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

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

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

**Student learning outcomes**

- **Learner and learning:** Students will understand human development and learning theories appropriate to the age group they will teach and acquire an awareness of the diversity of the school-age populations’ cultural backgrounds, learning strengths and needs.
- **Content:** Students will demonstrate knowledge of the subjects they will teach.
- **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.
- **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>General education (<a href="http://bulletin.vcu.edu/undergraduate/undergraduate-study/general-education-curriculum/">http://bulletin.vcu.edu/undergraduate/undergraduate-study/general-education-curriculum/</a>)</td>
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<tr>
<td>Select 30 credits of general education courses in consultation with an adviser.</td>
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<td><strong>Major requirements</strong></td>
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<td>• Major core requirements</td>
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<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 or PSYC 301</td>
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<tr>
<td>or PSYC 304</td>
<td>Child Psychology</td>
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<tr>
<td>EDUS 304</td>
<td>Educational Psychology for Teacher Preparation</td>
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<td>SEDP 330</td>
<td>Survey of Special Education</td>
<td>3</td>
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<tr>
<td>SEDP/EDUS 401</td>
<td>Assessment in Diverse Settings</td>
<td>3</td>
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<tr>
<td>TEDU/SEDU 410</td>
<td>Building a Community of Learners: Classroom Management</td>
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<td>TEDU 413</td>
<td>Curriculum Methods and Instructional Models</td>
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<tr>
<td>TEDU 452</td>
<td>Teaching English Language Learners</td>
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<tr>
<td>TEDU 510</td>
<td>Instructional Technology in PK-12 Environments</td>
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<td><strong>Teacher education requirements</strong></td>
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<tr>
<td>ECSE 301</td>
<td>Developmental Assessment for Young Children</td>
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<td>Play-based Instruction for Inclusive Settings</td>
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<td>TEDU 101</td>
<td>Introduction to Teaching</td>
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<tr>
<td>TEDU 385</td>
<td>Teaching Writing Through Children's Literature</td>
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<tr>
<td>TEDU 390</td>
<td>Movement Education</td>
<td>3</td>
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<tr>
<td>TEDU 411</td>
<td>Integrating the Arts in Curriculum for Young Children or ARTE 301</td>
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<tr>
<td>TEDU 416</td>
<td>Math/Science Methods for Early Childhood Education</td>
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<tr>
<td>TEDU 425</td>
<td>Emergent and Early Literacy</td>
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<tr>
<td>TEDU 430</td>
<td>Early Childhood Education Practicum I</td>
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<tr>
<td>TEDU 431</td>
<td>Early Childhood Education Practicum II</td>
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<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>
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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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<td>TEDU 490</td>
<td>Social Studies Methods for Early Learners</td>
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<td><strong>Ancillary requirements</strong></td>
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<td>Math requirements</td>
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<td>MATH 303</td>
<td>Investigations in Geometry</td>
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</table>
MATH 361  Numbers and Operations  3
MATH 362  Algebra and Functions  3
STAT 206  Data Analysis and Statistics for Elementary Education  3
  or STAT 208  Statistical Thinking  3
  or STAT 210  Basic Practice of Statistics  3

Science requirements
BIOL 101  Biological Concepts (satisfies general education BOK for natural sciences and AOI for scientific and logical reasoning)  3
  or BIOL 103  Global Environmental Biology  3
CHEM 101  General Chemistry I (satisfies general education AOI for scientific and logical reasoning)  3
  or CHEM 110  Chemistry and Society  3
INSC 201  Energy!  3
  or INSC 300  Experiencing Science  3
  or PHYS 101  Foundations of Physics  3
ENVS 105  Physical Geology  3
  or ENVS 201  Earth System Science  3
  or ENVS 301  Introduction to Meteorology  3
  or ENVS 310  Introduction to Oceanography  3
  or PHYS 103  Elementary Astronomy  3
  or URSP 204  Physical Geography  3

Science labs 1
Social studies/history requirements
ECON 203  Introduction to Economics (satisfies general education AOI for global perspectives)  3
HIST 103  Survey of American History I  3
HIST 205  Survey of Virginia History  3
POLI 103  U.S. Government and Politics (satisfies general education BOK for social/behavioral sciences and AOI for diversities in the human experience)  3

Term Hours:  16

Sophomore year
Fall semester
EDUS 301  Human Development and Learning  3
  or PSYC 301  Child Psychology  3
  or PSYC 304  Life Span Developmental Psychology  3
MATH 361  Numbers and Operations  3
PHYS 101  Foundations of Physics  3
  or INSC 201  Energy!  3
  or EXSC 300  Experiencing Science  3
TEDU 390  Movement Education  3
UNIV 200  Advanced Focused Inquiry: Literacies, Research and Communication (satisfies general education UNIV foundations)  3

Science lab (if taken)  0-1
Term Hours:  16

Spring semester

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.
2.8 GPA required for admission to teacher preparation

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECON 203</td>
<td>Introduction to Economics (satisfies general education AOI for global perspectives)</td>
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<tr>
<td>ENVS 105</td>
<td>Physical Geology</td>
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<tr>
<td>or</td>
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<td>SEDP 330</td>
<td>Survey of Special Education</td>
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<td>General education course</td>
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<td>Science lab (if taken)</td>
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**Term Hours:** 15

**Junior year**

**Fall semester**

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<tr>
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<tr>
<td>ECSE 410</td>
<td>Play-based Instruction for Inclusive Settings</td>
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<td>Investigations in Geometry</td>
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<td>TEDU 430</td>
<td>Early Childhood Education Practicum I</td>
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**Term Hours:** 16

**Spring semester**

3.0 GPA required for admission to clinical internship

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<tr>
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<td>Educational Psychology for Teacher Preparation</td>
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<tr>
<td>SEDP/EDUS 401</td>
<td>Assessment in Diverse Settings</td>
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<td>HIST 205</td>
<td>Survey of Virginia History</td>
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<td>STAT 206</td>
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<tr>
<td>STAT 210</td>
<td>Early Childhood Education Practicum II</td>
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<tr>
<td>TEDU 431</td>
<td>Literacy Assessment and Intervention in the Early/Elementary Classroom</td>
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**Term Hours:** 16

**Senior year**

**Fall semester**

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<td>ECSE 301</td>
<td>Developmental Assessment for Young Children</td>
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<td>TEDU/SEDP 410</td>
<td>Building a Community of Learners: Classroom Management</td>
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**Term Hours:** 17

**Spring semester**

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<tbody>
<tr>
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<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 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 209. Development of Lesson Plans. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Students will design and conduct activities which integrate literacy with teaching movement skills. Students will conduct an elementary program, control the learning environment, design lessons utilizing technology with the purpose of enhancing the curriculum. Utilization of basic biomechanical principles will be infused in all topics.

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 211. Censored in School: Banned Books. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course explores books that have been censored or challenged in America's public schools (mostly grades 6-12). Students will read censored books and learn how and why those books were targeted by people on the political right and the political left. By reading censored books and by studying efforts to remove these books from public schools, students will clarify their own views of censorship and learn about the politics of education in a democratic society.

TEDU 212. Creating Digital Art and Music Through Computer Coding. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course provides an introduction to design and creativity through the use of computers to create art and music. The goal of the course is to provide an introduction to creativity at the intersection of technology and the arts. The first half of the course focuses on digital art and the second half of the course focuses on digital music. Digital animations are woven throughout the course. During this course students will create original visual and musical artifacts through computer programming. This course is designed for novices in both music/art composition and computer programming. No previous computer programming experience is required.

TEDU 213. Focus on Choice: Censorship and Educational Opportunity. 1-3 Hours.
Semester course; 1-3 lecture hours. 1-3 credits. This course explores books that have been censored or challenged in America's public schools (grades K-12). Students will read censored books and learn how and why those books were targeted by people on the political right and the political left. By reading censored books and by studying efforts to remove these books from public schools, students will clarify their own views of censorship and learn about the politics of education in a democratic society.

TEDU 214. 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 classroom management skills. These pedagogical skills will be applied within the realm of specific sports such as flag football, soccer, choukball, 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. 3 Hours.
Semester course; 3 lecture hours (delivered face-to-face or hybrid). 3 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.

TEDU 321. ACE Prep Personal Training. 3 Hours.
Semester course; 3 lecture hours (delivered face-to-face or hybrid). 3 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.

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: 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 math manipulatives to help students discuss their thinking. The class will help to position the preservice teacher as a reflective decision-maker.

TEDU 425. Emergent and Early Literacy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course provides an introduction to the theories, concepts, pedagogical approaches, methods and materials used to promote early literacy acquisition and development. Within the framework of the stages of literacy development, students will develop competency in the components of emergent literacy, including language development, phonological and phonemic awareness, phonics, fluency, comprehension, vocabulary and writing. Application of course content in preschool and early elementary classrooms will encourage critical reflection on pedagogical approaches as students meet the diverse language and learning needs of young children ages birth to 8.
TEDU 426. Teaching Reading and Other Language Arts. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Presents teaching strategies and materials in reading and the other language arts based on current theory and research. Emphasizes the interrelatedness of listening, speaking, reading and writing and the importance of naturalistic language experiences.

TEDU 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/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 471 and TEDU 481. Enrollment is restricted to students with passing scores on VCLA and Praxis II. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an elementary classroom. Teacher candidates complete a full-time seven-to-eight-week placement in a pre-K/kindergarten to 2nd grade classroom.

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

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

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

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

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

TEDU 481. Teaching as a Profession. 2 Hours.
Semester course; 2 lecture hours (delivered online, face-to-face or hybrid). 2 credits. Prerequisite: TEDU 432 or TEDU 442. 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.