The mission of the EMU teacher education program is to prepare competent, caring, reflective practitioners who advocate for children and youth, develop caring learning environments, initiate and respond creatively to change, value service to others, and teach boldly in a changing world through an ethic of care and critical reflection.

The teacher education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective practitioners will offer healing and hope in a diverse world. The successful teacher candidate demonstrates:

**Teaching Endorsements**
- Early/Primary Education Licensure (PreK-3) and Elementary Education Licensure (PreK-6)
- Secondary Education Licensure (6-12)
  - Biology
  - Chemistry
  - Computer Science
  - English
  - History and Social Science
  - Mathematics
- All-Grade Education (PreK-12)
  - English as a Second Language
  - Foreign Language: Spanish
  - Health and Physical Education
  - Music: Instrumental; Vocal/Choral
  - Visual Arts
- Special Education (K-12) (prior to 2018-19)

**Other Programs**
- Add on endorsement: Journalism
- Associate in Arts Degree in Education: Para-Professional

**Major**
- Health and Physical Education

**Minors**
- Coaching
- Kinesiology and Exercise Science

**Career Concentrations**
- Pre-Art Therapy
- Pre-Music Therapy

**Careers in Education include**
teach at the early childhood, elementary, middle and high school levels; biology, chemistry, computer science, English, English as a second language, foreign language, health and physical education, history and social science, mathematics, music, and visual arts. Visit [www.emu.edu/academics/concentrations](http://www.emu.edu/academics/concentrations) for details on the Career Concentrations.
Scholarship: to acquire knowledge through the liberal arts, EMU Core and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: to demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Teacher candidates at EMU believe that individuals can learn to their full potential, and that effective teachers help students draw on the background of experience to construct their own learning.

The education department provides an extensive field-based curriculum that integrates theory and practical application in a variety of public and private school settings. Students are prepared to become teachers in preschool, kindergarten, elementary, middle school or secondary high schools. Curricula are designed to combine a Christian liberal arts background with an intensive professional preparation in education. The education department also operates an early learning center which affords opportunities for observation of child development and participation experiences with a model teacher.

Although requirements may vary from state to state, all states require licensure for teaching. Teacher education at EMU holds “state approved program” status and is accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Education Preparation (CAEP). This assures graduates reciprocal licensure in most states.

All students seeking licensure to teach shall make application for admission to teacher education and to student teaching. Application for admission to teacher education is made at the end of the fall semester of the sophomore year and application for admission to student teaching is made at the end of the fall semester of the junior year. Transfer students are required to attend an education department transfer orientation meeting their first semester on campus.

Test preparation and remedial assistance is available for students seeking admission to the program. Students who wish to appeal a teacher education admissions committee decision should refer to the Teacher Education Handbook for appeal procedures.

Entrance and exit requirements including cut-off test scores for all teacher education programs are found in the Teacher Education Handbook which is available in the education office or online at www.emu.edu/education or www.emu.edu/education/test-scores. An entry assessment in reading, writing, and mathematics is required for admission to the teacher education program. Students with qualifying SAT/ACT scores or a Praxis Core Academic Skills for Educators: Mathematics score of 155 and the Virginia Communication and Literacy Assessment (VCLA) meet the requirement. The Virginia Communication and Literacy Assessment
(VCLA) is required for teacher licensure. The Reading for Virginia Educators (RVE) is required for early/primary education (PreK-3), elementary education (PreK-6), and special education (K-12). Admission to teacher education requires a 2.5 cumulative GPA, submission of an admissions portfolio and a teacher education interview. Admission to student teaching requires a 2.7 cumulative GPA. In addition, students must have a C or better in all education courses (courses with ED or EDS prefix and content area methods courses) to be admitted to student teaching. Exit requirements include meeting the Virginia cut off score requirements for the Praxis Subject Assessment (consisting of specialty area components); submission of a student teaching portfolio as part of ED 411; and an earned GPA of 2.7. Students may obtain an additional endorsement without completing an approved licensure program by passing the Praxis Subject Assessment in the content area (Biology, Chemistry, English, History and Social Science, Mathematics, Visual Arts, Health and Physical Education, Foreign Language, and Music) with the exception of PreK-3, PreK-6, and Special Education.

Early/primary, elementary and special education programs require a liberal arts major outside the education department. Students enrolled in all-grade-level programs and secondary programs must major in the discipline of their teaching interest. All education programs require completion of a prescribed sequence of professional education courses. EMU offers the following state-approved teaching endorsement programs:

- English as a Second Language, PreK-12
- Foreign Language: Spanish, PreK-12
- Health and Physical Education, PreK-12
- History and Social Science, 6-12
- Mathematics, 6-12
- Music: Vocal/Choral, PreK-12; Instrumental, PreK-12
- Special Education: General Curriculum (K-12) (prior to 2018-19)
- Visual Arts, PreK-12

The following endorsement area may be selected along with any of the above listed programs:

- Journalism

Advising takes place with faculty in the education department. Students enrolled in secondary and all-grade education programs must consult their education advisor and their content area advisor. Students completing minors must consult an advisor in their respective content areas.

Field Experiences
A wide range of experiences in schools is provided, beginning in the first year and culminating with student teaching. Students will be billed for travel and stipend expenses.

Early/Primary Education (PreK-3) or Elementary Education (PreK-6)

Professional Sequence for Early/Primary and Elementary Education

ED 101 Exploring Teaching .............2
ED 235 Curriculum and Organization in Early Education .............4
ED 245 Learning and Classroom Environments .............3
ED 275 Instructional Technology and Assessment .......................... 3
ED 331 Math in the Elementary School ............................. 2
ED 332 Science in the Elementary School ............................. 2
ED 333 Social Studies in the Elementary School ............................. 2
ED 301 Needs of Diverse Learners .................................. 3
ED 341 Language Arts ........................................ 2
ED 342 Reading/Diagnostic Reading ................................ 3
ED 343 Content Area Reading and Writing ............................. 2
ED 401 Examining Foundations of Education ....................... 2
ED 411 Reflective Teaching Seminar and Portfolio .................. 1

Plus:
Early/Primary Education only
ED 421 Student Teaching I: PreK-3 ........................... 7
ED 422 Student Teaching II: PreK-3 ........................... 7

Elementary Education only
ED 421 Student Teaching I: PreK-3 ........................... 7
ED 423 Student Teaching II: 4-6 ........................... 7

Recommended:
*ART 397 Elementary School Art Methods .......................... 2
*MUED 341 Elementary School Music ................................ 3

Twenty-four semester hours of the above are devoted to professional studies while 21 semester hours involve practica.

Early/primary and elementary licensure candidates must fulfill requirements for a liberal arts major outside the department and meet general program requirements. Additional licensure requirements are as follows:

+ required for PreK-6 licensure
++ required for PreK-3 licensure

BIOL 155 Biological Explorations .................................... 3
CHEM 155 Matter and Energy ........................................ 3
+ECON 201 Survey of Economics .................................... 3
ENGL 350 Literature for Children ..................................... 3
ENVS 135 Earth Science ............................................ 2
ENVS 145 Environmental Science .................................... 2
GEOG 231 Cultural Geography .................................... 3
HE 202 Health and Safety .............................................. 2
HIST 101 United States History I: Race and Reason .............. 2
HIST 102 United States History II: Mechanization and Modernization 2
HIST 103 United States History III: Power and Paradox ........ 2
HIST 121 Global Past I: Civilization (to 1400) ....................... 2
HIST 122 Global Past II: Modernization (post 1400) ............... 2
MATH 114 College Algebra .......................................... 2
MATH 120 Mathematics for Social Decision Making ............... 2
MATH 134 Finite Math: Logic and Problem Solving ............... 2
MATH 136 Finite Math: Number Theory and Probability ........ 2
+STAT 120 Descriptive Statistics .................................... 2
PEM 145 Rhythmic Activities ........................................ 1
PSYC 202 Developmental Psychology .............................. 3
PSYC 203 Developmental Case Study ................................ 3
++SOC 330 The Family in Social Context ........................... 1

Elementary education candidates majoring in liberal arts are encouraged to select a minor from the following content areas: English, history, Spanish, art, music, math or sciences.

Secondary Education (6-12)

Licensure for secondary education includes completion of EMU Core requirements, academic major requirements and the professional education sequence. Students wishing to prepare for teaching any subject at the secondary level must consult their advisor in the education department and the department advisor representing the major area. Education and supporting courses required are as follows:
ED 101 Exploring Teaching ........2
ED 245 Learning and Classroom
Environments ..................3
ED 252 Learning and Classroom
Environments PFE ..............1
ED 275 Instructional Technology and
Assessment ....................3
ED 301 Needs of Diverse Learners ...3
ED 351 General Curriculum and
Methods ........................1
ED 361 Special Methods PFE ....1
ED 385 Content Area Methods for
Middle and Secondary Teaching ...2
ED 395 Reading and Writing in the
Content Area (6-12) ...........3
ED 401 Examining Foundations of
Education ........................2
ED 411 Reflective Teaching Seminar
and Portfolio ....................1
ED 451 Middle School Student
Teaching ..........................7
ED 452 High School Student
Teaching ..........................7

Seventeen semester hours of the above are
dedicated to professional studies while 19
semester hours involve practica.

Additional licensure requirement:
PSYC 202 Developmental Psychology 3

All-Grade Education
(PreK-12)

Students majoring in art, English as a
second language, foreign language, health
and physical education, and music are
licensed for pre-kindergarten through
grade 12. Licensure requirements for
All-Grade Programs (PreK-12) are listed
in the art section, below for ESL, the
language and literature section for for-

eign language (Spanish), the health and
physical education section, and the music
section.

Additional licensure requirement:
PSYC 202 Developmental Psychology 3

Teaching Endorsement
in ESL

To teach in U.S. public schools, a student
must combine an academic major with
PreK-12 education courses. A teaching
endorsement in ESL (Grades PreK-12) is
approved by the Virginia Department of
Education.

Teacher candidates must comply
with all teacher education requirements.
Education and supporting courses
required are as follows:

ED 101 Exploring Teaching ........2
ED 245 Learning and Classroom
Environments ..................3
ED 252 Learning and Classroom
Environments PFE ..............1
ED 275 Instructional Technology and
Assessment ....................3
ED 301 Needs of Diverse Learners ...3
ED 351 General Curriculum and
Methods ........................1
ED 361 Special Methods PFE ....1
ED 385 Content Area Methods for
Middle and Secondary Teaching ...2
ED 395 Reading and Writing in the
Content Area (6-12) ...........3

OR

ED 343 Content Area Reading and
Writing ............................2
ED 401 Examining Foundations of
Education .........................2
ED 411 Reflective Teaching Seminar
and Portfolio ....................1
ED 461 Elementary Student Teaching 7
ED 462 Middle/High School Student
Teaching ..........................7

Other licensure requirement:
PSYC 202 Developmental Psychology 3

ESL Curriculum

ED 385 Content Area Methods for
Middle and Secondary Teaching ...2
LING 250 Introduction to Linguistics 3
LING 260 Grammars of English ........3
**Special Education (K-12)**

For students enrolled in Special Education licensure prior to 2018-19.

Licensure for special education in grade levels K-12 includes successful completion of general education requirements, a liberal arts major and supporting special education courses. Candidates work closely with their advisors to determine specialty emphases as outlined by the Virginia Department of Education. Special education licensure candidates must fulfill requirements for an academic major outside the department and meet general program requirements.

Special Education program candidates may receive an endorsement in early/primary or elementary education by extending their program into the fifth year.

### Professional Sequence for Special Education

**ED 101 Exploring Teaching:** 2
**ED 275 Instructional Technology and Assessment:** 3
**EDS 301 Introduction to Exceptionalities:** 3
**EDS 331 Individual Instruction in the Content Areas for Students with Exceptionalities:** 3
**EDS 332 Adapting Curriculum for Students with Exceptionalities:** 4
**EDS 333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs:** 1
*EDS 351 Intervention Strategies for Middle and High School Learners with Exceptionalities:** 3
*EDS 371 Evaluation and Planning in Special Education:** 3
**EDS 381 Special Education Professional Field Experience:** 2

*EDS 401 Supporting Positive Classroom Behavior:** 2
*EDS 455 Foundations of Education and Special Education:** 3
**ED 341 Language Arts:** 2
**ED 342 Reading/Diagnostic Reading:** 3
**ED 343 Content Area Reading and Writing:** 2
**ED 411 Reflective Teaching Seminar and Portfolio:** 1
**EDS 461 Student Teaching: Elementary Exceptionalities:** 7
**EDS 462 Student Teaching: Middle School/High School Exceptionalities:** 7

Twenty-four semester hours of the above are devoted to professional studies; 24 semester hours involve practica.

### Additional licensure requirements are as follows:

**BIOL 155 Biological Explorations:** 3
**CHEM 155 Matter and Energy:** 3
**ENGL 350 Literature for Children OR**

*ENGL 355 Adolescent/Young Adult Literature:** 3

**ENVS 135 Earth Science:** 2
**HE 202 Health and Safety:** 2
**HIST 101 United States History I: Race and Reason:** 2
**HIST 102 United States History II: Mechanization and Modernization:** 2
**HIST 103 United States History III: Power and Paradox:** 2
**HIST 121 Global Past I: Civilization (to 1400):** 2
**OR**
**HIST 122 Global Past II: Modernization (1350-1800):** 2

**MATH 120 Mathematics for Social Decision Making:** 2
**MATH 134 Finite Math: Logic and Problem Solving:** 2
**MATH 136 Finite Math: Number Theory and Probability:** 2
**STAT 120 Descriptive Statistics:** 2
PSYC 202 Developmental Psychology .3  
PSYC 231 Applied Behavior Analysis .3  
SOC 330 The Family in Social Context .3  

A minor in a content area is recommended.

**Associate in Arts Degree in Education: Para-Professional**

Designed for students who enjoy working with children but plan for only two years of college, this program provides training for positions in day care centers and as assistants in early childhood and elementary classrooms. Courses taken in this sequence may be applied to the education program by recommendation of the instructors, should the student decide to later complete the four-year degree program.

In addition to the EMU Core requirements (see EMU Core section), the following sequence of courses is outlined for this program:

### Required Courses for Education: Para-Professional

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Exploring Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ED 221</td>
<td>Professional Field Experience (Early Childhood)</td>
<td>2</td>
</tr>
<tr>
<td>ED 235</td>
<td>Curriculum and Organization in Early Ed.</td>
<td>4</td>
</tr>
<tr>
<td>ED 245</td>
<td>Learning and Classroom Environments</td>
<td>3</td>
</tr>
<tr>
<td>ED 301</td>
<td>Needs of Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 331</td>
<td>Math in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>ED 332</td>
<td>Science in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>ED 333</td>
<td>Social Studies in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 350</td>
<td>Literature for Children</td>
<td>3</td>
</tr>
<tr>
<td>HE 201</td>
<td>First Aid</td>
<td>1</td>
</tr>
<tr>
<td>HE 202</td>
<td>Health and Safety</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td>HE 260 Teaching, Ministry, and Healthy Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Mathematics for Social Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>PEM 145</td>
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</tr>
<tr>
<td>PSYC 203</td>
<td>Developmental Case Study</td>
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</tr>
<tr>
<td>SOC 330</td>
<td>The Family in Social Context</td>
<td>3</td>
</tr>
</tbody>
</table>

### Recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 275</td>
<td>Instructional Technology and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Education (ED)**

*A grade of “C” or higher is required of all teacher education candidates in all ED/EDS courses.*

### 101 Exploring Teaching

An exploratory course designed to provide the student a means for self-assessment as a potential teacher. Learning activities include directed observations and participation in school settings, analysis of constructivist theory, growth mindset, reflective teaching, and current issues in education. A 20-hour practicum is included. *(1 SH content; 1 SH practicum)*

### 221 Professional Field Experience (Early Childhood)

A participatory experience in nursery or preschools. Required reading and seminars. Travel expenses are the student’s responsibility. Prerequisite: Permission from chair.
235 Curriculum and Organization in Early Education
Surveys elementary school curriculum with an emphasis on the priorities and developmentally
appropriate instructional practices of early childhood educators. Introduces the critical skills
of daily, weekly, and long-term lesson planning, the integration of the arts into the core
curricula, and the importance of school/home/community relationships. Includes a 20-hour
practicum in a pre-school setting. Prerequisite or corequisite: ED 101. (3 SH content; 1 SH
practicum)

245 Learning and Classroom Environments
Focuses on the development of classroom environments that facilitate effective learning
for learners. Topics include theories about learning, motivation, creating safe learning
environments, positive behavior supports, interventions, and the physical, cognitive, and
socio-emotional development of learners.

252 Learning and Classroom Environments PFE (6-12)
A 40-hour professional field experience that focuses on observations and participatory
experiences in grades 6-12. Grading is on a pass/fail basis. Corequisite: ED 245.

275 Instructional Technology and Assessment
Addresses the design and implementation of technology-enhanced instruction, and the
application of technology to assess and monitor learner performance. Topics include
principles and practices of effective assessment, the relationship between instruction and
assessment, grading systems and practices, and using assessment data to improve instruction
and learner performance.

301 Needs of Diverse Learners
Addresses teaching learners with diverse and special needs. Explores student diversity,
including, but not limited to, cultural, racial, linguistic, socio-economic, and dis/ability
characteristics. Focuses on integrated settings, universal design for learning, differentiation,
and collaboration.

Curriculum Block: ED 331, 332, 333
(Includes a 60-hour practicum)
A block of courses which provide foundations of curriculum development and
implementation. Coursework is integrated with practicum experiences in K-6 classrooms
with a focus on local, state, and national curriculum standards. Prerequisites: ED 235, ED
245 and a cumulative GPA of 2.5 (4 SH content; 2 SH practicum)

331 Math in the Elementary School
Introduces methods of teaching mathematics in grades K-6 with significant attention to
planning, instruction and assessment activities which are responsive to the needs of diverse
learners. National Council of Teachers of Mathematics (NCTM) standards and Virginia
Standards of Learning (SOLs) provide the content framework. Participants will be involved
in exploration, development and practical applications of inquiry, discovery, directed
teaching, use of manipulatives, and other activities designed to prepare them for teaching
mathematics in elementary schools.

332 Science in the Elementary School
Active sciencing and teacher resourcefulness are emphasized in planning relevant, meaningful
experiences for diverse learners. National Science Teachers Association (NSTA) standards
and Virginia Standards of Learning (SOLs) provide the content framework. Emphasis
is given to the importance of preparing children’s learning environments so that science
concepts can be taught through inquiry and active participation.
### 333 Social Studies in the Elementary School

Introduces methods of teaching social studies in the elementary school. National Council for the Social Studies (NCSS) standards and Virginia Standards of Learning (SOLs) provide the content framework. Multicultural education is stressed and students design a culturally responsive curriculum unit incorporating social studies facts, concepts and generalizations.

### Literacy Block: ED 341, 342, 343

*(Includes a 60-hour practicum)*

An integrated block of courses designed for students who plan to teach in PreK-6. The 7-hour block of courses explores the development of spoken and written language and traces the development of reading from birth through pre-adolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school. *(5 SH content; 2 SH practicum)*

The practicum provides the students with opportunities to integrate and apply an integrated language arts perspective in a classroom setting. In addition, the student is engaged in assessing one child’s literacy development and in planning and implementing an appropriate tutoring program and communicating with parents and caregivers.

Prerequisite: Admission to teacher education.

### 341 Language Arts

Examines appropriate strategies to assist diverse readers in constructing meaning from text and ways to use technology to improve literacy skills. Strategies are developed for organizing and using space, time and materials to promote the development of a literate environment.

### 342 Reading/Diagnostic Reading

Examines language acquisition through the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics. Students utilize various diagnostic tools to: construct and use affective measures of literacy behavior, administer running records of leveled text, administer a reading inventory to assess developmental word knowledge, phonemic awareness, phonics and vocabulary, rate, fluency, oral reading accuracy, and oral and silent comprehension. Results from diagnostic assessments are used to design appropriate reading instruction for diverse learners. Identification of the developmental stages of written word knowledge is emphasized.

### 343 Content Area Reading and Writing

Focuses on processes of reading and writing with the Virginia English Standards of Learning as the framework for instruction. Strategies involving reading and writing across all content areas are demonstrated, explored, and practiced to meet diverse learner needs. Vocabulary development, writing skills and assessment strategies for socially just teaching are emphasized.

### Middle and Secondary Curriculum Block: ED 351, 361, 385

### 351 General Curriculum and Methods for Middle and Secondary Teaching

Focuses on general curriculum and instructional methods, pedagogy, and procedures related to teaching in the 6-12 grade levels. Prerequisites: ED 245 and admission to teacher education.

### 361 Special Methods Professional Field Experience

A 60-hour professional field experience in an area high school. Consists of assignments arranged to provide for breadth of experience within the scope of the candidate’s content area. Grading is on a pass/fail basis. Prerequisites: ED 245 and admission to teacher education.
385 Content Area Methods for Middle and Secondary Teaching 2
Focuses on curriculum and instructional methods for middle/secondary endorsements specific to the content areas of biology, chemistry, computer science, English, history and social science, mathematics, English as a second language, and health. Prerequisites: ED 245 and admission to teacher education.

395 Reading and Writing in the Content Area (6-12) 3
Focuses on processes of language acquisition, and reading and writing within the secondary content area. Explores reading and writing within the Virginia English Standards of Learning and a variety of fiction and nonfiction texts that promote literacy in the content areas. Emphasis is placed on understanding reading development, phonemic and phonological awareness, vocabulary development, comprehension strategies, spelling development, and the writing process. Includes a 20-hour practicum in a middle school setting. (2 SH content; 1 SH practicum) Prerequisite: Admission to teacher education.

401 Examining Foundations of Education 2
Examines issues facing American education today. Utilizing a framework that reflects on the historical, philosophical, and sociological foundations, students analyze, synthesize and evaluate issues underlying the role, development, and organization of public education in the United States. Topics include the legal status of teachers and students, professionalism and ethical standards, governance of schools, state assessment and accountability systems, including legal and ethical aspects of assessment. Prerequisite: Admission to teacher education.

411 Reflective Teaching Seminar and Portfolio 1
Promotes reflective practice on pertinent aspects of the student teaching experience, with particular attention given to the impact on student learning. Addresses professional standards of the teaching profession, including the Virginia child abuse and neglect recognition and intervention training. An capstone electronic portfolio is required. Taken concurrently with student teaching.

421 Student Teaching I: (PreK-3) 7
422 Student Teaching II: (PreK-3) 7
423 Student Teaching II: (4-6) 7
Designed for prospective early/primary education (PreK-3) and elementary education (PreK-6) teachers. Three integrated components comprise this experience: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the supervised teaching assignment; (2) Two seven-week placements at two different grade levels and daily classroom teaching responsibilities under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

451 Middle School Student Teaching (6-12) 7
452 High School Student Teaching (6-12) 7
Consisting of three integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of actual classroom experience at both middle and high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.
461 Elementary Student Teaching (PreK-6) 7
462 Middle/High School Student Teaching (6-12) 7
A full semester program for art, English as a second language, health and physical education, foreign language, and music majors consisting of integrated components: (1) Orientation and participatory experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) Two seven-week blocks of classroom experience at both elementary and middle or high school levels under the supervision of a cooperating teacher, including observation, reflection, planning, implementation, evaluation, and conferencing; (3) ED 411 Reflective Teaching Seminar. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

499 Independent Study 1-3
Individualized studies in specialized topics. Open to advanced students with approval.

**English as a Second Language (LING)**

250 Introduction to Linguistics 3
See course description in the Language and Literature section.

260 Grammars of English 3
See course description in the Language and Literature section.

*360 Language Learning, Literacy, and Culture 3
This course considers how humans acquire their first language and other languages. How do power, personal identity, social inequalities and other socio-cultural factors influence acquisition of language and literacy skills? Of special interest are the challenges facing learners outside the mainstream culture who acquire skills in English as an academic language. Practical implications for teaching are considered. Prerequisite: Sophomore standing or permission of the instructor. (Spring 2021)

460 Practicum in TESOL 3
Supervised teaching in an ESL classroom or in one-to-one instruction of English to non-native speakers of English. Lesson plans and reflections are prepared for each of 60 hours taught. Application for approval is due prior to registration week. Prerequisite or corequisite: Admission to teacher education, ED 351, and ED 385.

**Special Education (EDS)**

*351 Intervention Strategies for Middle and High School Learners with Exceptionalities 3
A study of culturally and linguistically sensitive general and specialized curriculum and methods used for teaching children with learning disabilities, emotional disturbances and mental retardation in middle and secondary schools and the adaptations which can facilitate integration into general education classrooms. Instructional, evaluative, and self-determination strategies are identified. IEPs and lesson plans will be developed in transition, academic, adaptive behavior and vocational areas. A 15-hour field/clinical experience allows students to teach middle or secondary students with significant learning and/or behavior difficulties. (2 SH content; 1 SH practicum) (Fall 2020)
**371 Evaluation and Planning in Special Education**  3
A study of formal and informal diagnostic and evaluative procedures appropriate for children (K-12) with exceptional learning needs. Foci include understanding legal requirements for eligibility, providing prescriptions based on assessment data and general evaluation of instruction. This course has an emphasis on the development of the Individualized Education Plan (IEP). A collaborative “team” approach to due process will be emphasized. A 20-hour clinical experience is required during which the student will use a case study approach to the development of IEP’s. Prerequisites: EDS 301. (2 SH content; 1 SH practicum) (Spring 2020)

**381 Special Education Professional Field Experience**  2
This professional field experience is designed to give prospective teachers experience with exceptional persons through a concentrated 2 1/2-week (6-8 hours a day) placement in a school or community setting. Allows students to experience the demands and changing nature of the learning environment from their morning arrival to the end of a school or work day. Grading is on a pass/fail basis. (Offered summers only)

**401 Supporting Positive Classroom Behavior**  2
This course focuses on techniques used to support behavior change in children with disabilities. Systematic, peaceable classroom interventions are presented and students will learn strategies to prevent inappropriate behavior from occurring or escalating. Students are required to demonstrate various classroom behavior management strategies in the classroom and/or in simulations. (Fall 2020)

**455 Foundations of Education and Special Education**  3
This course involves an understanding of regular education and special education foundations and their respective linkages to the due process procedures of special education. (Fall 2019)

**461 Student Teaching: Elementary Exceptionalities**  7
**462 Student Teaching: Middle School/High School Exceptionalities**  7
For General Curriculum licensure:
Consisting of three integrated components: (1) Orientation and field experiences during the opening week of school, to be fulfilled in the setting where the student will later complete the student teaching assignment; (2) two seven-week blocks of classroom experience under the supervision of a cooperating teacher, including observation, participation, responsible teaching and conferencing; and (3) Reflective Teaching Seminar (see ED 411). Seven weeks are spent at the elementary (K-6) level and seven weeks at the secondary (6-12) level. Spring semester student teachers are required to take orientation and participational experiences during the opening week of school in the fall. Prerequisite: Admission to student teaching.

**499 Independent Study**  1-3
Individualized studies in specialized topics. Open to advanced students with approval.

*Indicates courses offered in alternate years.
HEALTH AND PHYSICAL EDUCATION PROGRAM

The health and physical education program, housed in the education department, exists to promote a healthful, activity-oriented lifestyle and to develop competent health and physical education professionals.

Major in Health and Physical Education, PreK-12 Teaching Endorsement

This program will prepare students to teach health and physical education by instructing them in the standards of the National Association of Sport and Physical Education (NASPE).

BIOL 112 Human Anatomy and Physiology I ..................... 3
BIOL 122 Human Anatomy and Physiology II .................... 3
BIOL 145 Nutrition Fundamentals ... 2
HE 201 First Aid ........................................ 1
HE 202 Health and Safety ......................... 2
HE 260 Teaching, Ministry, and Healthy Sexuality ............... 3
HE 301 Athletic Training ......................... 2
PE 101 Introduction to Health, Physical Education and Recreation .3
PE 302 Motor Learning .................................. 2
*PE 414 Biomechanics of Sport ................. 2
*PE 415 Exercise Physiology of Sport .3
PE 416 Fitness Administration and Assessment ................... 2
*PEM 141 Teaching Individual Sports .2
*PEM 142 Teaching Team Sports .2
PEM 143 Fitness, Conditioning and Strength Training ............. 2
*PEM 144 Experiential Education and Recreational Games ........ 2
PEM 145 Rhythmic Activities ...................... 1

Professional Studies Requirements (42 SH)

(All professional studies courses must be passed with a grade of C or better.)

ED 101 Exploring Teaching .................. 2
ED 245 Learning and Classroom Environments ..................... 3
ED 275 Instructional Technology and Assessment .................. 3
ED 301 Needs of Diverse Learners ...... 3
ED 395 Reading and Writing in the Content Area (6-12) ............ 3
ED 401 Foundations of Education ........... 2
ED 411 Reflective Teaching Seminar and Portfolio .............. 1
ED 461 Elementary Student Teaching (PreK-6) .................... 7
ED 462 Middle/High School Student Teaching (6-12) ................ 7
PE 301 Adapted Physical Education ........ 3

Secondary Physical Education Block

ED 351 General Curriculum and Methods for Middle and Secondary Teaching ..................... 1
*HE 401 Health Methods ..................... 2
*PE 402 Middle and Secondary Physical Education .................. 3

Prerequisite courses: ED 101, ED 245, ED 275, HE 202, HE 260.

Elementary Physical Education Block

*PE 401 Elementary Physical Education ..................... 3
*PE 403 Assessment of Physical Activity ...................... 1
*PEM 231 Movement Education ... 1

Prerequisite courses: ED 101, ED 245, PE 301 and PE 302.

Additional licensure requirement:

PSYC 202 Developmental Psychology .3

Admission prerequisites for the first semester of block courses: admission to Teacher Education; or 2.7 cumulative
GPA and submission of the entry assessment math score.

Admission prerequisite for the second semester of block courses: admission to Teacher Education.

The secondary and elementary physical education blocks are designed to combine actual in-school experience with curriculum theory, methods and student assessment. Travel expenses are the student's responsibility. The blocks are offered alternating fall semesters; the elementary block is offered in even years and secondary block in odd years.

Teacher candidates must comply with all teacher education requirements listed in the education section.

**Minor in Coaching**

This program is designed to give the candidate the necessary background knowledge and skills to coach youth and scholastic sports. This minor consists of 17-19 SH:

**Core Requirements (11 SH)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 201 First Aid</td>
<td>1</td>
</tr>
<tr>
<td>*PE 201 Principles of Coaching</td>
<td>2</td>
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<tr>
<td>PE 203 Coaching Practicum</td>
<td>1</td>
</tr>
<tr>
<td>PE 302 Motor Learning</td>
<td>2</td>
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<tr>
<td>RSM 405 Recreation and Sport Administration</td>
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<td>PEM 143 Fitness, Conditioning and Strength Training</td>
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**Choose one of the following (1-2 SH)**

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<thead>
<tr>
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<tr>
<td>*PEM 141 Teaching Individual Sports</td>
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<tr>
<td>*PEM 142 Teaching Team Sports</td>
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<tr>
<td>PEV 151 Baseball</td>
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<td>PEV 152 Men's Basketball</td>
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<td>PEV 153 Women's Basketball</td>
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<td>PEV 154 Cross Country</td>
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<tr>
<td>PEV 157 Women's Soccer</td>
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<tr>
<td>PEV 158 Softball</td>
<td>.1</td>
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<tr>
<td>PEV 159 Track and Field</td>
<td>.1</td>
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<tr>
<td>PEV 160 Women's Volleyball</td>
<td>.1</td>
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<tr>
<td>PEV 161 Men's Volleyball</td>
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<td>PEV 162 Men's Golf</td>
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<td>PEV 163 Women's Golf</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>BIOL 145 Nutrition Fundamentals</td>
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<tr>
<td>HE 301 Athletic Training</td>
<td>.2</td>
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<tr>
<td>*PE 414 Biomechanics of Sport</td>
<td>.2</td>
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<tr>
<td>*PE 415 Exercise Physiology of Sport</td>
<td>.3</td>
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<tr>
<td>RSM 305 Risk Management in Recreation and Sport</td>
<td>.3</td>
</tr>
<tr>
<td>*RSM 309 Recreation and Sport Program and Event Planning</td>
<td>.3</td>
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</table>

**Minor in Kinesiology and Exercise Science**

This program is designed to be taken in conjunction with a biology major. Graduates of this program will be prepared to enter graduate school or immediately begin to apply their knowledge in a fitness-related occupation. This minor consists of 17 SH:

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BIOL 145 Nutrition Fundamentals</td>
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<td>HE 201 First Aid</td>
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<td>HE 301 Athletic Training</td>
<td>.2</td>
</tr>
<tr>
<td>PE 210 Sophomore Practicum: KES</td>
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<tr>
<td>PE 302 Motor Learning</td>
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<tr>
<td>*PE 414 Biomechanics of Sport</td>
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<td>*PE 415 Exercise Physiology of Sport</td>
<td>.3</td>
</tr>
<tr>
<td>PEM 143 Fitness, Conditioning and Strength Training</td>
<td>.2</td>
</tr>
<tr>
<td>PE 416 Fitness Administration and Assessment</td>
<td>.2</td>
</tr>
</tbody>
</table>
General Activity Courses (PEG)

These courses are designed to provide opportunities for skills improvement, knowledge of the activity, to develop a personal lifestyle of physical fitness and activity, and the enjoyment of participation. Most classes are not offered every year and are not appropriate for all students. Please check the prerequisites carefully before registration.

110 Aerobic Cross-Training
This course is designed to provide opportunities to improve cardiovascular endurance through a planned program of various aerobic activities, knowledge of benefits of cross training, and the enjoyment of participation.

111 Backcountry Travel
The activity of backpacking will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation. Students will also master specific campcraft and outdoor living skills for recreational camping, camp counseling, and school outdoor education situations.

112 Bowling
This course is designed to provide opportunities for skills improvement, knowledge of bowling, fitness improvement, and enjoyment of participation.

113 Canoeing
The activity of canoeing will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation.

114 Cycling
This course is designed to provide opportunities for cycling skills improvement, knowledge of the commuter cycling movement, to learn and practice basic bike maintenance skills, fitness improvement, and enjoyment of participation.

115 Fitness, Conditioning and Weight Training
This course is designed to provide opportunities for skills improvement, knowledge of the activity, fitness improvement and the enjoyment of participation. The course experience is divided between cardiorespiratory endurance and strength training aspects of physical fitness. Registration priority is given to students whose programs require this course.

116 Golf
This course is designed to provide beginning golf instruction and skill improvement, knowledge of golf rules and etiquette, fitness improvement, and enjoyment of participation. Varsity golfers by permission of instructor only.

117 Jogging/Walking
This course is designed to provide an introduction to the understanding of the benefits of engaging in regular physical activity. Students will participate in activities that foster the development of cardiovascular endurance, cardiovascular fitness and flexibility through a planned jogging/walking program. Varsity athletes by permission of instructor only.

118 Lifeguarding
Upon successful completion of the requirements of the course, students will obtain an American Red Cross Lifeguarding, CPR for the Professional Rescuer, and AED Essentials certification. Prerequisites: Students should be comfortable and competent in their swimming ability.
119 Cave Exploration
The activity of cave exploration will provide for knowledge acquisition, skill development, fitness improvement, and the enjoyment of participation. Students will be exposed to caving as a personal recreational pursuit, particularly indigenous to Virginia's Shenandoah Valley and nearby West Virginia.

120 Net Games
This course is designed to provide opportunities for personal skill development, development of net games strategies, and improvement personal fitness through your participation in the following net games: pickleball, badminton, volleyball, table tennis, spikeball and tennis.

121 Skiing
This course is designed to provide opportunities for skills improvement, knowledge of skiing, fitness improvement, and enjoyment of participation.

122 Snowboarding
This course is designed to provide opportunities for skills improvement, knowledge of snowboarding, fitness improvement, and enjoyment of participation.

123 Soccer
This course is designed to provide opportunities for skills improvement, knowledge of soccer, fitness improvement, and enjoyment of participation.

124 Strength Training
The course focuses on these various approaches for developing muscular strength and muscular endurance (isotonics, isometrics, isokinetics, plyometrics, circuit training) and the physiological responses and safety considerations of each.

125 Beginning Swimming
This course is designed to provide opportunity for skills improvement of basic stroke mechanics, breath control, increasing knowledge of swimming safety, developing individual comfortability in the water, fitness improvement, and the enjoyment of participation in swimming as a lifetime activity. Prerequisites: Little experience in swimming is required for this course, though the student should not fear the water.

126 Intermediate Swimming
This course is designed to provide opportunity for skills improvement of stroke mechanics, increasing knowledge of swimming, developing individual workouts for fitness improvement, and the enjoyment of participation in swimming as a lifetime sport. Prerequisites: Some prior knowledge of freestyle, backstroke, and breast stroke is helpful for the student.

127 Technical Rock Climbing
Students successfully completing the course will be competent to purchase equipment intelligently, top-rope climb and rappel independently, and second lead climbers.

128 Beginning Tennis/Badminton
This course is designed to provide opportunities for skills improvement, knowledge of tennis and badminton, fitness improvement, and enjoyment of participation.

129 Intermediate Tennis
This course is designed to provide opportunities for advanced skills development, knowledge of the activity, fitness improvement and enjoyment of playing intermediate tennis, while also gaining an understanding of higher level of play. Prerequisite: PEG 128 or PEG 120 or permission of instructor.
130 **Beginning Volleyball**  
This course is designed to provide opportunities for skills development, knowledge of the activity, fitness improvement and enjoyment of playing volleyball, while also gaining an understanding of higher level of play.

^+132 **Introduction to Scuba**  
This course is designed to provide opportunity for exploration of the underwater world, by increasing knowledge of the underwater world as well as the comfort level that is required and the enjoyment of participation. The students will also,upon successful completion of the requirements of the course and the four Open Water training dives, obtain a PADI Open Water Diver Certification.

+ skill pre-assessment required  
^ extra fee required

### Health (HE)

#### 201 **First Aid**  
Principles of administering first aid and adult CPR in all aspects to victims of accidents and sudden illnesses are covered. WFA, AWFA, WEMT, WFR, EMT-B, or Red Cross standard first aid (all with CPR credential) will satisfy.

#### 202 **Health and Safety**  
This survey course examines general health and safety issues. As a state requirement for education licensure, the course content includes not only general information but also signs and symptoms of various disease states and possible means of intervention. Students are encouraged to evaluate their lifestyles to determine where modification would be beneficial. Fulfills Life Wellness credit for selected education students. Registration priority is given to students whose programs require this course. Prerequisite or corequisite: WRIT 130 or WRIT 140.

#### 260 **Teaching, Ministry, and Healthy Sexuality**  
This course explores the meaning and purpose of human sexuality from a theological perspective. It is designed to meet curriculum requirements for Health and Physical Education, Education, Bible and Religion majors, and to serve other students whose career interests include working with youth. It will prepare students to teach/lead/minister with youth and young adults on sexuality-related questions, including learning how to avoid and prevent sexual harassment and abuse. Sophomore standing required for enrollment. (CHST 260)

#### 301 **Athletic Training**  
This course provides instruction in basic procedures for prevention, maintenance and rehabilitation of athletic injuries. Provides laboratory experience in taping, wrapping and usage of various modalities. Prerequisites: BIOL 112 OR BIOL 437.

#### *401 **Health Methods**  
The purpose of this course is to prepare students to meet the challenge of teaching health in elementary and secondary schools. Various methods, materials and evaluation techniques are examined. This course must be taken as part of the secondary physical education professional block (ED 351, PE 402). Course prerequisites: ED 101, 245, 275, HE 202, 260, and STAT 120. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2019)
Majors Activity Courses (PEM)

These courses provide recreation and health and physical education teaching majors and coaching minors the learning experiences necessary to develop expertise in the techniques, strategies, and methods to teach and/or coach the sport and content. The focus of the course is on development of professional knowledge of the activity, not on participation. The following courses are open to non-majors and minors by consent of instructor only.

*141 Teaching Individual Sports
Students will learn basic movement skills, learn to analyze skills and plan developmentally-appropriate learning and assessment. The course is based upon the Teaching Games for Understanding (TGFU) approach. Students will develop tactical awareness and skill acquisition of the following individual sports: pickleball, badminton, tennis, yard games, bowling, golf, and archery. (Fall 2019)

*142 Teaching Team Sports
Students will learn the basic movement skills, learn to analyze skills and plan developmentally-appropriate learning and assessment. The course is based upon the Teaching Based on the Teaching Games for Understanding (TGFU) approach. Students will develop tactical awareness and skill acquisition of the following team sports: soccer, team handball, basketball, lacrosse, field hockey, flag football, speedball, cricket, softball and ultimate Frisbee.

143 Fitness, Conditioning and Strength Training
This course is designed for department majors and minors to learn how to apply scientifically sound concepts of exercise and fitness to activity, fitness improvement and strength training. The course will focus on all aspects of physical fitness and assessment including strength training, speed development, cardio, flexibility and program development. Registration priority is given to students whose programs require this course.

*144 Experiential Education and Recreational Games
The outdoor setting provides unique educational opportunities as the learner interacts with the natural environment. This course prepares prospective educators and recreation leaders to design, implement and evaluate various outdoor curriculum models and teaching strategies (including recreational pursuits, teambuilding, ropes courses and other outdoor activities). It provides students the opportunity to develop expertise in the use of developmentally-appropriate recreational, cooperative, and competitive games to enhance skill development and fitness and strategies for quickly and fairly placing students/people into groups. (Fall 2020)

145 Rhythmic Activities
A course designed to provide the pre-service teacher (health and physical education, early childhood and elementary education) an aesthetic and kinesthetic movement experience in a variety of basic fundamental movement situations. The course includes: creative rhythmic movement, fundamental movement patterns, folk and line dance, square dance. The course also focuses on the development of the students’ artistic and creative ability through the creation of an original movement routine.
*231 Movement Education 1
Teacher candidates will focus on skill themes and movement concepts as well as qualitative assessment skills needed to successfully teach pre-school through fifth grade physical education. The process will enable physical educators to successfully structure the development of physically literate students. This course must be taken as part of the elementary physical education professional block and includes a 60 hour practicum (also includes PE 401). Course prerequisites: ED 101, 251, PE 301, and 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2020)

### Physical Education (PE)

101 Introduction to Health, Physical Education and Recreation 3
The significance and meaning of health, physical education, recreation, leisure, play, and sport in modern society are examined. Includes the theories of play, models of sport, and the recreational and sport movement in the United States. Role and scope of health, physical education, recreation and sport programs in the community, schools, commercial, and industrial settings are examined along with an introduction to professional and career issues in the field. (RSM 101)

*201 Principles of Coaching 2
This course addresses issues common to all sporting experience (team management, practice organization, budgeting, facility and equipment usage, administrative relationships and scheduling). Class activities draw on life and sport experiences of students to develop principles of effective coaching at the community youth sports, middle and high school, and college levels. (Fall 2019)

203 Coaching Practicum 1
This practicum provides an on-the-job learning experience for students. A supervised placement is secured in a coaching role in a local youth sports or educational program. This course is not available for first-year students.

210 Sophomore Practicum: KES 1
This individualized course provides exposure for kinesiology and exercise science minors in professional adult fitness or sports medicine settings. A volunteer position is secured in a related agency for fifty clock-hours of involvement.

301 Adapted Physical Education 3
This is a combined study of academic course work and a 10-hour practicum experience designed to educate the student to meet the physical, motor, personal-social and learning needs of exceptional individuals, particularly those individuals with disabilities whose needs cannot be met in a mainstreamed physical education setting.

302 Motor Learning 2
The primary intent of this course is to become familiar with the learner, the learning environment and the process of learning in the motor skill context to provide physical educators and coaches with instructional decisions.
*401 Elementary Physical Education
This course exposes students to elementary physical education history, theory, and practice and encourages them to develop appropriate teaching and management skills. This course must be taken as part of the elementary physical education professional block and includes a 60-hour practicum (also includes PEM 231 and PE 403). Course prerequisites: ED 101, 245, PE 301, and 302. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2020)

*402 Middle and Secondary Physical Education
This course provides students the opportunity to develop the appropriate teaching and management skills for the middle and secondary physical education setting. This course must be taken as part of the secondary physical education professional block and includes a 60-hour practicum (also includes ED 351 and HE 401). Course prerequisites: ED 101, 245, 275, HE 202, and 260. Admission prerequisites: First semester of block courses: Admission to Teacher Education recommended, 2.7 cumulative GPA and the entry assessment math score required. Second semester of block courses: Admission to Teacher Education required. (Fall 2019)

*403 Assessment of Physical Activity
This course is designed to prepare students to effectively assess student learning in physical activity settings. Course content includes: basic theoretical and practical knowledge in measurement and evaluation techniques, developmentally appropriate assessment strategies and providing feedback in physical activity programs. Corequisites or prerequisites: PE 401 and PEM 231 (Fall 2020)

*414 Biomechanics of Sport
Biomechanics examines quantitative and qualitative descriptions of movement through task and video analysis of human movement. This segment of the course applies fundamental kinesiology and biomechanical principles to the human musculoskeletal system. Applications for physical educators and coaches are a primary focus. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143. Non-majors and minors by instructor permission only. (Fall 2019)

*415 Exercise Physiology of Sport
This course focuses on the discipline of exercise physiology and explores the effects of physical activity on physiological processes and the effects of various physiological states on performance. This segment of the course explores the acute responses and chronic adaptations of the body to the stresses and health benefits of exercise students encounter. Applications for physical educators and coaches are a primary focus. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143. Non-majors and minors by instructor permission only. (Spring 2021)

416 Fitness Administration and Assessment
This class promotes familiarity and proficiency with methods and instrumentation in administering and assessing individual fitness and establishing a base for developing exercise prescriptions and other lifestyle alternatives to improve health and fitness. This class includes advanced study in administration of prescribing and assessing of the acute and chronic adaptations of the body to the stresses and health benefits of exercise students encounter. An application of theories and practices that will prepare them for an accredited health and fitness certification. Prerequisites: BIOL 112 or BIOL 437, BIOL 122 or BIOL 447, PEM 143, PE 414, PE 415.

499 Independent Study 1-3
**Varsity Sport Credit (PEV)**

Students may earn one semester hour of elective credit per season for participation on a varsity athletics team or for serving as an athletic trainer. These credits receive pass-fail grading. Requirements include starting and finishing the season on the team, being an active team member in good standing, and completing an acceptable reflection paper on the selected topic. Students whose course load already includes 18 SH will be required to pay an overload fee to receive PEV credit.

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
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<td>PEV</td>
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</tr>
<tr>
<td>151</td>
<td>Varsity Baseball</td>
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<td>152</td>
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<td>158</td>
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<td>159</td>
<td>Varsity Track and Field</td>
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<td>160</td>
<td>Varsity Volleyball (Women)</td>
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<td>Varsity Volleyball (Men)</td>
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<tr>
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<tr>
<td>102</td>
<td>Basic Athletic Training II</td>
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</table>

*Indicates courses offered in alternate years.

Information on the Recreation and Sport Management major is located in the Business and Leadership Department section.