

Virginia Commonwealth University

School of Education

Undergraduate Student Handbook



VCU

School of Education

Bulletin Year 2022-2023

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VCU Academic Regulations

School of Education students are responsible for knowing the academic regulations and student code of conduct that govern all students at Virginia Commonwealth University. As such, below is a brief overview of regulations that students should be aware of each semester.

Undergraduate Classification

Students who are enrolled as either part-time or full-time degree-seeking students are classified as follows per the VCU bulletin.

Year	Credits
Freshmen	one to 23 credit hours
Sophomores	24 to 53 credit hours
Juniors	54 to 84 credit hours
Seniors	85 credit hours and more

Academic Standing

All VCU students who are enrolled are required to make adequate progress towards their degree each semester to be considered in good standing. When adequate progress is not made, a student is placed on academic warning, probation, or suspension. Click each definition below to learn more.

[Good Standing](#)

[Academic Warning](#)

[Academic Probation](#)

[Academic Suspension](#)

Academic Regulations Appeals Committee

The Academic Regulations Appeals Committee (ARAC) oversees the academic appeal process for undergraduate students who wish to petition academic regulations (i.e. retroactive add/drop/withdrawal, waiver of the continuance/probation/suspension policy, change in academic standing based on late historical repeats, etc.). To begin the appeal process, you must contact your academic advisor through soe advising@vcu.edu to complete all required paperwork.

Academic Policies for Courses

Taking courses at another institution

To take courses at another institution students must submit the [Request to Take Courses at Another Institution form](#) **before enrolling in the course at the other institution.** The student's advisor and the Transfer Center will review the course so that the planned transfer of credits from another institution is documented. Students must submit a transcript upon completion of the course to finalize the transfer of credits. Consult the [Course Equivalency Guide](#) in order to confirm how courses will transfer into VCU. When the semester is over and grades are finalized, be sure to have one official transcript sent from the outside institution to VCU **through one of the following methods:**

Electronically (USE THIS METHOD if available): "transferinfo@vcu.edu"

- If the school uses Parchment to send their transcripts, select "Third Party" on the page asking where you want to send your transcript. Then enter VCU Transfer Center and "transferinfo@vcu.edu" as the recipient.

Sent by mail (ONLY IF electronic delivery is not available): VCU Transfer Center, Box 842532, Richmond, VA 23284-2532

Repeating courses

Students who earn a D or F in an undergraduate course may repeat the course and request that only the better grade be counted toward their cumulative GPA. This can only be used once per course. The removed grade will still appear on the student's academic record, but will not influence their GPA. Students must submit a [Historical Repeat Course Option](#) form to request this option. Courses that have been excluded from GPA calculations will have Excluded listed in the Repeat Indicator column above.

Incomplete courses

When circumstances beyond a student's control prevent the student from meeting course requirements by the end of the semester, the student may request the instructor to assign the mark of I for that semester. The awarding of a mark of I requires an agreement between instructor and student as to when and how the course will be completed. Once the agreement is reached, the instructor fills out an incomplete grade assignment form bearing the student's signature; the form is submitted instead of a final course grade. A grade cannot be changed to "I" after the deadline for grade submissions. The maximum time limit for submission of all course work necessary for removal of an incomplete is the end of the last day of classes of the next semester following the semester in which the incomplete was incurred (i.e., an incomplete awarded in the fall semester must be converted by the last day of classes in the spring semester, and an incomplete awarded in the spring or summer session must be converted by the last day of classes in the fall semester). The full policy is available in detail [here](#).

Satisfactory Academic Progress Appeal

Students receiving federal aid are required to maintain satisfactory academic progress, which is defined by a combination of qualitative (grades) and quantitative (credit hours) components as measured by GPA, completion rate, and maximum credit hours of eligibility. Together, these components satisfy federal, state, and institutional requirements for aid recipients. When extenuating circumstances prevent them from doing so, students may file an appeal that will be reviewed by the appropriate committee to decide whether funding will be reissued. The policy can be read in full [here](#).

For more information on all undergraduate academic regulations, please refer to the full [academic regulations bulletin](#).

Change of Major/Concentration or Minor

Students intending to change their major must first meet with their current academic advisor before initiating a change of major, concentration, or minor. A candidate must fulfill additional requirements before authorization to enter the program is granted. Credits previously earned at VCU or at another university may or may not be applicable to the new academic program and some programs have higher tuition rates and additional course fees. Upon consultation with their academic advisor, students must complete the [VCU Change of Major/ Concentration Form](#) or the [VCU Change of Minor Form](#).

Academic Advising

The School of Education's Undergraduate Advising unit exists to support student success through student-advisor collaboration, strategic guidance, and goal setting. We believe in a proactive approach in assisting students in connecting academic pursuits with personal and professional goals through one-on-one meetings, group meetings, and/or co-curricular events. Advising is a collaborative teaching and learning experience that involves students, advisors, instructors, and the larger VCU community committed to offering student support and encouragement. Advisors are dedicated to empowering students to take ownership of their academic goals, decisions, and achievements.

Through meeting with advising, students will:

- Build a partnership and resource repository with their advisor
- Understand the University's & School of Education's curricular requirements for persistence and graduation
- Understand how REAL (Relevant, Experiential and Applied Learning) opportunities complement their academic and professional goals
- Understand Virginia state licensure expectations to secure an initial teaching license and keep it up to date

- Remain on track with their graduation goals

School of Education Academic Advisors

Caimdyn Stewart, Senior Academic Advisor- soeadvising@vcu.edu

- Early Childhood Education & Teaching
- Elementary Education & Teaching
- Special Education & Teaching

Donte Sharpe, Academic Advisor- dsharpe2@vcu.edu

- Secondary Education & Teaching, Concentration in Engineering
- Health & Physical Education
- Human Organization and Development
- Minors: Early Intervention Special Education, Health Education, Instructional Design & Technology, Recreation and Wellness, Special Education

Contacting Your Advisor

When reaching out to your academic advisor, use your vcu.edu email address. Here are some tips for [professional email etiquette](#). To promote connection to your academic experience, schedule an appointment with your advisor at least once a semester through [Navigate](#) for detailed information and goal planning for your degree program. For quick questions and concerns - use drop-in hours or email.

Frequently Asked Questions for Academic Advising

- **How do I schedule an appointment with my advisor?** You can schedule an appointment with your assigned advisor in [Navigate](#). If you need assistance, contact soeadvising@vcu.edu.
- **Why do I need to meet with my advisor every semester?** To ensure you are following your degree plan, meeting requirements by specific deadlines, and are creating goals to assist you in maximizing your resources and major at VCU.
- **What should I talk to my advisor about during my advising appointment?** You! Your appointment is all about you -- your dreams, hopes, challenges, and achievements. The more open you are, the more helpful your advisor will be towards supporting you and meeting your needs. [Here](#) is a helpful guide for preparing for your advising meetings.
- **When do I register for classes?** Each semester your registration is determined by your earned credit hours (found in your Degree Works and at the bottom of your transcript). The [Office of Records & Registration](#) specifies these dates on their website.
- **How do I know which classes I need to register for?** Your Degree Works specifies the classes you need to take. Your unique plan of study (shared either with you via Degree Works or Google Sheets) also lists the classes you need to take each semester.

- **What is the earliest I can graduate?** Students who are seeking a teaching license must complete at least five semesters at VCU in order to apply to Teacher Preparation (semester 1), complete practicum placements (semesters 2 - 4), and complete their Student Teaching Internship (semester 5). Other declared majors and minors in the School of Education estimated graduation date will be determined on an individual basis.
- **I had an IEP or 504 plan in high school and/or I need accommodations to assist with my academic success. Where should I go to receive these accommodations?** The [Student Accessibility and Educational Opportunity Office](#) has a team of dedicated case managers who can assist you in identifying your needs and providing accommodations. You will need to register for accommodations and be able to provide supporting documentation that specifies your diagnoses or circumstances through the registration intake process.
- **Why didn't all of my courses from my previous institution count towards my major?** In order for credits from another institution to fulfill your Education major, you must have 1) earned at least a C or higher in the course and 2) the syllabus must be reviewed and approved by department chairs and program coordinators as an equivalent to an Education-specific course.
- **Can I complete my entire degree online?** VCU has a robust selection of both online and in-person courses. Major classes in the School of Education will primarily be delivered in-person, especially practicum and internship-related courses.
- **Do I have to complete an internship (or practicum) in order to graduate?** For students seeking a teaching license, you must complete a certain number of hours through practicums and internships in order to graduate. The Student Services Center will provide you with practicum and internship placements through partnerships with various school districts. Other majors or minors may be required to independently secure an internship in order to graduate. [Career Services](#) and your advisor can assist you.
- **Will I be able to find a teaching job in the middle of the school year?** Because there is a constant demand for teachers and full-time teachers sometimes leave in the middle of the school year to tend to personal matters, yes, you will be able to conduct a successful job search ***even if you graduate in the middle of the school year (December)***. [Career Services](#) and your advisor are helpful resources for preparing and searching for various job opportunities.

Academic Program Overview

The School of Education houses six undergraduate bachelor's degree programs that provide students with experiential learning through interdisciplinary exploration and practical real-world experiences. Below is an overview of each undergraduate program and minor offered. Programs are divided into non-licensure and licensure options.

Non- Licensure Degree Programs, Minors, and Certificates

Human and Organizational Development

Program Coordinator: Robin Hurst

Email Address: rrhurst@vcu.edu

Description:

The Human and Organizational Development degree program prepares undergraduate students to pursue entry-level positions in organizations as human resource development professionals, corporate training and development, training specialists, learning and development professionals, talent development specialists, and instructional designers.

Student Learning Outcomes:

Students will acquire knowledge about discipline-specific and theoretical concepts critical to the development and learning of employees in the workplace. As a result, students will be able to:

1. Plan, develop and implement learning and development experiences for adult learners in a variety of settings
2. Assess learning needs and evaluate the learning of both students and the organization through learning and development experiences
3. Develop learning interventions and assessments appropriate for employees/participants from diverse cultural backgrounds
4. Utilize adult learning principles and knowledge of organizational development to create learning and development experiences/interventions for the intended audience
5. Use appropriate technology in learning and organizational development curriculum development
6. Provide strategy for appropriate learning and development interventions

7. Demonstrate project management skills in organizing and managing a learning/development project for adult learners

Degree Requirements

The B.A. in Human and Organizational Development will require a minimum of 120 credit hours. The program includes a required internship to provide students with practical experience through experiential learning activities. The focus of the curriculum is to provide students with practical courses which will prepare them for positions in human resource development and organizational development in for-profit and nonprofit organizations.

Major Specific Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [Human and Organizational Development Bulletin](#)

Undergraduate Minors

The school of Education offers multiple minors to students who are interested in gaining knowledge in the field of education without pursuing teacher licensure. Please note that education minors do not meet the requirements needed for teacher licensure for the state of Virginia as outlined by the Virginia Department of Education.

Admission Requirements

Students who are interested in pursuing one of the various minor offerings must have a minimum 2.8 GPA (Minor in Education, Early Intervention and Early Childhood Special Education, and Special Education) unless otherwise stated and complete the required [minor change form](#).

Minor in Education

The minor in education provides students with the opportunity to explore educational theories while gaining an understanding of pedagogical practices. This minor requires a minimum of 18 credit hours.

Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [minor in education bulletin](#)

Minor Early Intervention and Childhood Special Education

The minor in Early Intervention and Early Childhood Special Education provides students with specialized courses that will increase their understanding of typical and atypical development, as well strategies to support young children with disabilities and

their families when working as a professional in inclusive settings where young children with disabilities are served. Students who intend on declaring this major must complete 30 credit hours of coursework before declaring this minor in addition to the general minor admission requirements. This minor requires 18 credit hours.

Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the minor in [early intervention and childhood special education](#).

Minor in Special Education

The Special Education minor is designed to prepare students to have the skills and knowledge to work with learning disabilities in educational settings. This minor requires a minimum of 18 credit hours.

Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [minor in special education bulletin](#).

Minor in Teaching English to Speakers of Other Languages (TESOL)

The minor in TESOL is for students interested in supporting students and adults for whom English is not their native language. This minor fosters an appreciation for linguistic and cultural diversity. This minor requires a minimum of 20 credit hours.

Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [Minor in TESOL](#)

Minor in Instructional Design and Technology

The minor in instructional design and technology is designed to provide students in any major with the knowledge and skills to develop online learning as part of their job responsibilities. As more organizations are moving learning to digital platforms in almost every field, knowledge of instructional design and technology can enhance job opportunities. This minor will provide students with additional needed skills in their chosen profession.

Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the minor in [instructional design and technology bulletin](#).

Minor in Recreation and Wellness

The minor in recreation and wellness is meant to prepare students to obtain certification in a variety of recreation- and fitness-related areas that are necessary for employment. For those students who are likely to pursue full- or part-time work within the field of recreation and wellness, this minor is ideal.

Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [minor in recreation and wellness bulletin](#).

Minor in Health Education

The minor in health education is meant to allow students to further explore educational theories and practices specific to health education. Students who complete this minor will be prepared to pass the Certified Health Education Specialist exam, a nationally recognized certification. However, this minor will not meet the requirements needed for teacher licensure in the state of Virginia as outlined by the Virginia Department of Education.

Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [minor in health education bulletin](#).

Certificate in Disability Studies

Description: The purpose of the certificate is to prepare undergraduate students for a complex, global world comprising an increasingly diverse society that includes people with disabilities. The focus is on engaging students in interdisciplinary experiences to help them understand contemporary disability issues, research and practices within a social, political, cultural and historical context. This program runs concurrently with a student's major and is not a stand-alone program. Thus, the program is designed to be completed in three consecutive semesters with students taking one course per semester in conjunction with their major course work. This certificate requires a minimum of 9 hours.

Learning Outcomes:

1. Students will demonstrate an understanding of disability in historical, political and cultural contexts.
2. Students will provide definitions and models of disability, including medical and social models.
3. Students will demonstrate knowledge of critical issues and research being debated in the field of disability studies.
4. Students will demonstrate an understanding of the relationship among disability culture, disability communities and rights-based struggles, including broad-based human rights.
5. Students will design and conduct a disability-specific project relevant to their major field of study based on engagement within the community.

Admission Requirements:

Students must complete 30 credit hours with a minimum GPA of 2.5 and a declared major to apply for the certificate program. For more admission information review the current [bulletin](#).

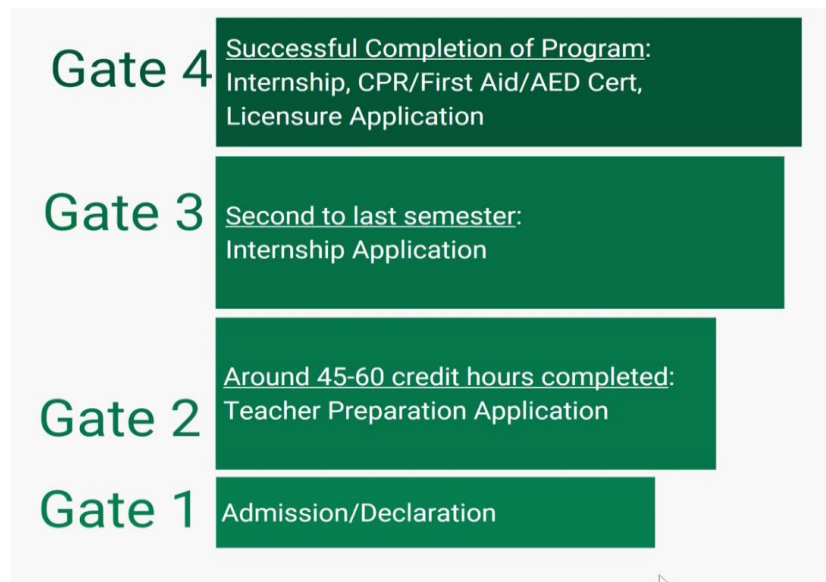
Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [disability studies bulletin](#).

Teacher Licensure Programs Overview

As a recognized and accredited initial licensure institution by the State Council of Higher Education for Virginia (SCHEV) and the Council for the Accreditation of Educator Preparation (CAEP) the SOE undergraduate teacher licensure programs prepare students for teaching roles in various PK-12 settings. Upon the completion of the teacher education programs, students are eligible for full teacher licensure in the Commonwealth of Virginia. The School of Education has adopted a Gate system for our initial licensure programs to highlight the major transition points for the Educator Preparation Program (EPP) matriculation. There are five gates as checkpoints to ensure candidate success and program completion. Not all gates apply to all programs. Based on the candidate's degree goals and origin of the undergraduate degree, candidates may complete some gates simultaneously. Meeting the requirements of each gate ensures that candidates have developed the content knowledge, pedagogical skills, and dispositions necessary to be a successful teacher and leader. Specifically, pedagogical skills are gained through the completion of multiple field and clinical experiences. Over 200 clock hours during the culminating clinical experience are confirmed by school-based educators and supervisors and recorded in Taskstream. Candidates participate in other activities related to teaching in P-12 school settings, examples of which are listed in the various clinical handbooks. In the rare case that a student teacher or intern has not met expectations for C or better grades for the culminating experiences, a focused Improvement Plan is created to address and remediate areas of weakness around the Clinical Evaluation Continuum.

Educator Preparation Program (EPP) Gates



Special Requirements for Teacher Licensure Programs

- 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 the clinical internship.
- Successful completion of all licensure testing

Admission to Teacher Preparation

As gate 2 of the Educator Preparation Program, admission to the teacher preparation program is the initial step to matriculating through the teacher licensure programs. Students who intend to pursue any of these programs must complete the following application requirements:

- Online Application
- Descriptive Statement (1-2 pages, prompt provided in application)
- Unofficial transcripts from all institutions attended
- 2.8 minimum GPA
- Completed or currently enrolled in – EDUS 202 and EDUS 301 (or PSYC 301 or PSYC 304)
- Virginia Communications & Literacy Assessment (VCLA) – 470 total score
- Application Due Dates: Fall: **October 15th** Spring: **April 1st**

Practicum Admission

Following admission to the teacher preparation licensure track associated with Gate 2, candidates must register for practicum placement, practicum accompanying courses, and sign a practicum agreement. The Practicum Placement Specialist and Data Coordinator confirm eligibility and are jointly responsible for monitoring candidate progress with the course instructor and school-based educator. For the practicum, a criminal background check is only required if it is mandatory for placement in the district for candidates completing more than 40 hours of practicum. All initial candidates complete at least one practicum to develop pedagogical content knowledge and must pass this before proceeding through the program and upper-level clinical experiences. Practicum experiences are tailored to the specific needs of each teacher licensure program. For program-specific information, please refer to the respective Bulletin for your program.

Practicum Roles and Expectations

Role of the Cooperating Teacher: The preparation of new teachers is an important task that could not be done adequately without the professional and unselfish assistance of effective teachers willing to share their classrooms. Cooperating teachers have two major responsibilities during the practicum experience. First, and foremost, they should

provide opportunities for practicum students to work with students in a variety of capacities. Students are to work closely with the teacher and should never assume responsibility for the entire class alone. Second, teachers need to provide opportunities for students to complete assigned tasks and verify the completion of hours by signing the timesheet. Teachers are encouraged to give feedback to students but are not asked to assign grades. An evaluation will be completed at the end of the practicum experience to provide more extensive feedback to the students.

Role of the Student: During the practicum experience, the student is a learner. The student is to learn about the policies and procedures of the school as well as the dynamics of teaching and learning that occurs in the classroom. The practicum students are provided the opportunity to observe and learn in a classroom environment and should act responsibly at all times. Informal participation is encouraged when directed by the cooperating teacher. Students should complete practicum tasks after a discussion with the cooperating teacher and should listen to feedback to improve their teaching.

Professional Expectations of the Student

Practicum students represent VCU and the School of Education. They are guests in the school and classrooms. What students do while in public schools reflects on the institution and influences the thinking of professionals regarding the quality of the teacher preparation program and the students. It is expected that each student will represent VCU well.

Student performance during their practicum will also become part of their “legacy” and how others view them as potential applicants for a position in the school division. Consequently, students should pay close attention to such things as punctuality, reliability, appropriate dress, neatness, scholarship, and willingness to work with the cooperating teacher. Essentially, students should demonstrate enthusiasm for relating to children and be committed to working with teachers and performing designated tasks of the practicum.

Clinical Internship/ Student Teaching Admission

As gate 3 of EPP, after the completion of the practicum experiences and corresponding coursework, students are eligible to apply for the clinical internship, also referred to as student teaching. The Coordinator of Clinical Placements and Licensure is responsible for review of all requirements for clinical internship/student teaching. To apply for clinical internship students must:

- Have formal admission into Teacher Preparation (see above)
- Submit a completed departmental [clinical internship application](#)
- Successfully completed of all other required coursework including mid-program assessments
- Have a minimum of 3.0 GPA qualitative and no grade lower than a C education courses
- Have passing scores on the Virginia Communication and Literacy Assessment (VCLA)
- Have passing scores on the Praxis II: Content Knowledge exam

- Complete the [Child Abuse Prevention training and certification](#)
- Submit a current Tuberculosis screening dated within the last four years
- Complete the [Dyslexia and Learning module and certification](#)
- Complete the [Crisis Prevention module series](#)
- Submission of a criminal background report without a felony conviction
- A descriptive statement on experiences related to children or teaching
- A successful faculty practicum review
- Application Due Dates: Fall: **February 1** Spring: **September 1**

For more detailed information regarding clinical internship and student teaching, please refer to the [Intern/Extern and Student Teaching Handbook](#).

Completion of Clinical Internship and Licensure Process

At the conclusion of the clinical internship experience and during the final semester of enrollment, students will submit a [completed application for initial teacher licensure](#), a professional licensure assessment if required (RVE for Elementary and Special Education students ONLY), and any other exit criteria set form by VCU. For more information about graduation click [here](#). For more detailed information regarding licensure, please refer to the [Intern/Extern and Student Teaching Handbook](#).

Student Learning Outcomes for Teacher Licensure Programs

1. Learner and learning: Students will understand human development and learning theory appropriate to the age group they will teach and acquire an awareness of the diversity of the school-age population in cultural backgrounds and styles of learning.
2. Content: Students will demonstrate knowledge of the subjects they will teach.
3. Instructional practice: Students will demonstrate an ability to plan and implement effective teaching and measure student learning in ways that lead to sustained development and learning.
4. Professional responsibility: Students will develop an understanding of purposes for education and a defensible philosophical approach toward teaching and demonstrate professional dispositions.

Undergraduate Teacher Licensure Program Offerings

Early Childhood Education (B.S.Ed.)

Program Coordinator: Lisa Cipolletti

Email Address: cipollettilb@vcu.edu

Description: The Early Childhood Education program focuses on preparing students for various educational settings such as daycare settings, preschool, and traditional school settings. The minimum number of credit hours required for this degree program is 123.

Major Specific Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [Early Childhood Education and Teaching Bulletin](#).

Elementary Education and Teaching (B.S.Ed.)

Program Coordinator: Lisa Cipolletti

Email Address: cipollettilb@vcu.edu

Description: The elementary education and teaching program focuses on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. The program prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content, as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children. The minimum number of credits required for this degree program is 123.

Major Specific Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [Elementary Education and Teaching Bulletin](#)

Health and Physical Education (B.S.Ed.)

Program Coordinator: Misti Mueller

Email Address: muellermr@vcu.edu

Description:

The health and physical education program prepare undergraduate students to serve as licensed health and physical education teachers in PK-12 schools and to serve as educators and leaders in schools and community-based settings. Upon completion, students will be prepared to work in public and private school settings, particularly,

urban and high-need areas. The minimum number of credits required for this degree program is 120.

Major Specific Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [Health and Physical Education Bulletin](#).

Secondary Education and Teaching (B.S.Ed.), Concentration in Engineering Education

Program Coordinator: W. Monty Jones

Email Address: joneswm2@vcu.edu

Program Description:

The secondary education and teaching program with a concentration in engineering prepares undergraduate students to serve as licensed engineering education STEM-related teachers in grades 6-12 schools and to serve as educators and leaders in schools and community-based settings. The minimum number of credits required for this degree program is 123-126 hours.

Major Specific Course Requirements:

For a list of course requirements and suggested organization of courses, please see the most current version of the [Secondary Education and Teaching with a concentration in engineering education Bulletin](#).

Student Resources

SOE Student Services Center

The mission of the Student Services Center is to provide the highest quality of services to our students, faculty, K-12 colleagues and other constituents, and the public.

The Student Services Center seeks to provide excellence in the delivery of all major thrusts of the Center which include academic advising, teacher preparation, clinical placement and licensure, and establish the following goals:

- To ensure excellence in Clinical Placements. The Center secures clinical placements for baccalaureate and master's level teacher education programs in K-12 schools. Placements are with exemplary public-school teachers who meet the established criteria and in schools which provide access to diverse student populations.
- To ensure excellence in processing applications for Licensure. The Center processes and approves applications for Virginia licensure as well as out of state licensure for our graduates. Candidates who complete the School of Education's approved EPPs are eligible for licensure in Virginia and in the states with which Virginia has reciprocity.
- To ensure high-quality Academic Advising. The Center's staff provide academic advising for students in the M.T. programs as well as B.S.Ed. and minor students. The Center also provides general advising for prospective students who need information and support.

SOE Scholarships

The School of Education has over 50+ endowed scholarship opportunities for all students from the undergraduate to doctoral level. Students can find all scholarships available on the [SOE Scholarship page](#). Only current SOE students who have been enrolled for at least a semester are eligible for scholarships and can apply at vcu.academicworks.com. Scholarship recipients will be notified in the spring semester for awards in the following fall semester. Students must complete the acceptance and post-acceptance process to have their awards posted onto their student accounts. Students graduating in the spring semester of the application cycle are not eligible for an SOE endowed scholarship. All questions about scholarships can be emailed to the Development, Alumni, and Student Engagement Office or the VCU Financial Aid and Scholarships office scholarships@vcu.edu.

Campus Resources

Below is a list of common offices and services across campus that offer support to students to grow both academically and personally.

[University Counseling Services](#)

University counseling services provide comprehensive clinical services, advocacy, recovery support, outreach, and professional training. We provide a compassionate and welcoming atmosphere that creates spaces for healing and growth.

[Health Promotion and Wellbeing Center- The Well](#)

The Well's vision is to make VCU a healthier and happier place to learn, work, and grow by empowering the VCU community to prioritize well-being, connect with others, and learn through play.

[Campus Learning Center](#)

Students can receive tutoring or supplemental instruction through the Campus Learning Center.

[The Writing Center](#)

VCU's Writing Center offers brainstorming sessions with and writing feedback from student consultants.

[Career Services](#)

Career Services helps students prepare for and achieve their professional goals through individual advising, programs, and events.

[Trio Programs](#)

TRiO provides guidance, tools, and resources that lead to academic success for first-generation students, low-income students, and students with disabilities.

[You First](#)

Our You First program helps guide first-generation students through their academic careers.

[Military Student Services](#)

Military Student Services works with veterans, active service members, spouses, and dependents to ease the transition from military life to academics.

[The Money Spot](#)

The Money Spot helps Virginia Commonwealth University students increase their financial knowledge, skills, and confidence to take control of their finances right now and into the future.

[Adult and Non- Traditional Student Services](#)

The Office of Adult and Non-Traditional Student Services helps adult learners maximize their VCU experience through programs, resources, and support.

Important Forms

[Change of Major/ Concentration Form](#)

[Change of Minor Form](#)

[Course Override Form](#)

[Intern/Extern and Student Teaching Handbook](#)

[Marching Permission Form](#)

[School of Education Appeal Form](#)

[Student Medical Withdrawal Form](#)

[Undergraduate Student Teaching Internship Application](#)

[University Academic Appeal Petition](#)