

DEPARTMENT OF EDUCATION

Mrs. Connie Stout, Dean of Teacher Education

Mr. Larry Baker, Department Chair

Professors: L. Baker

Associate Professors: C. Stout O'Dell, S. Ratliff

Assistant Professors: G. Kumpiene, W. Vann

Lecturers: L. Bendick, M. Gildein

Director of Teacher Education Field Placement: S. Ratliff

Glenville State University has a long and proud tradition in the preparation of teachers. The University 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 University continued to be teacher preparation, at which time the University expanded its curricula and services. Even with a broadened mission, Glenville State University 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, and mutually agreed upon public school partnerships, 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 Interest Group (SRIG). 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 University. GSU 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 GSU'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 Education programs, faculty, and organizations call (304) 462-6200.

BACHELOR OF ARTS IN EDUCATION:

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

Elementary Specializations:

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

OR

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

OR

Elementary Education (K-6) & a Middle School specialization (select from the following):

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

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 University 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 University, 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. GSU believes that continued improvement in teacher preparation demands the integration of knowledge, skills, and dispositions leading to responsive behavior. GSU 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. GSU 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 University 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.

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

STATE LICENSURE PATTERNS AVAILABLE AT GLENVILLE STATE UNIVERSITY

Glenville State University 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). A subject specialization in Music 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.

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Allowable exam exemptions per the West Virginia Board of Education Policy 5202 Licensure Testing Directory (effective November 10, 2021) include the following:

For exemption from the Praxis Core Academic Skills for Educators (CORE):

- Attained, from a single administration, an ACT score of 26 (after 1989); or

For exemption from the Reading and Writing Sections of the CORE Only:

- Has attained a minimum combined score of 34 on the ACT enhanced exam (effective November 1989) in both English and Reading with a minimum individual score of 17 for each individual subject (English and Reading). Eligible scores for English and Reading on the ACT enhanced exam may be combined from multiple administrations of the exam; or
- Has attained, from a single administration, a New SAT score of 480 using the combined Evidence-Based Reading and Writing (effective May 2016); or

For exemption from the Mathematics Section of the CORE Only:

- Has attained a minimum individual score of 21 on the ACT enhanced exam (effective November 1989) in mathematics during any administration of the test; or

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 by the following deadlines:

Admission to Teacher Education

Submission of Materials

Summer and Fall
Spring

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* Residency I or Residency II 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 Dean of Teacher Education 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 Dean of Teacher Education notifies each candidate and the candidate's faculty advisor of the decision regarding application.
10. Candidates wishing to appeal the Dean of Teacher Education's decision may do so through the Student Academic Grievance policy as outlined in the GSU 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.

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 RESIDENCY

As per West Virginia Department of Education Policy 5100, Glenville State University Teacher Education programs will follow the year-long residency model beginning with freshman entering the fall 2021 semester. For those entering the fall 2021, a year-long residency will be in place. Typically, the year-long residency occurs in semesters seven (7) and eight (8) or in the final year of the program of study.

Candidates must apply for Admission to Residency I during the semester prior to Residency I. Residency II will occur in the final semester and after successful completion of Residency I.

REQUIREMENTS FOR ADMISSION TO RESIDENCY I

To be eligible for Admission to Residency I, the following requirements must be met:

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 residents must adhere to the current West Virginia State Department of Education requirements for licensure.

PROCEDURES FOR ADMISSION TO RESIDENCY I

The “Application for Admission to Residency I” 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 Residency I will be held prior to each semester’s application due date. All teacher education candidates applying for Admission to Residency I 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 Residency I 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 Residency I 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 Residency I during that respective semester. Once all deficiencies are met, the candidate may reapply for Residency I (by the stated deadline) to be considered for admission for the next semester.

Organization of Residency I and Residency II

Residents must meet with the Director of Teacher Education Field Placement and supervising faculty at the beginning of the semester in which they are enrolled in Residency I. During Residency I, residents will spend three (3), full days during each week of the semester in the public school classroom. Two days a week of the semester will be spent at GSU in remaining courses.

Residency II occurs in the final semester and residents will be placed in the public school classrooms for the entire semester. During both Residency I and Residency II residents are required to attend meetings, workshops and/or other professional development activities that may occur at GSU.

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

Grading of Residency I and Residency II

Residents enrolled in Residency I and Residency II will receive either CREDIT or NO CREDIT. CREDIT indicates successful performance of competencies; NO CREDIT indicates inadequate performance of competencies. Residency I is six (6) hours of course credit. Residency II is eleven (11) hours of course credit.

One credit hour of the Residency II is the Capstone Assessment. Using portfolio artifacts and oral defense, candidates must validate that they have met the Interstate (In) 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 Residency II.

Retention in Residency I and Residency II

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, as well as all residents as they progress through Residency I and Residency II. If residents encounter difficulties, remediation plans are developed and implemented through the Teacher Candidate Assistance Program (TCAP).

Residents may only attempt Residency I twice. After the second unsuccessful attempt at Residency I, the resident will not be allowed to continue in the Teacher Education Program. Residents enrolled in Residency II may only attempt Residency II twice. After the second unsuccessful attempt at Residency II, the resident will not be allowed to continue in the Teacher Education Program.

LICENSURE REQUIREMENTS

Upon completion of the program requirements, Residency I and Residency II and the capstone assessment, successful residents 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 residents 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 resident 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 Residency I and Residency II requirements and competencies as documented by the Professional Semester Evaluation (PSE) performance assessment and the Special Subjects Supervisor Evaluation Form.

WVDE Alternative Certification Program (18A-3-1j)

Glenville State University participates in the WVDE Alternative certification program for those with a bachelor's degree who are seeking initial licensure. For more information on how to start the program, please visit

<https://wvde.us/educator-development-and-support/preparation/state-approved-programs>.

For additional information please contact Connie Stout-O'Dell (connie.stout@glenville.edu).

BACHELOR OF ARTS DEGREE IN EDUCATION

Candidates who enroll at Glenville State University 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)**

GSU 100 The First Year Experience 0 hour

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

ELEMENTARY EDUCATION 56 hours

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 3 hours

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 11 hours

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 11 hours

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

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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		25 hours
CSCI 267	Computer Skills for Education	3
EDSP 220	Introduction to Educating Exceptional and Culturally Diverse Students	3
EDSP 334	Strategies for Educating Exceptional and Culturally Diverse Students	3
EDUC 203	Foundations of Education	2
EDUC 205	Educational Psychology*	3
EDUC 310	Classroom Management and Teaching Strategies	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
RESIDENCY		18 hours
EDUC 470	Residency I	6
EDUC 480	Residency II	11
EDUC 493	Capstone Assessment	1
GENERAL ELECTIVES		4 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
GSU 100.....	0	ENGL 102.....	3
MATH 115	3	HIST 207	3
ELECTIVE.....	2	PED 201.....	1
Total Hours - Fall Semester	13	Total Hours - Spring Semester	15

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

SECOND YEAR

EDSP 220	3	EDUC 213	3
EDUC 205	3	EDUC 218	3
ENGL 205 (OR) ENGL 206.....	3	EDUC 310	3
HIST 208	3	PED 326.....	2
MUSC 359.....	2	READ 318	4
SCNC 204.....	3	SCNC 205.....	3
Total Hours - Fall Semester	17	Total Hours - Spring Semester	18

THIRD YEAR

ART 330.....	2	EDUC 319	3
EDSP 334	3	EDUC 411	2
ENGL 320	3	MATH 230	3
MATH 256	3	MATH 327	3
SCNC 305.....	3	READ 414	2
SOCS 314.....	2	SCNC 405.....	2
ELECTIVE.....	1	ELECTIVE	1
Total Hours - Fall Semester	17	Total Hours - Spring Semester	16

PASS PRAXIS II EXAM

FOURTH YEAR

EDUC 320	2	EDUC 480*	11
EDUC 321	4	EDUC 493	1
EDUC 470	6	Total Hours - Spring Semester	12
Total Hours - Fall Semester	12	*RESIDENTS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN RESIDENCY II.	

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

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

ELEMENTARY EDUCATION 56 hours

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 3 hours

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 11 hours

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 11 hours

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

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MULTI-CATEGORICAL (K-6)			23 hours
EDSP 220	Introduction to Educating Exceptional and Culturally Diverse Students	3	
EDSP 321	Introduction to Intellectual and Other Developmental Disabilities	3	
EDSP 331	Introduction to Specific Learning Disabilities	3	
EDSP 332	Introduction to Emotional and Behavioral Disorders	3	
EDSP 334	Strategies for Educating Exceptional and Culturally Diverse Students	3	
EDSP 351	Educational Assessment of Students with Exceptionalities	3	
EDSP 363	Behavior Management in the Classroom	3	
EDSP 420	Special Education Practicum	2	
PROFESSIONAL EDUCATION			22 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	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	
RESIDENCY			18 hours
EDUC 470	Residency I	6	
EDUC 480	Residency II*	11	
EDUC 493	Capstone Assessment	1	
GENERAL ELECTIVES			1 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 (K-6)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

CSCI 267	3	CART 101.....	3
ENGL 101	3	EDUC 203	2
GSU 100.....	0	ENGL 102.....	3
HIST 207	3	GEOG 203	3
MATH 115	3	HIST 208	3
PED 201	1	SCNC 205.....	3
ELECTIVE.....	1	Total Hours - Spring Semester	17
Total Hours - Fall Semester.....	14		

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

SECOND YEAR

EDSP 220	3	EDUC 218	3
EDUC 205	3	EDUC 310	3
ENGL 205 (OR) ENGL 206.....	3	PED 326.....	2
ENGL 320	3	READ 318	4
MUSC 359.....	2	SCNC 305.....	3
SCNC 204.....	3	Total Hours - Spring Semester	15
Total Hours - Fall Semester.....	17		

THIRD YEAR

ART 330.....	2	EDSP 351	3
EDSP 321	3	EDSP 363	3
EDSP 331	3	EDUC 411	2
EDSP 332	3	MATH 230	3
EDSP 334	3	MATH 327	3
MATH 256	3	SCNC 405.....	2
Total Hours - Fall Semester.....	17	Total Hours - Spring Semester	16

PASS PRAXIS II EXAM

FOURTH YEAR

EDSP 420	2	EDUC 480*	11
EDUC 470	6	EDUC 493	1
READ 414	2	Total Hours - Spring Semester	12
SOCS 314.....	2		
Total Hours - Fall Semester.....	12		

***RESIDENTS MAY NOT ENROLL IN
ANY OTHER COURSES WHILE IN
RESIDENCY II**

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

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

ELEMENTARY EDUCATION **56 hours**

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 **3 hours**

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 **11 hours**

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 **11 hours**

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

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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		31 hours
CSCI 267	Computer Skills for Education	3
EDSP 220	Introduction to Educating Exceptional and Culturally Diverse Students	3
EDSP 334	Strategies for Educating Exceptional and Culturally Diverse Students	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	3
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
RESIDENCY		18 hours
EDUC 470	Residency I	6
EDUC 480	Residency II	11
EDUC 493	Capstone Assessment	1
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
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
GSU 100.....	0	GEOG 203	3
HIST 207	3	HIST 208	3
MATH 115	3	Total Hours - Spring Semester	15
PED 201	1		
Total Hours - Fall Semester	15		

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

SECOND YEAR

ART 330.....	2	EDSP 220	3
ENGL 205	3	EDUC 218	3
ENGL 320	3	EDUC 310	3
MATH 256	3	ENGL 206.....	3
PED 326	2	ENGL 307.....	3
SCNC 204.....	3	SCNC 205.....	3
Total Hours - Fall Semester	16	Total Hours - Spring Semester	18

THIRD YEAR

EDSP 334	3	EDUC 411	2
ENGL 395	3	ENGL 322.....	3
MUSC 359.....	2	ENGL 392.....	3
READ 318	4	MATH 230	3
SCNC 305.....	3	MATH 327	3
SOCS 314	2	Total Hours - Spring Semester	14
Total Hours - Fall Semester	17		

PASS PRAXIS II EXAM

FOURTH YEAR

EDUC 342	3	EDUC 480*	11
EDUC 470	6	EDUC 493	1
READ 414	2	Total Hours - Spring Semester	12
SCNC 405.....	2		
Total Hours - Fall Semester	13		

***RESIDENTS MAY NOT ENROLL IN
ANY OTHER COURSES WHILE IN
RESIDENCY II.**

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

GSU 100 The First Year Experience 0 hour

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

ELEMENTARY EDUCATION 56 hours

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 3 hours

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 11 hours

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 11 hours

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

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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		31 hours
CSCI 267	Computer Skills for Education	3
EDSP 220	Introduction to Educating Exceptional and Culturally Diverse Students	3
EDSP 334	Strategies for Educating Exceptional and Culturally Diverse Students	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	3
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
STUDENT INTERNSHIP		18 hours
EDUC 470	Residency I	6
EDUC 480	Residency II	11
EDUC 493	Capstone Assessment	1
GENERAL ELECTIVES		1 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
GENERAL MATH THROUGH ALGEBRA I (5-9)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

CART 101	3	EDUC 203	2
CSCI 267	3	ENGL 102.....	3
ENGL 101	3	HIST 207	3
GEOG 203.....	3	MATH 115	3
GSU 100.....	0	PED 201.....	1
MATH 110	3	ELECTIVE	1
Total Hours - Fall Semester	15	Total Hours - Spring Semester	13

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

SECOND YEAR

EDUC 205	3	EDSP 220	3
ENGL 205 (OR) ENGL 206.....	3	EDUC 218	3
ENGL 320	3	EDUC 310	3
MATH 256	3	MATH 230	4
PED 326	2	SCNC 205.....	3
SCNC 204.....	3	Total Hours - Spring Semester	16
Total Hours - Fall Semester	17		

THIRD YEAR

ART 330.....	2	EDSP 334	3
MATH 120	4	EDUC 411	2
MUSC 359.....	2	HIST 208	3
READ 318	4	MATH 202	4
SCNC 305.....	3	MATH 327	3
Total Hours - Fall Semester	15	SCNC 405.....	2
		Total Hours - Spring Semester	17

PASS PRAXIS II EXAM

FOURTH YEAR

EDUC 343	3	EDUC 480*	11
EDUC 470	6	EDUC 493	1
READ 414	2	Total Hours - Spring Semester	12
SOCS 314.....	2		
Total Hours - Fall Semester	13		

***RESIDENTS MAY NOT ENROLL IN
ANY OTHER COURSES WHILE IN
RESIDENCY II.**

**BACHELOR OF ARTS IN EDUCATION
ELEMENTARY EDUCATION (K-6) AND
GENERAL SCIENCE (5-9)**

GSU 100 The First Year Experience 0 hour

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

ELEMENTARY EDUCATION 56 hours

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 3 hours

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 11 hours

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 11 hours

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

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ELEMENTARY EDUCATION (K-6) AND GENERAL 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
CHEM 205	General, Organic and Biochemistry	3
CHEM 206	GOB Laboratory	1

PROFESSIONAL EDUCATION 30 hours

CSCI 267	Computer Skills for Education	3
EDSP 220	Introduction to Educating Exceptional and Culturally Diverse Students	3
EDSP 334	Strategies for Educating Exceptional and Culturally Diverse Students	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	3
EDUC 345	Teaching Science in Middle and Adolescent Education	2
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

RESIDENCY 18 hours

EDUC 470	Residency I	6
EDUC 480	Residency II	11
EDUC 493	Capstone Assessment	1

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
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
GSU 100.....	0	ENGL 102.....	3
MATH 115	3	HIST 207	3
PED 201	1	SCNC 205.....	3
Total Hours - Fall Semester.....	14	Total Hours - Spring Semester	17

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

SECOND YEAR

EDUC 205	3	EDUC 218	3
ENGL 205 (OR) ENGL 206.....	3	EDUC 310	3
HIST 208	3	PED 326.....	2
MUSC 359.....	2	SCNC 102.....	4
SCNC 101.....	4	Total Hours - Spring Semester	12
SCNC 204.....	3		
Total Hours - Fall Semester.....	18		

THIRD YEAR

EDSP 220	3	EDSP 334	3
ENGL 320	3	EDUC 345	2
READ 318.....	4	EDUC 411	2
CHEM 205	3	MATH 230	3
CHEM 206	1	MATH 256	3
SCNC 305.....	3	MATH 327	3
Total Hours - Fall Semester.....	17	SCNC 405.....	2
		Total Hours - Spring Semester	18

PASS PRAXIS II EXAM

FOURTH YEAR

ART 330.....	2	EDUC 480*	11
EDUC 470	6	EDUC 493	1
READ 414	2	Total Hours - Spring Semester	12
SOCS 314.....	2	*RESIDENTS MAY NOT ENROLL IN ANY OTHER COURSES WHILE IN RESIDENCY II.	
Total Hours - Fall Semester.....	12		

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

GSU 100 The First Year Experience 0 hour

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

ELEMENTARY EDUCATION 56 hours

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 3 hours

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 11 hours

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).

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ELEMENTARY EDUCATION (K-6) AND SOCIAL STUDIES (5-9)			21 hours
ECON 201	Principles of Microeconomics	3	
ECON 202	Principles of Macroeconomics	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 History	3	
POSC 203	American National Government	3	
 PROFESSIONAL EDUCATION			 27 hours
CSCI 267	Computer Skills for Education	3	
EDSP 220	Introduction to Educating Exceptional and Culturally Diverse Students	3	
EDSP 334	Strategies for Educating Exceptional and Culturally Diverse Students	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	
 RESIDENCY			 18 hours
EDUC 470	Residency I	6	
EDUC 480	Residency II	11	
EDUC 493	Capstone Assessment	1	

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
SOCIAL STUDIES (5-9)
SUGGESTED PLAN OF STUDY**

FIRST YEAR

CART 101	3	EDUC 203	2
CSCI 267	3	ENGL 102.....	3
ENGL 101	3	HIST 201	3
GEOG 203.....	3	HIST 207	3
GSU 100.....	0	PED 201.....	1
MATH 115	3	PED 326.....	1
Total Hours - Fall Semester	15	Total Hours - Spring Semester	14

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

SECOND YEAR

ART 330.....	2	ECON 201	3
EDUC 205	3	EDUC 218	3
ENGL 205 (OR) ENGL 206.....	3	EDUC 310	3
MUSC 359.....	2	HIST 202	3
POSC 203.....	3	MATH 256	3
SCNC 204.....	3	SCNC 205.....	3
Total Hours - Fall Semester	16	Total Hours - Spring Semester	18

THIRD YEAR

ECON 202	3	EDSP 334	3
EDSP 220	3	EDUC 411	2
HIST 208	3	HIST 303	3
READ 318	4	MATH 230	3
SCNC 305.....	3	MATH 327	3
Total Hours - Fall Semester	16	SCNC 405.....	2
		Total Hours - Spring Semester	16

PASS PRAXIS II EXAM

FOURTH YEAR

EDUC 470	6	EDUC 480*	11
ENGL 320	3	EDUC 493	1
READ 414	2	Total Hours - Spring Semester	12
SOCS 314.....	2	*RESIDENTS MAY NOT ENROLL IN	
Total Hours - Fall Semester	13	ANY OTHER COURSES WHILE IN	

RESIDENCY II.