

DEPARTMENT OF EDUCATION

Dr. Jeffrey C. Hunter, Dean of Teacher Education

Professor: S. Curry

Associate Professors: L. Baker, S. Ratliff

Assistant Professors: J. Hunter, G. Kumpiene, C. Stout O'Dell

Director of Teacher Education Field Placement: C. Stout O'Dell

Glenville State College has a long and proud tradition in the preparation of teachers. The College began preparing teachers in 1872 when the Glenville Branch of the State Normal School of West Virginia was established by the state legislature. Until the late 1960s, the emphasis at Glenville State College continued to be teacher preparation, at which time the College expanded its curricula and services. Even with a broadened mission, Glenville State College preserved its heritage by continuing a legacy of excellence in teacher education.

The Department of Education is strongly committed to its mission of preparing exceptional teachers for the future. In keeping with its mission, the department maintains high quality programs in early education, elementary education, adolescent education, and special education and offers many different specializations. These programs are designed to prepare teacher candidates for their chosen careers in West Virginia and beyond. Currently, there are successful Glenville State graduates teaching in every county in the state.

In addition to the curriculum, there are a variety of opportunities throughout the program for education majors to work with candidates in educational settings and become a part of the local schools and the community. Through Professional Development Schools, candidates may observe, tutor, participate in instructional activities that relate to their area(s) of expertise, and participate in professional development activities. This interaction enhances the educational experiences and preparation of our teacher candidates.

Candidates are also offered the opportunity to become members of three educational organizations: the Kappa Omicron Chapter of Kappa Delta Pi, an international honor society in education, the Early Education Student Group (EESG) and the Student Reading Association. The Department of Education has a dedicated and caring faculty. Their combined years of public school experience and closeness with candidates are among the principal assurances of a quality educational opportunity at Glenville State College. GSC takes pride in the personal and professional relationships between candidates and faculty.

The faculty of the Department of Education are committed to preparing teachers who can address the challenges of today's public schools. Upon completion of one of GSC's programs, candidates not only understand the methodologies and techniques critical to becoming effective teachers, but they also realize the importance of caring for the students in their classrooms.

For additional information about the Department of call (304) 462-6200.

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BACHELOR OF ARTS IN EDUCATION:

Students pursuing a teacher education degree may select from the following combinations of teaching specializations:

Elementary Specializations:

Early Education (PreK-K) & Elementary (K-6)

OR

Multi-Categorical (K-6) & Elementary Education (K-6)

OR

Elementary Education (K-6) may also be combined with any of the following (select one):

Middle School Specializations:

A student must combine a middle school specialization with either Elementary Education or a Secondary Field:

English (5-9)

General Math-Algebra I (5-9)

General Science (5-9)

Social Studies (5-9)

OR

Secondary Education

A student may select one secondary specialization:

Biology (9-Adult)

Chemistry (9-Adult)

English (5-Adult)

General Science (5-Adult)

Mathematics (5-Adult)

Social Studies (5-Adult)

Comprehensive

Health and Physical Education (PreK-Adult)

Music (PreK-Adult)

CONCEPTUAL FRAMEWORK

The Skilled, Reflective and Responsive Teacher

To meet the challenge of preparing teachers to serve effectively in public school the teacher education program at Glenville State College is designed to prepare graduates who are “Skilled, Reflective and Responsive Teachers” (SRRT). A thorough understanding of subject content, along with well-developed skills in instruction, classroom management, assessment, dispositions, and educational applications of technology are essential for successful teaching. It is equally important that prospective teachers develop the ability to reflect on their learning and teaching and respond to the identified needs based on this reflection. This will help to ensure that reflective practice results in responsive action, improving the teaching/learning process and leading to continued professional growth.

At Glenville State College, the Department of Education has integrated many instructional strategies, reflective skills, content knowledge, and the evaluation of dispositions in the presentation of professional course work and field experiences. GSC believes that continued improvement in teacher preparation demands the integration of knowledge, skills, and dispositions leading to responsive behavior. GSC proposed and developed a merger of skills, reflection, and response into the conceptual framework called the Skilled, Reflective and Responsive Teacher (SRRT). The SRRT framework surrounds and supports the acquisition of effective teaching skills with the reflective, responsive nature of good teaching. GSC believes that skills, strategies, reflection, and productive and professional habits of mind can be molded and taught by unified faculty and, in turn, by candidates to their students.

The teacher education program at Glenville State College and its unifying theme of the “Skilled, Reflective, and Responsive Teacher” are supported and informed by six conceptual areas: Content Knowledge, Pedagogical Knowledge, Learner Knowledge, Professional Knowledge, Reflective Knowledge, and Responsive Practice.

TEACHER EDUCATION CRITICAL CONCEPTS

1. Teaching is a problem-solving process.
2. Teachers must have concern for and be able to address the affective needs of candidates.
3. Teachers must have a strong commitment to professionalism.
4. Teachers must have a strong foundation in the liberal arts and mastery of the content in their area(s) of teaching.
5. Teachers must have highly developed skills in the areas of planning, instruction, classroom management and evaluation.
6. Teachers must be able to work effectively with others, including colleagues, administrators, candidates, families and community members.
7. Teachers must be effective consumers of research, in that they understand how research is conducted, are able to interpret research data and can implement knowledge gained from research in their own classrooms.
8. Teachers must be proficient in uses of educational technology, incorporating 21st Century Skills.
9. Teachers must develop an awareness that will produce fair and equitable treatment and interactions with diverse student populations in a global society.

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10. Teachers must develop and employ reflective, responsive practices to make sound educational decisions.

STATE LICENSURE PATTERNS AVAILABLE AT GLENVILLE STATE COLLEGE

Glenville State College recommends the issuance of the teaching license. The West Virginia Department of Education is the agency that issues the license for teaching professionals.

1. ELEMENTARY EDUCATION (K-6)

The elementary education program is designed to prepare educators who will teach children kindergarten through the sixth grade. Candidates in the elementary education program are required to complete at least one additional teaching specialization, such as PreK-K, Multi-Categorical Special Education or a Middle School endorsement.

2. CONTENT/SUBJECT SPECIALIZATIONS

Specializations are available at the Middle Childhood Education (5-9) level; the Adolescent Education level (9-Adult); and/or combinations of the Middle Childhood and Adolescent levels (5-Adult). Subject specializations in Music and Physical Education and Health are preschool to adult grade level. Even though the candidate is interested in teaching in one specialization, the faculty advisor and the candidate should discuss employment possibilities and make wise choices based on the needs of the public schools. In addition to the faculty advisor, current employment information is available in the Academic Success Center.

PRE-ADMISSION REQUIREMENTS

Before participating in any field experiences, teacher candidates must complete a criminal background check and maintain a current tuberculosis (TB) test status as required by individual school district partners. Copies of all TB test results and criminal background check records are retained in the Department of Education Office. The above requirements are completed during the first Education class (EDUC 203) and as needed throughout the program of study.

ADMISSION TO TEACHER EDUCATION

Admission to Teacher Education typically occurs during the third or fourth semester for a student entering college for four years to earn a certificate to teach in the public or private schools. Alternate paths are to be handled on a case-by-case basis while levels of expected proficiency will be the same for both groups.

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION

1. Completion of 42 hours of courses including the following: CART 101, CSCI 267, EDUC 203, EDUC 205, ENGL 101, ENGL 102, and PED 201 with a grade of “C” or better.
2. An overall 2.75 grade point average.
3. Achieve a passing score on the PRAXIS Core Academic Skills for Educators (CORE) in the areas of Reading, Writing and Mathematics effective November 1, 2013. Passing scores are posted through the ETS website (<https://www.ets.org/praxis/wv/requirements/>). The PRAXIS CORE is a State requirement for certification.

Persons who meet one or more of the following criteria may be exempt from the Praxis Core Academic Skills for Educators (CORE).

- Attained, from a single administration, a composite score of 26 on the ACT, 1170 on the SAT using the combined Critical Reading and Math score or a score of 1240 on the New SAT using the combined Evidence-Based Reading and Writing score and Math score (effective May 2016-the Present)

If you wish to take all three computer-delivered CORE exams (5712, 5722, 5732) at the same time, select CORE Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

4. Meet the West Virginia required computer skills through the successful “C” completion of CSCI 267.
5. Meet the West Virginia required listening and speaking skills through the successful “C” completion of CART 101.
6. Achieve a grade of “C” or better in ENGL 101 and ENGL 102.
7. Achieve a grade of “C” or better in PED 201.
8. Successful completion of oral presentation during the Admission to Teacher Education interview.

PROCEDURES FOR ADMISSION TO TEACHER EDUCATION

During the semester in which the student enrolls in the necessary course work and/or takes the prescribed examinations, she or he should initiate procedures for admission to Teacher Education.

1. To initiate the procedure, the candidate obtains an Application Packet and completes the “Intent to Apply for Admission to Teacher Education” form. The packet is available from the Department of Education Office. Completed forms must be submitted, or e-mailed, to Joanne.Rutherford@glenville.edu in the Education Office by the following deadlines:

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Admission to Teacher Education

Summer and Fall
Spring

Submission of Materials

March 1
December 1

2. Candidates must complete the “Admission to Teacher Education Assessment Form” as well as the “Admission to Teacher Education Evaluation.” This form assesses the candidate in the areas of Performance and Dispositions. The completed assessment form, along with an additional blank second copy of the form is given to the academic advisor (faculty). The academic faculty advisor completes the second form.
3. The faculty advisor ascertains the candidate’s eligibility for admission, completes the blank assessment form received from the candidate, and returns it to the Teacher Candidate to be placed in the portfolio, which must be prepared as outlined in the Application Packet, following the guidelines set forth in the Rubric for Assessment.
4. The “Admission to Teacher Education Assessment Form” from the advisor and the candidate’s self-assessment are added to the file created for that candidate. The existing file should already contain two copies of the “Admission to Teacher Education Assessment Form” which were completed and submitted to the Education Office by the faculty teaching Education 203 and Education 205 at course completion.
5. When all the paperwork has been completed and filed and the Portfolio Interview process has been successfully completed, the candidate who is applying for admission to teacher education is reviewed by the Teacher Education Review Panel (TERP). The panel membership consists of a representative of all departments offering specializations in Teacher Education, Vice President for Student Life, Director of Residence Life, a representative from the Academic Success Center, Provost and Vice President for Academic Affairs, and the Department Chair of Education, who chairs the panel. Non-voting members of TERP include the College Certification Analyst and the Director of Teacher Education Field Placement.
6. The panel meets each semester prior to registration. An applicant may request to meet with the panel and the applicant’s advisor may accompany him/her. Such a request is submitted in writing at least 10 days prior to the scheduled meeting.
7. Panel members are sent a list of the names of the candidates requesting admission in advance of the scheduled meeting. If a panel member has reasons justifying the denial of any applicants, but cannot attend the meeting, such reasons should be stated in a letter and submitted to the chair of the panel prior to the meeting. All letters expressing concerns will then be read to the panel members in attendance. These letters will become part of the candidate’s permanent file maintained in the Department of Education.
8. The panel reviews each application. The panel makes a recommendation to the Department Chair of Education. Based upon the panel’s recommendation, the Department Chair may make one of three decisions:

Full Admission: This status is given to candidates who meet all admission requirements. Candidates may then enroll in upper division courses that require the Admission to Teacher Education prerequisite.

Provisional Admission: This status is given to candidates when one deficiency exists, and circumstances warrant provisional admission. Provisional admission is for *one semester only* and is non-renewable. During the semester for which provisional admission is granted, the candidate may enroll in any specified upper division course, *except* Internship and the Capstone Assessment. A request for provisional admittance is *not guaranteed*.

All admission requirements must be met at the end of the semester in which the Provisional Status was granted. At that time, the candidate will automatically be admitted to Teacher Education. If any requirements are not met, the candidate's status will be changed to "denied." When this occurs, the candidate will not be permitted to enroll in *any* classes which require Admission to Teacher Education as a prerequisite. When all requirements are met, the candidate may reapply for full admission.

Denied Admission: This status is given to candidates who have two or more deficiencies and have not met all requirements for admission to teacher education. This decision prohibits enrollment in any upper division courses requiring Admission to Teacher Education as a prerequisite. The Department Chair specifies the reason(s) for the denial. A teacher candidate who has been granted full admission and consequently falls below a 2.75 grade point average will go to denied status. Any candidate receiving denied status must reapply for admission to teacher education.

9. The Department Chair notifies each candidate and the candidate's faculty advisor of the decision regarding application.
10. Candidates wishing to appeal the Department Chair's decision may do so through the Student Academic Grievance policy as outlined in the GSC catalog.

RETENTION IN TEACHER EDUCATION

To remain in any Teacher Education program, candidates must meet the following criteria:

1. Maintain a grade point average of 2.75 in overall course work attempted.
2. Maintain current tuberculosis (TB) test status before entering the public schools or other child-centered field experiences as required by partner public school districts. Copies of all TB test results are retained in the Department of Education office.
3. Maintain a current degree plan with the faculty advisor.
4. Demonstrate professional competency in field experiences as required.
5. Maintain a clear social record in the Office of Student Life.
6. Maintain a clear criminal background check.

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The faculty advisor, as well as the Department Chair of Education, monitor candidates' progress from admission to teacher education through the completion of the internship. When concerns arise throughout their program of study, candidates work with their faculty advisors to resolve those concerns expeditiously.

ADMISSION TO STUDENT INTERNSHIP

Typically, the internship occurs in the last semester prior to graduation. Candidates must apply for admission to internship during the semester prior to the internship.

REQUIREMENTS FOR ADMISSION TO STUDENT INTERNSHIP

To be eligible for Admission to the Internship, candidates must meet the following requirements:

1. Hold full admission status in a Teacher Education Program.
2. Maintain a minimum overall 2.75 grade point average.
3. Maintain a minimum 2.75 grade point average in the specialization area(s) for which the candidate seeks licensure. Completion of all required hours in specialization area(s) with grades of "C" or better.
4. Maintain a minimum 2.75 grade point average in all education course work and have a "C" or better in each required Education course.
5. Pass all state-required components of PRAXIS Core and PRAXIS II and meet all department requirements. No teacher candidate will be admitted to the Internship until **ALL** components of PRAXIS II are passed. Candidates for the **fall semester** must pass the PRAXIS II tests by the **June** test date. Candidates for the **spring semester** must pass the PRAXIS II tests by the **November** test date.
6. Maintain a clear social record in the Office of Student Affairs.
7. Maintain a current negative tuberculosis (TB) test status
8. All Teacher Education candidates must adhere to the current West Virginia State Department of Education requirements for licensure.

PROCEDURES FOR ADMISSION TO INTERNSHIP

The “Application for Admission to Candidate Internship” must be submitted to the Director of Teacher Education Field Placement by *MARCH 1* to enroll in the following *fall semester* and *OCTOBER 1* to enroll in the following *spring semester*. Application forms are available in the Department of Education office. Specific meetings for Application for Admission to Internship will be held prior to each semester’s application due date. All teacher education candidates applying for Admission to Internship must attend these meetings in which necessary documents are reviewed and completed.

CANDIDATES ARE RESPONSIBLE FOR ENSURING THAT THEIR PAPERWORK IS SUBMITTED BY THE DEADLINES FOR ADMISSION.

The Teacher Education Review Panel (TERP) screens the list of intern applicants each semester to determine their individual status. An applicant may request to meet with the panel; if desired, the applicant’s advisor may accompany her/him. Such a request is submitted in writing at least 10 days prior to the scheduled meeting. Typically, panel meetings are scheduled during the week prior to the beginning of each semester.

If admission to the Internship is denied, the Teacher Education Review Panel must provide notification and the reason for denial to the candidate within five days of the decision. If denied admission the candidate may not begin the Internship during that respective semester. Once all deficiencies are met, the candidate may reapply for the Internship (by the stated deadline) to be considered for admission for the next semester.

Organization of the Internship Semester

Candidates meet with the Director of Teacher Education Field Placement and supervising professors at the beginning of the semester in which they are enrolled in the internship. Primarily, the remainder of the semester is spent in the public schools; however, candidates are required to attend meetings, workshops and/or other professional development activities.

Interns may not enroll in any courses other than those prescribed during the internship semester without permission of the Department Chair of Education. Interns needing assistance may be required to enroll in Education 299, the Teacher Candidate Assistance Program (TCAP).

Grading of Internship

Candidates enrolled in Internship will receive either CREDIT or NO CREDIT. CREDIT indicates successful performance of competencies; NO CREDIT indicates inadequate performance of competencies. Hours will vary based upon the number of Internship specializations the candidate pursues or the length of each required placement.

One credit hour of the Internship is the Capstone Assessment. Using portfolio artifacts and oral defense, candidates must validate that they have met the Interstate (N)ew Teacher Assessment and Support Consortium (InTASC) standards as well as the standards designated for their particular content area. Candidates must successfully complete the Capstone Assessment based on rubric evaluation in order to receive full credit for the internship.

Retention in Internship

The Department of Education is dedicated to preparing teachers who are skilled, reflective and responsive with a commitment to their profession and to the students they serve. This requires that all candidates be monitored as they progress through the teacher preparation program. If teacher candidates encounter difficulties, remediation plans are developed and implemented through the Teacher Candidate Assistance Program (TCAP).

Teacher candidates may only attempt Internship twice. After the second unsuccessful attempt at Internship, the teacher candidate will not be allowed to continue in the Teacher Education Program.

LICENSURE REQUIREMENTS

Upon completion of the program requirements, the Internship and the capstone assessment, successful candidates will be eligible for the Bachelor of Arts degree in Education. At that time, they are recommended to the West Virginia Department of Education for licensure to teach in West Virginia. Successful candidates will need to meet the following:

1. Complete all required course work with a minimum grade point average of 2.75 in each of the following areas: overall, professional education coursework and each content specialization area that the candidate is seeking graduation and licensure.
2. Pass state-required PRAXIS Core and PRAXIS II assessments for all fields in which licensure is pursued.
3. Have and maintain a clear legal history including the following:
 - a. Never having had a teaching license refused, suspended or revoked.
 - b. Never having willingly surrendered a teaching license.
 - c. Never having had a criminal conviction or currently pending charge (felony or misdemeanor).
4. Complete all Internship requirements and competencies as documented by the Professional Semester Evaluation (PSE) performance assessment and the Special Subjects Supervisor Evaluation Form.

BACHELOR OF ARTS DEGREE IN EDUCATION

Candidates who enroll at Glenville State College will generally follow the provisions of the catalog in use at the time of their admission. However, there are some exceptions specific to Teacher Education candidates as indicated below:

1. Candidates wishing to enroll or re-enroll in a Teacher Education program must complete the requirements of the current catalog.
2. All Teacher Education candidates must complete a criminal background check prior to completing any field experience. All paperwork will be processed through the Teacher Education Office. Criminal background checks must exhibit a clear legal history.
3. All Teacher Education candidates must have a negative tuberculosis (TB) test on file in the Teacher Education office prior to completing any field experience as required by partner school districts.
4. All Teacher Education candidates must adhere to the current West Virginia State Department of Education requirements for licensure. If policies are changed, the requirements delineated within this catalog may not be applicable.

**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6) AND
EARLY EDUCATION (PREK-K)**

GSC 100 The First Year Experience 0 hour

All degree seeking students are required to take GSC 100 during their first semester.

ENGLISH 12 hours

CART 101	Introduction to Public Speaking	3
ENGL 101	Critical Reading and Writing I	3
ENGL 102	Critical Reading and Writing II: The American Mosaic	3
ENGL 205	Survey of American Literature I (OR)	
ENGL 206	Survey of American Literature II	3

FINE ARTS 4 hours

ART 330	Art Methods – Elementary Education Major	2
MUSC 359	Music Fundamentals & Methods	2

HEALTH AND PHYSICAL EDUCATION 5 hours

HLTH 332	Organization and Administration of School Health Programs	2
PED 201	First Aid and Safety	1
PED 326	Physical Education in the Elementary School	2

MATHEMATICS 12 hours

MATH 115	College Algebra	3
MATH 230	Euclidean Geometry for College Students	3
MATH 256	Probability and Statistics I	3
MATH 327	Elementary Math Methods	3

READING 3 hours

ENGL 320	Backgrounds and Practices in Reading Children’s Literature	3
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SCIENCE 12 hours

SCNC 105	Nature of Science and Engineering Practices	1
SCNC 204	Life Sciences for Elementary Education Majors	3
SCNC 205	Physical Science for Elementary Education Majors	3
SCNC 305	Earth Sciences for Elementary Education Majors	3
SCNC 405	Pedagogical Practices and Classroom Instruction	2

SOCIAL SCIENCES			14 hours
GEOG 203	World Regional Geography	3	
HIST 207	United States History to 1877	3	
HIST 208	United States History since 1877	3	
HIST 303	West Virginia and the Appalachian Region	3	
SOCS 314	Social Studies in Early and Middle Childhood Education	2	
EARLY EDUCATION (PREK-K)			17 hours
EDUC 207	Cultural Diversity in Early Education including Families and Communities	2	
EDUC 213	Early Childhood Development: Infant/Toddler, Preschool, and Primary (ages 0-8 years)	3	
EDUC 218	Introduction to Early Education	3	
EDUC 319	Organization and Administration of Early Education Programs (PreK-K)	3	
EDUC 320	Assessment of Young Children	2	
EDUC 321	Early Education Curriculum, Methods and Materials	4	
PROFESSIONAL EDUCATION			24 hours
CSCI 267	Computer Skills for Education	3	
EDUC 203	Foundations of Education	2	
EDUC 205	Educational Psychology*	3	
EDUC 310	Classroom Management and Teaching Strategies	2	
EDUC 411	Curriculum and Assessment: Elementary	2	
READ 318	Teaching Reading/Language Arts in Early and Middle Childhood Education (K-6)	4	
READ 414	Diagnostic and Prescriptive Teaching of Reading	2	
SPED 220	Educating the Exceptional and Culturally Diverse Student	3	
SPED 334	Strategies for Students with Learning Disabilities and Behavior Disorders	3	
STUDENT INTERNSHIP			12 hours
EDUC 493	Capstone Assessment	1	
EDUC	Student Internship (Elementary and Early Education)	11	
GENERAL ELECTIVES			5 hours
Total minimum hours required for this degree			120 hours

Education 203, Education 205 and Education 218 may be attempted without being admitted to Teacher Education.

*Before enrolling in Education 205, a student must have attempted PRAXIS CORE or be exempt from this requirement due to ACT or SAT score.

**GATEWAY ASSESSMENT - ADMISSION TO TEACHER EDUCATION
CAPSTONE ASSESSMENT - EDUCATION 493**

**ELEMENTARY EDUCATION (K-6) AND EARLY EDUCATION (PREK-K)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

EDUC 207	2	CART 101.....	3
ENGL 101	3	CSCI 267	3
GEOG 203.....	3	EDUC 203	2
GSC 100	0	ENGL 102.....	3
MATH 115	3	HIST 207	3
SCNC 105.....	1	PED 201.....	1
ELECTIVE.....	2	Total Hours - Spring Semester	15
Total Hours - Fall Semester.....	14		

**ATTEMPT PRAXIS CORE DURING THE FALL
SEMESTER OF FRESHMAN YEAR**

SECOND YEAR

EDUC 205	3	EDUC 218	3
EDUC 213	3	EDUC 310	2
ENGL 205 (OR) ENGL 206.....	3	PED 326.....	2
HIST 208.....	3	READ 318	4
MUSC 359.....	2	SCNC 205.....	3
SCNC 204.....	3	SPED 220	3
Total Hours - Fall Semester.....	17	Total Hours - Spring Semester	17

THIRD YEAR

ENGL 320	3	EDUC 319	3
HIST 303	3	MATH 230	3
HLTH 332	2	MATH 256	3
SCNC 305.....	3	MATH 327	3
SPED 334	3	SCNC 405.....	2
ELECTIVE.....	1	ELECTIVE	1
Total Hours - Fall Semester.....	15	Total Hours - Spring Semester	15

PASS PRAXIS II EXAM

FOURTH YEAR

ART 330.....	2	EDUC 493	1
EDUC 320	2	STUDENT INTERNSHIP*	11
EDUC 321	4	Total Hours - Spring Semester	12
EDUC 411	2		
READ 414	2		
SOCS 314.....	2		
ELECTIVE.....	1		
Total Hours - Fall Semester.....	15		

***INTERNS MAY NOT ENROLL IN ANY
OTHER COURSES WHILE IN STUDENT
INTERNSHIP.**

**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6) AND
MULTI-CATEGORICAL SPECIAL EDUCATION (K-6)**

GSC 100	The First Year Experience		0 hour
All degree seeking students required to take GSC 100 during their first semester.			
ENGLISH			12 hours
CART 101	Introduction to Public Speaking	3	
ENGL 101	Critical Reading and Writing I	3	
ENGL 102	Critical Reading and Writing II: The American Mosaic	3	
ENGL 205	Survey of American Literature I (OR)		
ENGL 206	Survey of American Literature II	3	
FINE ARTS			4 hours
ART 330	Art Methods - Elementary Education Major	2	
MUSC 359	Music Fundamentals & Methods	2	
HEALTH AND PHYSICAL EDUCATION			5 hours
HLTH 332	Organization and Administration of School Health Programs	2	
PED 201	First Aid and Safety	1	
PED 326	Physical Education in the Elementary School	2	
MATHEMATICS			12 hours
MATH 115	College Algebra	3	
MATH 230	Euclidean Geometry for College Students	3	
MATH 256	Probability and Statistics I	3	
MATH 327	Elementary Math Methods	3	
READING			3 hours
ENGL 320	Backgrounds and Practices in Reading Children's Literature	3	
SCIENCE			12 hours
SCNC 105	Nature of Science and Engineering Practices	1	
SCNC 204	Life Sciences for Elementary Education Majors	3	
SCNC 205	Physical Science for Elementary Education Majors	3	
SCNC 305	Earth Sciences for Elementary Education Majors	3	
SCNC 405	Pedagogical Practices and Classroom Instruction	2	

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SOCIAL SCIENCES			14 hours
GEOG 203	World Regional Geography	3	
HIST 207	United States History to 1877	3	
HIST 208	United States History since 1877	3	
HIST 303	West Virginia and the Appalachian Region	3	
SOCS 314	Social Studies in Early and Middle Childhood Education	2	
MULTI-CATEGORICAL SPECIAL EDUCATION (K-6)			23 hours
SPED 220	Educating the Exceptional and Culturally Diverse Student	3	
SPED 321	Educating the Students with Mental Impairment: Characteristics and Strategies	3	
SPED 331	Introduction to Learning Disabilities	3	
SPED 332	Introduction to Behavior Disorders	3	
SPED 334	Strategies for Students with Learning Disabilities and Behavior Disorders	3	
SPED 351	Educational Assessment of Students with Exceptionalities	3	
SPED 363	Behavior Management in the Classroom	3	
SPED 420	Special Education Practicum	2	
PROFESSIONAL EDUCATION			21 hours
CSCI 267	Computer Skills for Education	3	
EDUC 203	Foundations of Education	2	
EDUC 205	Educational Psychology*	3	
EDUC 218	Introduction to Early Education	3	
EDUC 310	Classroom Management and Teaching Strategies	2	
EDUC 411	Curriculum and Assessment: Elementary	2	
READ 318	Teaching Reading/Language Arts in Early and Middle Childhood Education (K-6)	4	
READ 414	Diagnostic and Prescriptive Teaching of Reading	2	
STUDENT INTERNSHIP			12 hours
EDUC 493	Capstone Assessment	1	
EDUC	Student Internship	11	
GENERAL ELECTIVES			2 hours
Total minimum hours required for this degree			120 hours

Education 203, Education 205 and Education 218 may be attempted without being admitted to Teacher Education.

*Before enrolling in Education 205, a student must have attempted PRAXIS CORE or be exempt from this requirement due to ACT or SAT score.

**GATEWAY ASSESSMENT - ADMISSION TO TEACHER EDUCATION
CAPSTONE ASSESSMENT - EDUCATION 493**

**ELEMENTARY EDUCATION (K-6) AND
MULTI-CATEGORICAL SPECIAL EDUCATION (K-6)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

ENGL 101	3	CART 101	3
GEOG 203	3	CSCI 267	3
GSC 100	0	EDUC 203	2
MATH 115	3	ENGL 102	3
PED 201	1	HIST 207	3
SCNC 105	1	Total Hours - Spring Semester	14
ELECTIVE	2		
Total Hours - Fall Semester	13		

**ATTEMPT PRAXIS CORE DURING THE FALL
SEMESTER OF FRESHMAN YEAR**

SECOND YEAR

EDUC 205	3	EDUC 218	3
ENGL 205 (OR) ENGL 206	3	EDUC 310	2
HIST 208	3	PED 326	2
MUSC 359	2	READ 318	4
SCNC 204	3	SCNC 205	3
Total Hours - Fall Semester	14	SPED 220	3
		Total Hours - Spring Semester	17

THIRD YEAR

HLTH 332	2	MATH 230	3
SCNC 305	3	MATH 256	3
SPED 321	3	MATH 327	3
SPED 331	3	SCNC 405	2
SPED 332	3	SPED 351	3
SPED 334	3	SPED 363	3
Total Hours - Fall Semester	17	Total Hours - Spring Semester	17

PASS PRAXIS II EXAM

FOURTH YEAR

ART 330	2	EDUC 493	1
ENGL 320	3	STUDENT INTERNSHIP*	11
EDUC 411	2	Total Hours - Spring Semester	12
HIST 303	3		
READ 414	2	*INTERNS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN STUDENT INTERNSHIP.	
SOCS 314	2		
SPED 420	2		
Total Hours - Fall Semester	16		

**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6)/ENGLISH (5-9)**

GSC 100	The First Year Experience		0 hour
All degree seeking students required to take GSC 100 during their first semester.			
ENGLISH			12 hours
CART 101	Introduction to Public Speaking	3	
ENGL 101	Critical Reading and Writing I	3	
ENGL 102	Critical Reading and Writing II: The American Mosaic	3	
ENGL 205	Survey of American Literature I	3	
FINE ARTS			4 hours
ART 330	Art Methods - Elementary Education Major	2	
MUSC 359	Music Fundamentals & Methods	2	
HEALTH AND PHYSICAL EDUCATION			5 hours
HLTH 332	Organization and Administration of School Health Programs	2	
PED 201	First Aid and Safety	1	
PED 326	Physical Education in the Elementary School	2	
MATHEMATICS			12 hours
MATH 115	College Algebra	3	
MATH 230	Euclidean Geometry for College Students	3	
MATH 256	Probability and Statistics I	3	
MATH 327	Elementary Math Methods	3	
READING			3 hours
ENGL 320	Backgrounds and Practices in Reading Children's Literature	3	
SCIENCE			12 hours
SCNC 105	Nature of Science and Engineering Practices	1	
SCNC 204	Life Sciences for Elementary Education Majors	3	
SCNC 205	Physical Science for Elementary Education Majors	3	
SCNC 305	Earth Sciences for Elementary Education Majors	3	
SCNC 405	Pedagogical Practices and Classroom Instruction	2	

SOCIAL SCIENCES **14 hours**

GEOG 203	World Regional Geography	3
HIST 207	United States History to 1877	3
HIST 208	United States History since 1877	3
HIST 303	West Virginia and the Appalachian Region	3
SOCS 314	Social Studies in Early and Middle Childhood Education	2

ELEMENTARY EDUCATION (K-6)/ENGLISH (5-9) **15 hours**

ENGL 206	Survey of American Literature II	3
ENGL 307	World Literature	3
ENGL 322	Adolescent Literature	3
ENGL 392	Advanced Grammar and Writing	3
ENGL 395	The English Language	3

PROFESSIONAL EDUCATION **30 hours**

CSCI 267	Computer Skills for Education	3
EDUC 203	Foundations of Education	2
EDUC 205	Educational Psychology*	3
EDUC 218	Introduction to Early Education	3
EDUC 310	Classroom Management and Teaching Strategies	2
EDUC 342	Teaching English in Middle and Adolescent Education (5-Adult)	3
EDUC 411	Curriculum and Assessment: Elementary	2
READ 318	Teaching Reading/Language Arts in Early and Middle Childhood Education (K-6)	4
READ 414	Diagnostic and Prescriptive Teaching of Reading	2
SPED 220	Educating the Exceptional and Culturally Diverse Student	3
SPED 334	Strategies for Students with Learning Disabilities and Behavior Disorders	3

STUDENT INTERNSHIP **12 hours**

EDUC 493	Capstone Assessment	1
EDUC	Student Internship	11

GENERAL ELECTIVES **1 hour**

Total minimum hours required for this degree **120 hours**

Education 203, Education 205 and Education 218 may be attempted without being admitted to Teacher Education.

*Before enrolling in Education 205, a student must have attempted PRAXIS CORE or be exempt from this requirement due to ACT or SAT score.

**GATEWAY ASSESSMENT - ADMISSION TO TEACHER EDUCATION
CAPSTONE ASSESSMENT - EDUCATION 493**

**ELEMENTARY EDUCATION (K-6)/ENGLISH (5-9)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

CART 101	3	CSCI 267	3
EDUC 203	2	EDUC 205	3
ENGL 101	3	ENGL 102	3
GSC 100	0	GEOG 203	3
MATH 115	3	HIST 208	3
PED 201	1	SCNC 105.....	1
ELECTIVE.....	1	Total Hours - Spring Semester	16
Total Hours - Fall Semester	13		

ATTEMPT PRAXIS CORE DURING THE FALL SEMESTER OF FRESHMAN YEAR

SECOND YEAR

EDUC 218	3	EDUC 310	2
ENGL 205	3	ENGL 206	3
HIST 207	3	ENGL 307	3
MATH 256	3	ENGL 320	3
PED 326	2	SCNC 204.....	3
Total Hours - Fall Semester	14	SPED 220	3
		Total Hours - Spring Semester	17

THIRD YEAR

ENGL 392	3	ART 330	2
READ 318	4	ENGL 322	3
SCNC 205	3	ENGL 395	3
SPED 334	3	HLTH 332	2
Total Hours - Fall Semester	13	MATH 230	3
		MUSC 359.....	2
		SCNC 305.....	3
		Total Hours - Spring Semester	18

PASS PRAXIS II EXAM

FOURTH YEAR

EDUC 342	3	EDUC 493	1
EDUC 411	2	STUDENT INTERNSHIP*	11
HIST 303	3	Total Hours - Spring Semester	12
MATH 327	3		
READ 414	2		
SCNC 405	2		
SOCS 314.....	2		
Total Hours - Fall Semester	17		

***INTERNS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN STUDENT INTERNSHIP.**

**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6)/
GENERAL MATH-ALGEBRA I (5-9)**

GSC 100	The First Year Experience		0 hour
All degree seeking students are required to take GSC 100 during their first semester.			
ENGLISH			12 hours
CART 101	Introduction to Public Speaking	3	
ENGL 101	Critical Reading and Writing I	3	
ENGL 102	Critical Reading and Writing II: The American Mosaic	3	
ENGL 205	Survey of American Literature I (OR)		
ENGL 206	Survey of American Literature II	3	
FINE ARTS			4 hours
ART 330	Art Methods - Elementary Education Major	2	
MUSC 359	Music Fundamentals & Methods	2	
HEALTH AND PHYSICAL EDUCATION			5 hours
HLTH 332	Organization and Administration of School Health Programs	2	
PED 201	First Aid and Safety	1	
PED 326	Physical Education in the Elementary School	2	
MATHEMATICS			12 hours
MATH 115	College Algebra	3	
MATH 230	Euclidean Geometry for College Students	3	
MATH 256	Probability and Statistics I	3	
MATH 327	Elementary Math Methods	3	
READING			3 hours
ENGL 320	Backgrounds and Practices in Reading Children's Literature	3	
SCIENCE			12 hours
SCNC 105	Nature of Science and Engineering Practices	1	
SCNC 204	Life Sciences for Elementary Education Majors	3	
SCNC 205	Physical Science for Elementary Education Majors	3	
SCNC 305	Earth Sciences for Elementary Education Majors	3	
SCNC 405	Pedagogical Practices and Classroom Instruction	2	

168 Department of Education**SOCIAL SCIENCES 14 hours**

GEOG 203	World Regional Geography	3
HIST 207	United States History to 1877	3
HIST 208	United States History since 1877	3
HIST 303	West Virginia and the Appalachian Region	3
SOCS 314	Social Studies in Early and Middle Childhood Education	2

GENERAL MATH THROUGH ALGEBRA I (5-9) 14 hours

MATH 110	The Nature of Math	3
MATH 120	Precalculus	4
MATH 201	Introduction to Mathematical Reasoning and Proofs	3
MATH 202	Calculus I	4

PROFESSIONAL EDUCATION 30 hours

CSCI 267	Computer Skills for Education	3
EDUC 203	Foundations of Education	2
EDUC 205	Educational Psychology*	3
EDUC 218	Introduction to Early Education	3
EDUC 310	Classroom Management and Teaching Strategies	2
EDUC 343	Teaching Mathematics in Middle and Adolescent Education (5-Adult)	3
EDUC 411	Curriculum and Assessment: Elementary	2
READ 318	Teaching Reading/Language Arts in Early and Middle Childhood Education (K-6)	4
READ 414	Diagnostic and Prescriptive Teaching of Reading	2
SPED 220	Educating the Exceptional and Culturally Diverse Student	3
SPED 334	Strategies for Students with Learning Disabilities and Behavior Disorders	3

STUDENT INTERNSHIP 12 hours

EDUC 493	Capstone Assessment	1
EDUC	Student Internship	11

GENERAL ELECTIVES 2 hours**Total minimum hours required for this degree 120 hours**

Education 203, Education 205 and Education 218 may be attempted without being admitted to Teacher Education.

*Before enrolling in Education 205, a student must have attempted PRAXIS CORE or be exempt from this requirement due to ACT or SAT score.

**GATEWAY ASSESSMENT - ADMISSION TO TEACHER EDUCATION
CAPSTONE ASSESSMENT - EDUCATION 493**

**ELEMENTARY EDUCATION (K-6)/MATH (5-9)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

CART 101	3	EDUC 203	2
CSCI 267	3	EDUC 218	3
ENGL 101	3	ENGL 102	3
GEOG 203	3	MATH 115	3
GSC 100	0	PED 201.....	1
MATH 110	3	ELECTIVE.....	2
SCNC 105	1	Total Hours - Spring Semester	14
Total Hours - Fall Semester	16		

ATTEMPT PRAXIS CORE DURING THE FALL SEMESTER OF FRESHMAN YEAR

SECOND YEAR

EDUC 205	3	EDUC 310	2
ENGL 205 (OR) ENGL 206.....	3	HIST 303	3
HIST 207	3	MATH 106	3
MATH 256	3	MATH 120	4
PED 326	2	SCNC 204.....	3
Total Hours - Fall Semester	14	SPED 220	3
		Total Hours - Spring Semester	18

THIRD YEAR

ENGL 320	3	ART 330	2
MATH 202	4	HIST 208	3
MATH 230	3	HLTH 332	2
READ 318	4	MATH 327	3
SCNC 305	3	MUSC 359.....	2
Total Hours - Fall Semester	17	SCNC 305.....	3
		Total Hours - Spring Semester	15

PASS PRAXIS II EXAM

FOURTH YEAR

EDUC 343	3	EDUC 493	1
EDUC 411	2	STUDENT INTERNSHIP*.....	11
READ 414	2	Total Hours - Spring Semester	12
SCNC 405	2		
SOCS 314.....	2		
SPED 334	3		
Total Hours - Fall Semester	14		

***INTERNS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN STUDENT INTERNSHIP.**

170 Department of Education**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6)/GENERAL SCIENCE (5-9)****GSC 100 The First Year Experience 0 hours**

All degree seeking students are required to take GSC 100 during their first semester.

ENGLISH 12 hours

CART 101	Introduction to Public Speaking	3
ENGL 101	Critical Reading and Writing I	3
ENGL 102	Critical Reading and Writing II: The American Mosaic	3
ENGL 205	Survey of American Literature (OR)	
ENGL 206	Survey of American Literature II	3

FINE ARTS 4 hours

ART 330	Art Methods - Elementary Education Major	2
MUSC 359	Music Fundamentals and Methods	2

HEALTH AND PHYSICAL EDUCATION 5 hours

HLTH 332	Organization and Administration of School Health Programs	2
PED 201	First Aid and Safety	1
PED 326	Physical Education in Elementary School	2

MATHEMATICS 12 hours

MATH 115	College Algebra	3
MATH 230	Euclidean Geometry for College Students	3
MATH 256	Probability and Statistics I	3
MATH 327	Elementary Math Methods	3

READING 3 hours

ENGL 320	Backgrounds and Practices in Reading Children's Literature	3
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SCIENCE 12 hours

SCNC 105	Nature of Science and Engineering Practices	1
SCNC 204	Life Sciences for Elementary Education Majors	3
SCNC 205	Physical Science for Elementary Education Majors	3
SCNC 305	Earth Sciences for Elementary Education Majors	3
SCNC 405	Pedagogical Practices and Classroom Instruction	2

SOCIAL SCIENCES **14 hours**

GEOG 203	World Regional Geography	3
HIST 207	United States History to 1877	3
HIST 208	United States History since 1877	3
HIST 303	West Virginia and the Appalachian Region	3
SOCS 314	Social Studies in Early and Middle Childhood Education	2

ELEMENTARY EDUCATION (K-6)/SCIENCE (5-9) **16 hours**

BIOL 121	Principles of Biology II	4
SCNC 101	Earth Science	4
SCNC 102	Nature of Sound and Light	4
SCNC 104	Forensic Chemistry	4

PROFESSIONAL EDUCATION **30 hours**

CSCI 267	Computer Skills for Education	3
EDUC 203	Foundations of Education	2
EDUC 205	Educational Psychology*	3
EDUC 218	Introduction to Early Education	3
EDUC 310	Classroom Management and Teaching Strategies	2
EDUC 345	Teaching Science in Middle and Adolescent Education	3
EDUC 411	Curriculum and Assessment: Elementary	2
READ 318	Teaching Reading in Early and Middle Childhood Education (K-6)	4
READ 414	Diagnostic and Prescriptive Teaching of Reading	2
SPED 220	Educating the Exceptional and Culturally Diverse Student	3
SPED 334	Strategies for Students with Learning Disabilities and Behavior Disorders	3

STUDENT INTERNSHIP **12 hours**

EDUC 493	Capstone Assessment	1
EDUC	Student Internship	11

Total minimum hours required for this degree **120 hours**

Education 203, Education 205 and Education 218 may be attempted without being admitted to Teacher Education.

*Before enrolling in Education 205, a student must have attempted PRAXIS Core or be exempt from this requirement due to ACT or SAT score.

**GATEWAY ASSESSMENT - ADMISSION TO TEACHER EDUCATION
CAPSTONE ASSESSMENT - EDUCATION 493**

**ELEMENTARY EDUCATION (K-6)/SCIENCE (5-9)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

BIOL 121.....	4	CART 101	3
ENGL 101	3	CSCI 267	3
GEOG 203.....	3	EDUC 203	2
GSC 100	0	ENGL 102	3
MATH 115	3	HIST 207	3
PED 201	1	SCNC 105.....	1
Total Hours - Fall Semester	14	Total Hours - Spring Semester	15

**ATTEMPT PRAXIS CORE DURING THE
SPRING SEMESTER OF FRESHMAN YEAR**

SECOND YEAR

EDUC 205.....	3	CHEM 102.....	4
ENGL 205 (OR) ENGL 206.....	3	EDUC 218	3
HIST 208	3	EDUC 310	2
MUSC 359.....	2	PED 326.....	2
PHYS 201.....	4	PHYS 202.....	4
SCNC 204	3	SCNC 205.....	3
Total Hours - Fall Semester	18	Total Hours - Spring Semester	18

THIRD YEAR

ENGL 320	3	EDUC 345	3
PHYS 310.....	4	MATH 230	3
READ 318	4	MATH 256	3
SCNC 305	3	MATH 327	3
SPED 220	3	SCNC 405.....	2
Total Hours - Fall Semester	17	SPED 334	3
		Total Hours - Spring Semester	17

PASS PRAXIS II EXAM

FOURTH YEAR

ART 330.....	2	EDUC 493	1
EDUC 411	2	STUDENT INTERNSHIP*	11
HIST 303	3	Total Hours - Spring Semester	12
HLTH 332	2		
READ 414	2		
SOCS 314.....	2		
Total Hours - Fall Semester	13		

*INTERNS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN STUDENT INTERNSHIP.

**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6)/SOCIAL STUDIES (5-9)**

GSC 100	The First Year Experience		0 hour
All degree seeking students are required to take GSC 100 during their first semester.			
ENGLISH			12 hours
CART 101	Introduction to Public Speaking	3	
ENGL 101	Critical Reading and Writing I	3	
ENGL 102	Critical Reading and Writing II: The American Mosaic	3	
ENGL 205	Survey of American Literature I (OR)		
ENGL 206	Survey of American Literature II	3	
FINE ARTS			4 hours
ART 330	Art Methods - Elementary Education Major	2	
MUSC 359	Music Fundamentals & Methods	2	
HEALTH AND PHYSICAL EDUCATION			5 hours
HLTH 332	Organization and Administration of School Health Programs	2	
PED 201	First Aid and Safety	1	
PED 326	Physical Education in the Elementary School	2	
MATHEMATICS			12 hours
MATH 115	College Algebra	3	
MATH 230	Euclidean Geometry for College Students	3	
MATH 256	Probability and Statistics I	3	
MATH 327	Elementary Math Methods	3	
READING			3 hours
ENGL 320	Backgrounds and Practices in Reading Children's Literature	3	
SCIENCE			12 hours
SCNC 105	Nature of Science and Engineering Practices	1	
SCNC 204	Life Sciences for Elementary Education Majors	3	
SCNC 205	Physical Science for Elementary Education Majors	3	
SCNC 305	Earth Sciences for Elementary Education Majors	3	
SCNC 405	Pedagogical Practices and Classroom Instruction	2	

174 Department of Education**SOCIAL SCIENCES 8 hours**

GEOG 203	World Regional Geography	3
HIST 208	United States History since 1877	3
SOCS 314*	Social Studies in Early and Middle Childhood Education	2

*Required methods course when combined with Elementary (K-6).

ELEMENTARY EDUCATION (K-6)/SOCIAL STUDIES (5-9) 24 hours

ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
GEOG 204	Physical Geography	3
HIST 201	History of World Cultures I	3
HIST 202	History of World Cultures II	3
HIST 207	United States History to 1877	3
HIST 303	West Virginia and the Appalachian Region	3
POSC 203	American National Government	3

PROFESSIONAL EDUCATION 27 hours

CSCI 267	Computer Skills for Education	3
EDUC 203	Foundations of Education	2
EDUC 205	Educational Psychology*	3
EDUC 218	Introduction to Early Education	3
EDUC 310	Classroom Management and Teaching Strategies	2
EDUC 411	Curriculum and Assessment: Elementary	2
READ 318	Teaching Reading/Language Arts in Early and Middle Childhood Education (K-6)	4
READ 414	Diagnostic and Prescriptive Teaching of Reading	2
SPED 220	Educating the Exceptional and Culturally Diverse Student	3
SPED 334	Strategies for Students with Learning Disabilities and Behavior Disorders	3

STUDENT INTERNSHIP 12 hours

EDUC 493	Capstone Assessment	1
EDUC	Student Internship	11

GENERAL ELECTIVES 1 hour

Total minimum hours required for this degree 120 hours

Education 203, Education 205 and Education 218 may be attempted without being admitted to Teacher Education.

*Before enrolling in Education 205, a student must have attempted PRAXIS Core or be exempt from this requirement due to ACT or SAT score.

**GATEWAY ASSESSMENT - ADMISSION TO TEACHER EDUCATION
CAPSTONE ASSESSMENT - EDUCATION 493**

**ELEMENTARY EDUCATION (K-6)/SOCIAL STUDIES (5-9)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

CSCI 267	3	CART 101	3
ENGL 101	3	EDUC 203	2
GEOG 203	3	ENGL 102	3
GSC 100	0	HIST 201	3
MATH 115	3	HIST 207	3
PED 201	1	ELECTIVE	1
SCNC 105	1	Total Hours - Spring Semester	15
Total Hours - Fall Semester	14		

**ATTEMPT PRAXIS CORE DURING THE
SPRING SEMESTER OF FRESHMAN YEAR**

SECOND YEAR

EDUC 205	3	ECON 201	3
ENGL 205 (OR) ENGL 206	3	EDUC 218	3
MUSC 359	2	EDUC 310	2
POSC 203	3	GEOG 204	3
SCNC 204	3	HIST 202	3
Total Hours - Fall Semester	14	SCNC 205	3
		Total Hours - Spring Semester	17

THIRD YEAR

ECON 202	3	HIST 303	3
HIST 208	3	MATH 230	3
READ 318	4	MATH 256	3
SCNC 305	3	MATH 327	3
SPED 220	3	SCNC 405	2
Total Hours - Fall Semester	16	SPED 334	3
		Total Hours - Spring Semester	17

PASS PRAXIS II EXAM

FOURTH YEAR

ART 330	2	EDUC 493	1
EDUC 411	2	STUDENT INTERNSHIP*	11
ENGL 320	3	Total Hours - Spring Semester	12
HLTH 332	2		
PED 326	2	*INTERNS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN STUDENT INTERNSHIP.	
READ 414	2		
SOCS 314	2		
Total Hours - Fall Semester	15		