Education Practicum I</td>
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**Spring semester**

3.0 GPA required for admission to clinical internship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUS 304</td>
<td>Educational Psychology for Teacher Preparation</td>
<td>2</td>
</tr>
<tr>
<td>SEDP/EDUS 401</td>
<td>Assessment in Diverse Settings</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205</td>
<td>Survey of Virginia History</td>
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<tr>
<td>STAT 206 or</td>
<td>Data Analysis and Statistics for Elementary Education</td>
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<tr>
<td>STAT 208 or</td>
<td>or Statistical Thinking</td>
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<tr>
<td>STAT 210</td>
<td>or Basic Practice of Statistics</td>
<td></td>
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<tr>
<td>TEDU 431</td>
<td>Early Childhood Education Practicum II</td>
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</tr>
<tr>
<td>TEDU 466</td>
<td>Literacy Assessment and Intervention in the Early/Elementary Classroom</td>
<td>3</td>
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**Senior year**

**Fall semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ECSE 301</td>
<td>Developmental Assessment for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>TEDU/SEDP 410</td>
<td>Building a Community of Learners: Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 411 or</td>
<td>Integrating the Arts in Curriculum for Young Children</td>
<td>2</td>
</tr>
<tr>
<td>ARTE 301 or</td>
<td>or Art for Elementary Teachers</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDU 416</td>
<td>Math/Science Methods for Early Childhood Education</td>
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</tr>
<tr>
<td>TEDU 432</td>
<td>Early Childhood Education Practicum III</td>
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<tr>
<td>TEDU 490</td>
<td>Social Studies Methods for Early Learners</td>
<td>2</td>
</tr>
<tr>
<td>TEDU 510</td>
<td>Instructional Technology in PK-12 Environments</td>
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**Term Hours:**

15

**Spring semester**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TEDU 452</td>
<td>Teaching English Language Learners</td>
<td>2</td>
</tr>
<tr>
<td>TEDU 471</td>
<td>Internship I (PK-K)</td>
<td>3</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>
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</table>

**Term Hours:**

12

**Total Hours:**

123

The minimum number 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 (delivered hybrid or face-to-face). 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. 2 Hours.**

Semester course; 2 lecture hours. 2 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 (delivered online, face-to-face or hybrid).
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 207. Urban Awareness and Urban Education. 3 Hours.
Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. This course is designed to enhance students’ knowledge of urban schools through the examination of historical, economic, political and socio-cultural frameworks that explore how issues of race, class, gender and immigration status have affected the distribution of equal educational opportunities in urban schools in the United States. Diversity in human experiences will be examined within urban cultures and educational settings. Students will engage with research and various literature about inequities in urban schools but also investigate the complexity and challenges of providing excellent education in urban school contexts. The research projects and class book discussions will provide an understanding of communities, their resources, demographics and economy in urban settings that affect education in various ways.

TEDU 210. Debunking Classroom Myths: How and Why Do We Learn Ideas Incorrectly?. 3 Hours.
Semester course; 3 lecture hours (delivered in hybrid format). 3 credits. Ever wonder why concepts are taught over and over and are still difficult to explain? This course explores misconceptions commonly learned in K-12 math, science, humanities and social sciences. Students will investigate these ideas through the lens of their own experiences and what is known about how people learn. This course builds understanding of best practices in learning through reading, discussion, reflection and presentation.

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. 2 Hours.
Semester course; 2 lecture hours. 2 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. 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, 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. 2 Hours.
Semester course; 2 lecture hours. 2 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 305. Concepts of Peer Health Education. 3 Hours.
Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course is designed to provide students with the theoretical and practical foundations to design, implement and evaluate best practice peer-to-peer education related to health and well-being. Students will learn and practice concepts such as active listening, responding to a crisis, and effectively delivering and evaluating peer-to-peer programming. This course also serves as required training for students interested in becoming a peer health educator with VCU’s Recreation and Well-Being department, RecWell.
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 teaching/internship. 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. Prerequisites: TEDU 103 and TEDU 303. Enrollment is restricted to students admitted to teacher preparation in the B.S.Ed. in Health and Physical Education program or students enrolled in the minor in recreation and wellness. 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 320. ACE Prep Group Exercise. 2 Hours.
Semester course; 2 lecture hours (delivered face-to-face or hybrid). 2 credits. This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in group fitness instruction. Topics include guidelines for instructing safe, effective and purposeful exercise; essentials of the instructor–participant relationship; principles of motivation to encourage adherence in the group fitness setting; effective instructor-to-participant communication techniques; methods for enhancing group leadership; and the group fitness instructor’s professional role. Graded as pass/fail.

TEDU 321. ACE Prep Personal Training. 2 Hours.
Semester course; 2 lecture hours (delivered face-to-face or hybrid). 2 credits. This course is designed to give students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and become effective personal trainers. This course presents a client-centered approach to personal training that features the ACE Integrated Fitness Training model as a comprehensive system for designing individualized programs based on each client’s unique health, fitness and performance goals and the ACE Mover Method philosophy for empowering clients to make behavioral changes to improve their health, fitness and overall quality of life. The information covered by this course can be directly applied in all settings by using the ACE ABC Approach to navigate all client interactions by asking powerful open-ended questions, breaking down barriers and collaborating on goals every step of the way. The ACE IFT model and ACE Mover Method philosophy will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design exercise programs that help clients improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness and muscular fitness. Graded as pass/fail.

TEDU 322. Learn to Swim. 1 Hour.
Semester course; 1 lecture hour. 1 credit. This class is designed to help participants gain basic aquatic skills and swimming strokes, including the front crawl, breaststroke and elementary backstroke. Participants also learn skills and concepts needed to stay safe around the water, in addition to those needed to help themselves or others in an aquatic emergency. Graded as pass/fail.

TEDU 323. Swimming for Fitness. 1 Hour.
Semester course; 1 lecture hour. 1 credit. This course is designed to improve participants’ proficiency in basic aquatic skills and six basic swimming strokes. This class will also work on refining participants’ strokes and turns and build endurance for fitness swimming. Participants also learn skills and concepts needed to stay safe around the water. Graded as pass/fail.

TEDU 324. ARC Lifeguard. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Enrollment requires permission of the instructor. This course is designed to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide professional-level care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services personnel take over. Graded as pass/fail.

TEDU 325. ARC Water Safety Instructor. 2 Hours.
Semester course; 2 lecture hours. 2 credits. Enrollment requires permission of the instructor. This course is designed to train instructor candidates to teach courses and presentations in the American Red Cross Swimming and Water Safety Program by developing their understanding of how to use course materials, how to conduct training sessions and how to evaluate participants’ progress. Graded as pass/fail.

TEDU 326. Introduction to Mindfulness and Leading With Compassion. 2 Hours.
Semester course; 2 lecture hours (delivered face-to-face or hybrid). 2 credits. In this course, students will learn skills to lead compassionately through mindfulness and self-reflection. The first half of this course will focus on pedagogy related to mindful practice, as well as ways to lead through empathy, tough conversations and authenticity. The second half of the course will focus on facilitation, with students facilitating mindful practice for their peers each week. With this course completion, students will receive the title of mindful ambassadors with VCU’s Recreation and Well-Being department, RecWell, where they will be qualified to facilitate mindful exercises for partners on campus.
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 (delivered online, face-to-face or hybrid). 
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 (delivered online, face-to-face or hybrid). 
3 credits. This course is designed to give students an appreciation of 
the value of children’s literature, present a look at current trends and 
provide a wide range of reading from different literary genres and diverse 
authors. The course will also explore the creative use of literature and its 
contribution to the development of oral and written expression in children 
from birth to grade 6. Throughout the course students will develop skills 
as educators who are critically reflective practitioners. 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. This course will focus on the 
art of teaching writing through a writer’s workshop approach. The course 
will critically examine theory, techniques and strategies in the context of 
how students learn to think and write in k-12 classrooms. The class will 
also address issues of assessing and responding to student writing, and 
it includes extensive journal and essay writing with an examination of the 
student’s own personal writing processes. Students will be encouraged to 
be critically reflective practitioners throughout the course. Crosslisted as: 
ENGL 389.

TEDU 390. Movement Education. 3 Hours. 
Semester course; 2 lecture and 2 laboratory hours (delivered online, face-
to-face or hybrid). 3 credits. Prerequisite: TEDU 101. 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. 2 Hours. 
Semester course; 2 lecture hours. 2 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. Corequisites: TEDU 493 and 
TEDU 495. 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. Prerequisite: EDUS 301, 
PSYC 301 or PSYC 304 with a minimum grade of C. 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. 2 Hours. Semester course; 2 lecture hours. 2 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 in pre-K through 5th grade. 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 (delivered online, face-to-face or hybrid). 3 credits. Prerequisites: EDUS 202; and EDUS 301, PSYC 301 or PSYC 304, both with a minimum grade of C. A study of developmentally appropriate curriculum and instructional models 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 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 using math manipulatives 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. 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 understand and think critically. 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 3.

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 430. Early Childhood Education Practicum I. 1 Hour. Semester course; 1 practicum hour. 1 credit. Corequisites: TEDU 413 and TEDU 425. Enrollment is restricted to students enrolled in the B.S.Ed. in Early Childhood Education and Teaching program. This practicum experience provides an opportunity for students to observe, learn from and interact with effective school-based educators and students in their early childhood or classroom placement. This course allows VCU teacher candidates opportunities to implement strategies and techniques that are taught in their accompanying methods classes. Students will focus on reflective practice and research-based teaching methods in the area of reading and language arts content. Graded as pass/fail.

TEDU 431. Early Childhood Education Practicum II. 1 Hour. Semester course; 1 practicum hour. 1 credit. Prerequisites: TEDU 425 and TEDU 430. Corequisite: TEDU 466. Enrollment is restricted to students enrolled in the B.S.Ed. in Early Childhood Education and Teaching program. This practicum studies reading problems by focusing on 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 432. Early Childhood Education Practicum III. 1 Hour.
Semester course; 1 practicum hour. 1 credit. Prerequisite: TEDU 431. Corequisites: TEDU 416 and TEDU 490. Enrollment is restricted to students enrolled in the B.S.Ed. in Early Childhood Education and Teaching program. A practicum that precedes student teaching/internship. Field work includes planned observations and teaching activities and lessons to small groups and full classes. Graded as pass/fail.

TEDU 440. Elementary Education Practicum I. 1 Hour.
Semester course; 1 practicum hour. 1 credit. Corequisites: TEDU 413 and TEDU 426. Enrollment is restricted to students enrolled in the B.S.Ed. in Elementary Education and Teaching program. This practicum provides an opportunity for students to observe, learn from and interact with effective school-based educators and students in their elementary classroom placement. This course allows VCU teacher candidates opportunities to implement strategies and techniques that are taught in their accompanying methods classes. Students will focus on reflective practice and research-based teaching methods in the area of reading and language arts content. Graded as pass/fail.

TEDU 441. Elementary Education Practicum II. 1 Hour.
Semester course; 1 practicum hour. 1 credit. Prerequisites: TEDU 426 and TEDU 440. Corequisite: TEDU 466. Enrollment is restricted to students enrolled in the B.S.Ed. in Elementary Education and Teaching program. This practicum studies reading problems by focusing on reading diagnosis and intervention related to classroom settings. The 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.

TEDU 442. Elementary Education Practicum III. 1 Hour.
Semester course; 1 practicum hour. 1 credit. Prerequisite: TEDU 441. Corequisites: TEDU 422, TEDU 417 and TEDU 496. Enrollment is restricted to students enrolled in the B.S.Ed. in Elementary Education and Teaching program. A practicum that precedes student teaching/internship. Field work includes planned observations and teaching activities and lessons to small groups and full classes. Graded as pass/fail.

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 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. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: TEDU 425 or TEDU 426. Corequisite: TEDU 431 or TEDU 441. Students will examine reading problems by focusing on reading diagnosis and intervention related to classroom settings. 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. Students will apply skills acquired in this course during a supervised practicum experience in the corequisite course in which students will evaluate and tutor individual students with reading difficulties.

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. 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 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. 2 Hours.
Semester course; 2 lecture hours (delivered online, face-to-face or hybrid).
2 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 483. Second Language Acquisition: Concepts, Curriculum and
Assessment. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is designed as
an introduction to the processes of second language acquisition, with
a focus on SLA theories and concepts and how they apply in classroom
settings. The course addresses the application of SLA theories, principles
and current research to the use of curriculum and assessment. In-depth
analysis of readings will enhance the students’ understanding of SLA and
the research related to this field. Students examine videos of classroom
teaching, analyzing the application of SLA theories utilized in various
instructional settings.

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. 4 Hours.
Semester course; 4 field experience hours. 4 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 will complete a full-time seven-to-
eight-week placement teaching in the PK-5 health and physical education
setting. This practical experience will lead to greater practical application
of skills culminating in full responsibility for planning, implementing
and evaluating the classroom. 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. 4 Hours.
Semester course; 4 field experience hours. 4 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 will gain practical experience by completing
a full-time seven-to-eight-week placement teaching in grades 6-12 in a
health and physical education setting.

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.