

DEPARTMENT OF EDUCATION, HEALTH AND PHYSICAL EDUCATION

Dr. Jeffrey C. Hunter, Dean of Teacher Education

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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, Health and Physical 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.

The area of Health and Physical Education provides challenging programs in Health and Human Performance and Education. These programs provide students with the academic knowledge and technical skills that will prepare them for a variety of career paths in the rapidly growing fields of health, fitness, wellness, and human performance. Graduates will also be prepared to pursue advanced degrees in their fields of study or related fields, such as Exercise Science, Athletic Training and Public Health.

Through an agreement with Marshall University, GSC students who major in Exercise Science may transfer to Marshall University and complete a Professional Master of Science in Athletic Training (PMSAT). This is a rigorous and high demand profession. For more information call (304) 462-6202 and request information about the PMSAT program.

Degrees offered a Bachelor of Science in Health and Human Performance with three majors: Athletic Conditioning and Coaching, Exercise Science and Health Promotion.

A Bachelor of Arts in Health and Physical Education (PreK-Adult) is available for students who wish to pursue teaching as a career.

For additional information about Health and Physical Education programs, faculty, and organizations call (304) 462-6202.

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)

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English (5-Adult)

General Science (5-Adult)

Mathematics (5-Adult)

Social Studies (5-Adult)

Comprehensive

Health and Physical Education (PreK-Adult)

Music (PreK-Adult)

Bachelor of Science in Health and Human Performance

- Athletic Conditioning and Coaching
- Exercise Science
- Health Promotion

Minors

- Exercise Science (non-Health and Human Performance majors only)
- Health Promotion (non-Health and Human Performance majors only)

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.

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9. Teachers must develop an awareness that will produce fair and equitable treatment and interactions with diverse student populations in a global society.
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. Copies of 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. 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 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.

If you wish to take all three computer-delivered CORE exams (5713, 5723, 5733) at the same time, select CORE Academic Skills for Educators: Combined Test (5752) when registering. Scores will be reported by individual test (5713, 5723, 5733). All test codes should be verified on the ETS website.

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, a representative from the Academic Success Center, Provost and Vice President for Academic Affairs, and the Dean 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 Dean of Education. Based upon the panel’s recommendation, the Dean 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 a current degree plan with the faculty advisor.
3. Demonstrate professional competency in field experiences as required.
4. Maintain a clear social record in the Office of Student Life.
5. Maintain a clear criminal background check.

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The faculty advisor, as well as the Dean 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. 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 Dean 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 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).

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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 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: Research Writing	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	
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: Research Writing	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	

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 1013	CART 1013
GEOG 203.....3	CSCI 2673
GSC 1000	EDUC 2032
MATH 1153	ENGL 1023
PED 2011	HIST 2073
SCNC 1051	Total Hours - Spring Semester14
ELECTIVE.....2	
Total Hours - Fall Semester13	

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

SECOND YEAR

EDUC 2053	EDUC 2183
ENGL 205 (OR) ENGL 206.....3	EDUC 3102
HIST 2083	PED 326.....2
MUSC 359.....2	READ 3184
SCNC 2043	SCNC 205.....3
Total Hours - Fall Semester14	SPED 2203
	Total Hours - Spring Semester17

THIRD YEAR

HLTH 3322	MATH 2303
SCNC 3053	MATH 2563
SPED 3213	MATH 3273
SPED 3313	SCNC 405.....2
SPED 3323	SPED 3513
SPED 3343	SPED 3633
Total Hours - Fall Semester17	Total Hours - Spring Semester17

PASS PRAXIS II EXAM

FOURTH YEAR

ART 3302	EDUC 4931
ENGL 3203	STUDENT INTERNSHIP*11
EDUC 4112	Total Hours - Spring Semester12
HIST 3033	
READ 4142	*INTERNS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN STUDENT INTERNSHIP.
SOCS 314.....2	
SPED 4202	
Total Hours - Fall Semester16	

**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: Research Writing	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	

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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	
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	*INTERNS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN STUDENT INTERNSHIP.	
SCNC 405	2		
SOCS 314	2		
Total Hours - Fall Semester.....	17		

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**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: Research Writing	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	

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.**

**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6)/GENERAL SCIENCE (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: Research Writing	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

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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	
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)/GENERAL 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.**

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**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: Research Writing	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 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		

**BACHELOR OF ARTS IN EDUCATION
HEALTH AND PHYSICAL EDUCATION (PREK-ADULT)**

GSC 100 The First Year Experience 0 hour

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

GENERAL EDUCATION REQUIREMENTS 39 hours

Candidates must complete BIOL 120, BIOL 309, CSCI 267 and PED 201 as part of the General Education requirements.

CONTENT SPECIALIZATION COURSES 47 hours

Health Education 22 hours

BIOL 309	Human Anatomy and Physiology I	
BIOL 310	Human Anatomy and Physiology II	4
HLTH 105	Human Nutrition	3
HLTH 232	Foundations of Health	2
HLTH 341	Community and Environmental Health	2
PED 201	First Aid and Safety	
PSYC 310	Abnormal Psychology	3
PSYC 360	Psychology of Human Sexuality	3
PSYC 380	Drugs and Human Behavior	3
SAFE 327	Legal Aspects and General Safety	2

Physical Education 25 hours

BIOL 120	Principles of Biology I	
PED 121	Foundations of Physical Education & Sport	2
PED 132	Individual and Dual Sports	3
PED 136	Team Sports	3
PED 223	Dance and Aerobics	1
PED 224	Assisting in Sports/Camps/Intramurals/Coaching	2
PED 326	Physical Education in the Elementary School	2
PED 327	Adapted Physical Education	2
PED 332	Kinesiology	3
PED 333	Motor Learning and Development	2
PED 410	Measurement in Physical Education	2
PED 421	Exercise Physiology	3

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PROFESSIONAL EDUCATION **21 hours**

CSCI 267	Computer Skills for Education	
EDUC 203	Foundations of Education	2
EDUC 205	Educational Psychology*	3
EDUC 310	Classroom Management and Teaching Strategies	2
EDUC 351	Teaching Health and Physical Education in Middle and Secondary Schools	3
EDUC 412	Curriculum and Assessment: Content (5-Adult)	2
READ 317	Teaching Reading in Middle and Adolescent Education	3
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 degree **120 hours**

Education 203 and Education 205 are the only Professional Education courses which can be attempted without being admitted to a program in Teacher Education.

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

GATEWAY ASSESSMENT - ADMISSION TO TEACHER EDUCATION

CAPSTONE ASSESSMENT - EDUCATION 493

**HEALTH AND PHYSICAL EDUCATION (PREK-ADULT)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

EDUC 203	2	CART 101	3
ENGL 101	3	FNAR 100	3
GSC 100	0	HLTH 105	3
MATH 115	3	HIST 201, 202, 207, 208 (OR) POSC 203	3
PED 121	2	PED 136.....	3
PED 132	3	Total Hours - Spring Semester	15
PED 201	1		
Total Hours - Fall Semester	14		

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

SECOND YEAR

CSCI 267	3	ECON 201, GEOG 203, PSYC 201, SOCL 205 (OR) SOCS 225.....	3
EDUC 205	3	HIST 201, 202, 207, 208 (OR) POSC 203	3
ENGL 102	3	PSYC 310	3
HLTH 232	2	PSYC 360	3
PED 223	1	PSYC 380	3
PED 224	2	Total Hours - Spring Semester	15
ELECTIVE.....	1		
Total Hours - Fall Semester	15		

THIRD YEAR

BIOL 120.....	4	BIOL 309.....	4
EDUC 310	2	EDUC 351	3
HLTH 341	2	PED 327.....	2
PED 326	2	PED 332.....	3
PED 333	2	PED 421.....	3
SPED 220	3	SAFE 327	2
Total Hours - Fall Semester	15	Total Hours - Spring Semester	17

FOURTH YEAR

BIOL 310.....	4
EDUC 412	2
ENGL 203, 204, 205 (OR) 206	3
PED 410	2
READ 317	3
SPED 334	3
Total Hours - Fall Semester	17

PASS PRAXIS II EXAM

EDUC 493	1
STUDENT INTERNSHIP*	11
Total Hours - Spring Semester	12

***INTERNS MAY NOT ENROLL IN ANY
OTHER COURSES.**

**BACHELOR OF SCIENCE DEGREE
HEALTH AND HUMAN PERFORMANCE**

GSC 100 The First Year Experience 0 hour
All degree seeking students are required to take GSC 100 during their first semester.

General Education Requirements 39 hours
Students in Health and Human Performance must complete BIOL 120 and PSYC 201 as part of the General Education requirements. Students seeking an Exercise Science major must also complete MATH 115.

Health and Human Performance Core 14 hours

BIOL 120	Principles of Biology I	
HLTH 102	Introduction to Health Promotion	3
HLTH 105	Human Nutrition	3
HLTH 232	Foundations of Health	2
HLTH 293	Lifetime Fitness and Wellness (Gateway Course)	3
PSYC 201	General Psychology	
PSYC 250	Lifespan Development	3

Select one of the following majors:

Athletic Conditioning and Coaching Major 45 hours

EXSC 375	Strength and Conditioning Leadership	3
EXSC 455	Psychology of Exercise and Sport	3
EXSC 493	Practicum (Capstone Course)	6
HLTH 331	Foundations of Anatomy and Physiology	4
PED 121	Foundations of Physical Education and Sport	2
PED 224	Assisting in Sports/Camps/Intramurals/Coaching	2
PED 232	Philosophy and Techniques in Sport Coaching	2
PED 265	Diversity and Ethics in Sport	3
PED 325	Athletic Coaching and Administration	3
PED 333	Motor Learning and Development	2
PED 450	Career Planning in Sports	3
PSYC 330	Social Psychology	3
SMGT 130	Introduction to Sport Management	3
SMGT 330	Event and Sport Facilities Management	3
SMGT 430	Legal Aspects of Sport	3

Exercise Science Major 48 hours

BIOL 309	Anatomy and Physiology I	4
BIOL 310	Anatomy and Physiology II	4
EXSC 375	Strength and Conditioning Leadership	3
EXSC 455	Psychology of Exercise and Human Performance	3
EXSC 465	Human Performance Testing	4
EXSC 493	Practicum (Capstone Course)	12
HLTH 107	Introduction to Medical Terminology	1
HLTH 400	Applied Nutrition	3
HLTH 425	Wellness Programming and Administration	3
HLTH 435	Research Methods in Health and Human Performance	3
MATH 115	College Algebra	

PED	332	Kinesiology	3	
PED	333	Motor Learning and Development	2	
PED	421	Exercise Physiology	3	
Health Promotion Major				48 hours
ENVR	255	Health and Safety	3	
HLTH	107	Introduction to Medical Terminology	1	
HLTH	331	Foundations of Anatomy and Physiology	4	
HLTH	341	Community and Environmental Health	2	
HLTH	342	Health Disparities in Vulnerable Populations	3	
HLTH	425	Wellness Programming and Administration	3	
HLTH	435	Research Methods in Health and Human Performance	3	
HLTH	493	Practicum (Capstone Course)	12	
NPLM	301	Nonprofit Leadership and Management	3	
NPLM	302	Grant Writing	3	
SAFE	327	Legal Aspects and General Safety	2	
SAFE	338	Emergency Services and Disaster Preparedness	3	
SOCL	105	Interviewing and Counseling	3	
SOCL	209	Social Problems	3	
General Electives				19-22 hours
Total minimum hours required for degree				120 hours

Advising Note:

Students who choose to take BIOL 309 must also complete BIOL 120 with a grade of “C” or above.
 Students who choose to take PSYC 250 must also complete PSYC 201.

Students pursuing the degree in Health and Human Performance are advised to consult with their academic advisor as to the need to include among their general electives the following courses:

PSYC 310	Abnormal Psychology
PSYC 360	Psychology of Human Sexuality
PSYC 380	Drugs and Human Behavior
SOCL 340	Death and Dying

Students majoring in Exercise Science or Athletic Conditioning and Coaching are advised to consult with their academic advisor as to the need to include among their general electives:

HLTH 342	Health Disparities in Vulnerable Populations
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Students who intend to pursue graduate education in Physical Therapy, Occupational Therapy, Athletic Training, Prosthetics and Orthotics and related programs usually need additional math and science courses to qualify for admission. Students should discuss career goals with their advisors early in the course of their studies so that they can take these courses in a timely manner.

GATEWAY ASSESSMENT – HLTH 293 - CAPSTONE ASSESSMENT EXSC/HLTH 493

**BS – ATHLETIC CONDITIONING AND COACHING
SUGGESTED PLAN OF STUDY**

FIRST YEAR

ART 200, CART 200, FNAR 100 (OR) MUSC 200	3	ENGL 102	3
BIOL 120.....	4	HIST 201, 202, 207, 208 (OR) POSC 203	3
ENGL 101	3	HLTH 105	3
GSC 100	0	HLTH 232	2
HLTH 102	3	PED 121	2
MATH 106 or higher.....	3	PSYC 201	3
Total Hours - Fall Semester.....	16	Total Hours - Spring Semester.....	16

SECOND YEAR

CSCI 101	3	CART 101	3
ENGL 203, 204, 205 (OR) 206	3	HIST 201, 202, 207, 208 (OR) POSC 203	3
ENVR 101, SCNC 101, 102, 103, (OR) SCNC 104.....	4	HLTH 293	3
PED 224	2	HLTH 331	4
SMGT 130.....	3	PSYC 250.....	3
Total Hours - Fall Semester.....	15	Total Hours - Spring Semester.....	16

THIRD YEAR

EXSC 375.....	3	PED 201	1
PED 265	3	PED 232	2
PED 333	2	PED 325	3
General Electives.....	7	PSYC 330.....	3
Total Hours - Fall Semester.....	15	SMGT 330.....	3
		General Elective	3
		Total Hours - Spring Semester.....	15

FOURTH YEAR

EXSC 455.....	3	EXSC 493.....	6
General Electives.....	12	PED 450	3
Total Hours - Fall Semester.....	15	SMGT 430.....	3
		Total Hours - Spring Semester.....	12

**BS – EXERCISE SCIENCE
SUGGESTED PLAN OF STUDY**

FIRST YEAR

BIOL 120.....	4	BIOL 309.....	4
ENGL 101	3	CART 101	3
GSC 100.....	0	CSCI 101	3
HLTH 105	3	HIST 201, 202, 207, 208 (OR)	
MATH 115	3	POSC 203	3
Total Hours - Fall Semester.....	13	HLTH 107	1
		PSYC 201	3
		Total Hours - Spring Semester.....	17

SECOND YEAR

ART 200, CART 200, FNAR 100 (OR) MUSC 200.....	3	ENGL 203, 204, 205 (OR) 206	3
BIOL 310.....	4	ENVR 101, SCNC 101, 102, 103, (OR) SCNC 104.....	4
ENGL 102	3	HIST 201, 202, 207, 208 (OR)	
HLTH 102	3	POSC 203	3
HLTH 293	3	HLTH 232	2
Total Hours - Fall Semester.....	16	PED 201	1
		General Electives.....	3-4
		Total Hours - Spring Semester.....	16-17

THIRD YEAR

EXSC 375.....	3	HLTH 400	3
EXSC 455.....	3	PED 332	3
EXSC 465.....	4	PED 421	3
PED 333	2	PSYC 250.....	3
General Electives.....	3	General Electives.....	3
Total Hours - Fall Semester.....	15	Total Hours - Spring Semester.....	15

FOURTH YEAR

HLTH 425	3	EXSC 493.....	12
HLTH 435	3	Total Hours - Spring Semester.....	12
General Electives.....	9		
Total Hours - Fall Semester.....	15		

**BS – HEALTH PROMOTION
SUGGESTED PLAN OF STUDY**

FIRST YEAR

ART 200, CART 200, FNAR 100 (OR) MUSC 200.....	3	ENGL 102	3
BIOL 120.....	4	HIST 201, 202, 207, 208 (OR) POSC 203	3
ENGL 101	3	HLTH 105	3
GSC 100	0	HLTH 107	1
HLTH 102	3	HLTH 232	2
MATH 106 or higher.....	3	PED 201	1
Total Hours - Fall Semester.....	16	PSYC 201	3
		Total Hours - Spring Semester.....	16

SECOND YEAR

BIOL 121.....	4	CART 101	3
ENGL 203, 204, 205 (OR) 206	3	HIST 201, 202, 207, 208 (OR) POSC 203	3
CSCI 101	3	HLTH 293	3
ENVR 255	3	HLTH 331	4
SOCL 105.....	3	PSYC 250.....	3
Total Hours - Fall Semester.....	16	Total Hours - Spring Semester.....	16

THIRD YEAR

HLTH 341	2	NPLM 101.....	3
HLTH 425	3	SAFE 327	2
SOCL 209.....	3	SAFE 338	3
General Electives.....	7	General Electives.....	7
Total Hours - Fall Semester.....	15	Total Hours - Spring Semester.....	15

FOURTH YEAR

HLTH 342	3	HLTH 493.....	12
HLTH 435	3	Total Hours - Spring Semester	12
NPLM 201.....	3		
General Electives.....	5		
Total Hours - Fall Semester.....	14		