SECONDARY EDUCATION AND TEACHING, BACHELOR OF SCIENCE IN EDUCATION (B.S.ED.) WITH A CONCENTRATION IN ENGINEERING EDUCATION

The purpose of the B.S.Ed. in Secondary Education and Teaching with a concentration in engineering education is to prepare students to serve as initially licensed teachers in grades 6-12, as well as to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with a solid foundation in secondary education, engineering, mathematics and sciences to meet the requirements for licensure. Through the core education curriculum, students will become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of their students and clients. Successful completion of the program will result in licensure in secondary engineering education (6-12).

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 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 Secondary Education and Teaching, Bachelor of Science in Education (B.S.Ed.) with a concentration in engineering education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General education (<a href="http://bulletin.vcu.edu/undergraduate-study/general-education-curriculum/">http://bulletin.vcu.edu/undergraduate-study/general-education-curriculum/</a>)</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits from general education foundations and 18 credits from areas of inquiry.</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Major requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major core requirements</td>
<td></td>
<td></td>
</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>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/SEDP 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>
<td>2</td>
</tr>
<tr>
<td>Concentration requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 102 &amp; CHEZ 102</td>
<td>General Chemistry II and General Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus with Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 207</td>
<td>University Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 208</td>
<td>University Physics II</td>
<td>5</td>
</tr>
<tr>
<td>STAT 441</td>
<td>Applied Statistics for Engineers and Scientists</td>
<td>3</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select from:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>CLSE 101</td>
<td>Introduction to Engineering</td>
<td></td>
</tr>
<tr>
<td>EGRB 102 &amp; EGRB 104</td>
<td>Introduction to Biomedical Engineering and Introduction to Biomedical Engineering Laboratory</td>
<td></td>
</tr>
<tr>
<td>EGRE 101</td>
<td>Introduction to Engineering</td>
<td></td>
</tr>
<tr>
<td>EGMN 103 &amp; EGMN 190 &amp; EGMN 203</td>
<td>Mechanical and Nuclear Engineering Practicum I and Introduction to Mechanical and Nuclear Engineering and Mechanical and Nuclear Engineering Practicum II</td>
<td></td>
</tr>
<tr>
<td>CLSE 115</td>
<td>Introduction to Programming for Chemical and Life Science Engineering</td>
<td>4</td>
</tr>
<tr>
<td>EGMN 102</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>EGMN 202</td>
<td>Mechanics of Deformables</td>
<td>3</td>
</tr>
</tbody>
</table>
### Secondary Education and Teaching, Bachelor of Science in Education (B.S.Ed.) with a concentration in engineering education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGMN 215</td>
<td>Engineering Visualization and Computation</td>
<td>3</td>
</tr>
<tr>
<td>EGRE 206</td>
<td>Electric Circuits</td>
<td>4</td>
</tr>
<tr>
<td>EGRE 245 or CMSC 255</td>
<td>Engineering Programming</td>
<td>4</td>
</tr>
<tr>
<td>EGRE 246 or CMSC 256</td>
<td>Advanced Engineering Programming or Data Structures and Object Oriented Programming</td>
<td>3-4</td>
</tr>
</tbody>
</table>

#### Secondary education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDU 381</td>
<td>Middle School Practicum for Engineering Education</td>
<td>2</td>
</tr>
<tr>
<td>TEDU 382</td>
<td>High School Practicum for Engineering Education</td>
<td>1</td>
</tr>
<tr>
<td>TEDU 420</td>
<td>Teaching Middle and High School Engineering</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 478</td>
<td>Internship I for Engineering Education</td>
<td>4</td>
</tr>
<tr>
<td>TEDU 479</td>
<td>Internship II for Engineering Education</td>
<td>4</td>
</tr>
<tr>
<td>TEDU 480</td>
<td>Investigations and Trends in Teaching: Engineering</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 562</td>
<td>Reading Instruction in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Ancillary requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>Global Environmental Biology (satisfies general education BOK for natural sciences and AOI for scientific and logical reasoning)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 &amp; CHEZ 101</td>
<td>General Chemistry I and General Chemistry Laboratory I (both satisfy general education AOI for scientific and logical reasoning)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Calculus with Analytic Geometry I (satisfies general education quantitative foundations)</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Total Hours

| Term Hours: | 123 |

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.

### Freshman year

#### Fall semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101 &amp; CHEZ 101</td>
<td>General Chemistry I and General Chemistry Laboratory I (both satisfy general education AOI for scientific and logical reasoning)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Calculus with Analytic Geometry I (satisfies general education quantitative foundations)</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111</td>
<td>Focused Inquiry I (satisfies general education UNIV foundations)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>CLSE 101</td>
<td>Introduction to Engineering</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>Global Environmental Biology (satisfies general education BOK for natural sciences and AOI for scientific and logical reasoning)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Calculus with Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 207</td>
<td>University Physics I</td>
<td>5</td>
</tr>
<tr>
<td>UNIV 112</td>
<td>Focused Inquiry II (satisfies general education UNIV foundations)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Hours

| Term Hours: | 16 |

### Sophomore year

#### Fall semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 102 &amp; CHEZ 102</td>
<td>General Chemistry II and General Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>EDUS 202</td>
<td>Diversity, Democracy and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>EGMN 102</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200</td>
<td>Inquiry and the Craft of Argument (satisfies general education UNIV foundations)</td>
<td>3</td>
</tr>
<tr>
<td>General education course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### Spring semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUS 301</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EGMN 215</td>
<td>Engineering Visualization and Computation</td>
<td>3</td>
</tr>
<tr>
<td>EGRE 245 or CMSC 255</td>
<td>Engineering Programming or Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>STAT 441</td>
<td>Applied Statistics for Engineers and Scientists</td>
<td>3</td>
</tr>
<tr>
<td>General education course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Hours

| Term Hours: | 16 |

### Junior year

#### Fall semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLSE 115</td>
<td>Introduction to Programming for Chemical and Life Science Engineering</td>
<td>4</td>
</tr>
<tr>
<td>EGMN 202</td>
<td>Mechanics of Deformables</td>
<td>3</td>
</tr>
<tr>
<td>EGRE 246 or CMSC 256</td>
<td>Advanced Engineering Programming or Data Structures and Object Oriented Programming</td>
<td>3-4</td>
</tr>
<tr>
<td>TEDU/SEDP 410</td>
<td>Building a Community of Learners: Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Spring semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUS 301</td>
<td>Human Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EGMN 215</td>
<td>Engineering Visualization and Computation</td>
<td>3</td>
</tr>
<tr>
<td>EGRE 245 or CMSC 255</td>
<td>Engineering Programming or Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>STAT 441</td>
<td>Applied Statistics for Engineers and Scientists</td>
<td>3</td>
</tr>
<tr>
<td>General education course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Hours

| Term Hours: | 16 |

2.8 GPA required for admission to teacher preparation
Community health issues and health advocacy are also examined.

valid sources of information and tools for assessing school health needs.

Semester course; 3 lecture hours. 3 credits. This course is designed to

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
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. 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. 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-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 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 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 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 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 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/externship. 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
teaching 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. Internship I. 4 Hours.
Semester course; 4 field experience hours. 4 credits. Prerequisites:
TEDU 416, TEDU 466 and TEDU 490. Corequisites: TEDU 475 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 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 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 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. 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 VCLAla 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 489. 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.