Department of Secondary Education

&

Health and Physical Education

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Departmental Handbook

23-24

**COLLEGE OF EDUCATION & SOCIAL WORK**

**MISSION, VISION, & CONCEPTUAL FRAMEWORK**

**MISSION**



The College of Education and Social Work (CESW) prepares highly-skilled and ethical professionals to become fair- minded critical thinkers and change agents who act with integrity in the pursuit of knowledge and strive for excellence within their professions. The CESW fosters a culture of reflection, evidenced-based practices, intellectual discourse, and respect for human diversity. CESW empowers students to make a significant impact on the world to improve individual and family lives and strengthening educational, health or community systems.

**VISION**



The West Chester University College of Education and Social Work embraces a transformative vision of learning as a life-long endeavor. We will be a leader in preparing professionals who advance social justice and address the contemporary challenges of a global society.

**CONCEPTUAL FRAMEWORK**

The Mission and Vision of The College of Education and Social Work provide an integrated framework for teaching, learning, and professional behaviors. The Mission, which is the core of the Conceptual Framework for each Educator Preparation Program (EPP), is accomplished through:

* **Teaching**: We value excellence in our academic and instructional pursuits. We are committed to applying research and theory in practice facilitated through meaningful engagement with Candidates.
* **Research and Scholarship**: We believe in engaging Candidates in scholarly excellence and research that contributes to the field of education, schools, and communities.
* **Local and Global Partnerships**: We commit to working cooperatively in establishing meaningful partnerships with P-12 educational systems as well as university, local, and national communities to improve the educational outcomes, economic vitality, and well-being of everyone.
* **Leadership**: We believe in fostering the leadership skills of all Candidates.
* **Service**: We believe meaningful learning occurs when Candidates engage in personal and professional development in serving the needs of others.
* **Innovative Practice**: We believe in creating innovative experiences and approaches to advance new knowledge, solve problems, and improve our practice.
* **Ethics and Values**: We strive to uphold the highest ethical standards and strive for personal and professional integrity.

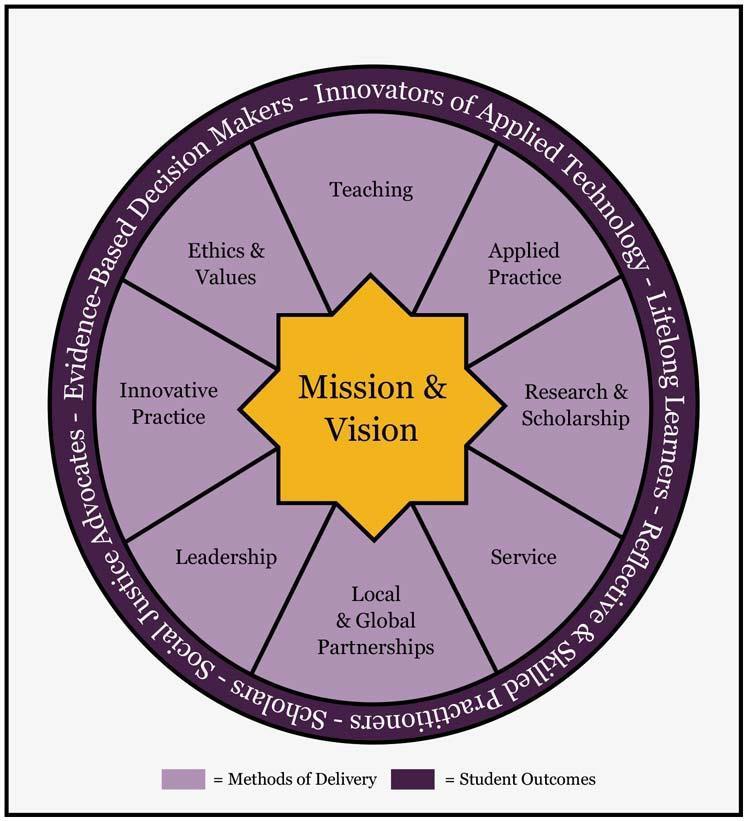
This framework and methods of delivery guides the work in each EPP. In fulfilling its mission, the EPP educates Candidates who are:

* **Lifelong Learners** who have an enduring purpose to become a better professional with high expectations for themselves and others.

Scholars who actively engage with the discovery of new knowledge or broaden and deepen existing knowledge, and apply knowledge to affect improvement.

* **Evidence-Based Decision Makers** who use data-driven facts and intellectual standards to make informed decisions.
* **Reflective and Skilled Practitioners** who have the ability to analyze, assess, and revise practice in light of students' performance, learning theory, research, and constructive feedback.
* **Social Justice Advocates** who have the knowledge, skills, and dispositions to confront social inequality and promote equity within their sphere of influence (Adams, 2010).
* **Innovators of Applied Technology** who have the ability to use and leverage technology to address the needs of all learners.

Developing professional behaviors is essential to the EPPs. The EPPs take pride in developing the [Professional](https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx) [Dispositions and Requirements](https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx) essential to the professional field. The EPPs are committed to Candidates. Our programs not only educate Candidates, but they monitor those behaviors and provide strategic support as Candidates matriculate though their program.



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**Steps to Reporting a Concern:** If you have a concern with a class or instructor, FIRST go to the specific instructor and see if the matter can be resolved. If not, you must follow protocol and move up the administrative hierarchy. Specifically, the proper sequence of steps is to first see the course instructor. If no resolution occurs, the next step would be to meet with the Department Chair. If you are still not satisfied you move on to the Associate Dean and then the Dean. If you do not follow this sequence properly, you will be asked to speak with the correct individual which may jeopardize the opportunity to resolve the issue. Please note that following this sequence does not guarantee a favorable outcome.

**STUDENT SUCCESS**

The faculty are here to support you as you strive to become an exceptional teacher. College is challenging from both an academic and personal standpoint. There are many resources available at the university to help you be successful. Please review the [Student Success](https://www.wcupa.edu/_admin/provost/studentSuccess/default.aspx) and [Campus Resources](https://www.wcupa.edu/_admin/provost/studentSuccess/campusResources.aspx) websites. Selected resources are listed here:

* + [Academic Success Workshops](https://www.wcupa.edu/universityCollege/achieve/asw.aspx) – provides videos and PowerPoints on nine common topics and issues
  + [Counseling & Psychological Services](https://www.wcupa.edu/_services/counselingCenter/counselingServices.aspx) – provides individual and group counseling from licensed psychologists
  + [Office of Services for Students with Disabilities](https://www.wcupa.edu/universitycollege/ossd/) – provides accommodation letters, a proctoring center, and a wide range of services.
  + [Success Coaches](https://www.wcupa.edu/universityCollege/achieve/graduateConsultants.aspx) – offers personalized support from trained graduate students
  + [Tutoring Center](https://www.wcupa.edu/universityCollege/larc/students.aspx) – offers free tutoring for selected general education courses (MAT, BIO, etc.)
  + [Writing Center](https://www.wcupa.edu/_academics/writingcenter/) – offers both online and face-to-face feedback to improve writing

ACADEMICS

This section provides an overview of the academic programs and requirements in the Health and Physical Education Teacher Certification Program and General Education requirements.

#### **Degree Programs**

To graduate from West Chester University, you must earn a minimum of 120 credits. These credits are broken up into two parts: General Education courses and courses in your major. Both parts will be discussed in the following pages.

**Please note**: The information provided are basic guidelines. They do not take into consideration any unique circumstances, substitutions or exceptions. It is **your responsibility** to investigate and be aware of specific prerequisites for your degree.

#### **General Education**

TCs must follow the General Education Curriculum established by the University for all undergraduates unless they are in the Honor’s Program. At WCU, the general education program is designed to provide students with the knowledge, perspectives, and competencies expected of them as citizens of the state and of the world. This broad education emphasizes the enhancement of oral and written communication skills and mathematics as well as encompassing experiences in the humanities, the social & behavioral sciences, natural sciences, and the arts. Additionally, this education is versatile and allows for exploration. Forty percent of credits earned must be general education credits. This is mandated by the Pennsylvania State System of Higher Education (PASSHE). Use the general education curriculum to explore your interests, fashion coursework for graduate school, and acquire skills related to your career. While there are some restrictions, students have ample choice in the classes selected.

**Workload**

“The actual amount of academic work that goes into a single semester credit hour is often calculated as follows (<https://www2.ed.gov/about/offices/list/ous/international/usnei/us/credits.doc>)

* One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation”/studying/homework.
* 1 MWF 50-minute class = 2 hours of out of class preparation/studying/homework. Therefore, you can expect approximately 6 hours of out of class work per week
* 1 TR 75-minute classes = 3 hours of out of class preparation/studying/homework. Therefore, you can expect approximately 6 hours of out of class work per week

**Second Degree HPE Students**

Second degree students have already earned a previous bachelor’s degree. Therefore, they do not need to complete WCU’s general education requirement. They must complete all HPE classes and all PDE required classes (see DPR). They do not need a second math class or an additional LIT/CLS class. For PPEs, they must only complete the 10 professional development hours, NOT the group exercise hours. Second degree student must complete a program of study in consultation with their advisor.

ADVISING

The [undergraduate catalog](https://www.wcupa.edu/_academics/advising/facultyAdvisors.aspx) states, “Academic advising is an educational partnership between a faculty member and a student whose goal is the student's academic, personal, and professional success. Advisors and advisees collaborate to help students achieve their aims. Advisors explain policies, identify resources, and give advice; however, students are ultimately responsible for making the decisions that will keep them on track.”

As a student, you will be assigned an advisor in your major. Your advisor is listed in myWCU/RamPortal. Get to know your advisor, stop by, ask questions. Chatting with your advisor is an opportunity to know them outside the customary class environment. Advisors are there to help you and have your best interests at heart. They will discuss academic but sometimes also personal matters such as challenges, successes, fears, and long-term goals. Please don’t hesitate to involve your advisor with concerns or issues.

You may change advisors. This allows you to find someone with whom you are most comfortable. To make a switch, ask the professor who will then start the process. You will receive an email when the switch is completed. Sometimes, your advisor will be changed by the department in order to “even out” the number of advisees per advisor.

**This is the most important point about advising.** You, the WCU student, are ultimately responsible for your course schedule and when you take your classes. Your advisor only advises. You need to be aware of the requirements to graduate and are wholly accountable for the coursework chosen. Therefore, check and double check the requirements and pre-requisite coursework. Follow the guidance record/course record forms provided in the following section and consult with your advisor.

Responsibilities of the **Academic Advisor** include:

* exploring with students their individual interests, abilities, and goals.
* recommending courses that meet the various degree requirements.
* identifying resources that may be of value to students and making appropriate referrals.
* communicating academic policies and procedures as they relate to the needs of students.

Responsibilities of the **Student** in the Academic Advising relationship include:

* meeting with your advisor at least once per semester (and more as needed).
* being aware of important, relevant deadlines and then meeting them.
* reviewing university policies and procedures as needed; getting required signatures.
* creating an academic plan for your remaining semesters.
* understanding the requirements for the major and minor(s) (if applicable).
* following the general education requirement.
* having knowledge of the undergraduate catalog
* examining your academic record and degree progress report for accuracy **EACH** semester.
* saving all academic advising and course registration related documents and communications.
* being aware of prerequisites for the course you plan to take.
* recognizing the need for student resources and services on campus and using them.

#### **Scheduling classes for the next semester**

To schedule the next term’s courses in myWCU/RamPortal, your advisor must “lift the hold” on your account. They will do this after consulting with you on your classes. This could be a face-to-face meeting, on Zoom, or via email. The actual one-on-one advising process does vary between advisors. Often advisors will ask you to plan a tentative schedule for next semester and update your course record sheet. Once your advisor lifts the hold, schedule at the designated day and time (“enrollment appointment”). Do not wait or some classes may become full. Your enrollment appointment is listed in myWCU/RamPortal.

Your advisor may ask request the following:

1. a current printout or electronic copy of your degree progress report from myWCU/RamPortal,
2. an updated course record sheet, and
3. your proposed schedule of courses for the next semester.

**Failure to bring these items may cause your meeting to be rescheduled.**

Registration occurs in myWCU/RamPortal. Please view this video by Dr. Cummiskey [demonstrating the registration process in myWCU](https://youtu.be/ej7qj_1beE0).

**Degree Progress Report (DPR):** The degree progress report lists all requirements you must fulfill in order to graduate. It is the “official” record of your degree when progress. Degree requirements are listed as “not satisfied” or “satisfied.” When all requirements are listed as satisfied, you graduate. Currently enrolled courses and scheduled/planned courses are listed as “satisfied” even though they are not yet completed. When completing general education requirements, consult the DPR for a listing of what classes qualify. For example, not all history classes fulfill gen ed requirements. Please view this YouTube video by Dr. Cummiskey on [Understanding Your Degree Progress](https://youtu.be/V9OJGaIV5Bc).

#### [**Adding, Dropping or Withdrawing from a Course**](https://www.wcupa.edu/registrar/documents/SchedulingClassesInYourMYWCU.pdf): Use myWCU/RamPortal to add and drop classes during the add/drop period. The course must have available seats and all prerequisites met. After the add/drop period is over, you may withdraw from a class up until approximately the 9th week of classes. A “W” will appear on your transcript. If necessary, contact your advisor for counsel prior to adding or dropping a course. **Students that do not officially withdraw from or drop a course can expect to receive an “F” for the course and are financially responsible to pay for it.** Please refer to the [academic calendar](https://www.wcupa.edu/registrar/calendar/default.aspx) for the last day of course and session withdrawal.

**Adding a Closed/Full Class**

During the add/drop period, continually scan myWCU/RamPortal for open seats since other students may drop classes. You may contact the instructor of the closed class asking for permission to add. If the faculty member consents, they will email the department secretary who will add you. Faculty are under no obligation to add students to full classes, it is at their discretion and is typically reserved for high-need circumstances beyond a student’s control. Overloading a class does dilute educational quality.

[**Adding a Minor**](https://www.wcupa.edu/_academics/advising/genEdMajorsMinors.aspx)

First, discuss your plans with your advisor. Consider any additional requirements and time will be involved in adding minor. Once you decide to add a minor, you can do this [via your myWCU/RamPortal account](https://www.wcupa.edu/registrar/registrationForms.aspx). You may add more than one minor; however, doing so might add time to your degree completion. Minors must be completed when your degree is conferred, you cannot come back after graduation to complete unfinished minor classes.

#### [**Changing a Major**](https://www.wcupa.edu/_academics/advising/genEdMajorsMinors.aspx)

First, discuss your plans with your advisor. Consider any additional requirements and time will be involved in changing your major. You can meet with or transfer to a special program in Exploratory Studies that will allow you to work on meeting any entrance requirements for your new major. Once you decide to change your major, you can request a change of major [through your myWCU/RamPortal account.](https://www.wcupa.edu/registrar/documents/SubmitanAcademicPlanChangeRequest.pdf)

**Policies Related to Practicum and Student Teaching**

Candidates must have met all requirements to enroll in Practicum by July 15th. This policy allows the Clinical Experiences Office enough time to place you in a local school. Candidates **may not contact individual schools or teachers** about field placements. During the student teaching semester, candidates may not enroll in additional classes due to the intense demands of student teaching.

\*HPE Students: Exceptions can be given under these conditions: a) minimum 3.25 GPA and b) all professional education and specialized methods courses are completed. Only general education classes are acceptable with the approval of the Coordinator of HPE. A candidate may take no more than 3 additional credits while student teaching.

**Graduation**

Graduating does not automatically happen after you have completed all degree requirements. Candidates must apply after having earned 90 credits through myWCU/RamPortal. When a candidate applies for graduation, a Graduation Analyst in the Registrar’s Office reviews the academic record to ensure completion of general education requirements; candidates are notified via email and through an advisor comment posted on their Degree Progress Report. The Department reviews for all major & certification related coursework. It is the responsibility of each candidate to respond to these reviews and to complete all requirements.

**Email Etiquette Policy**

What is email etiquette?

* It is a ‘Code of Conduct’ for email communications. It refers to the principles of behavior that individuals should use when writing and responding to emails.

Why is email etiquette important?

* The way you craft an email is a direct reflection of you and our field. It’s important to learn to communicate in a clear, respectful, and professional manner, especially since you will be emailing parents, administrators, and students.

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1. Use email for everyday communications. Save personal or important issues for face-to-face conversations.
2. Use complete sentences and proper punctuation.
3. Be succinct and keep your message short and to the point.
4. Avoid informal language more common with friends such as “what’s up” “things” or “peace out.”
5. Be respectful and avoid emailing when emotionally charged or using all caps.
6. Do not use emoticons, excessive punctuation (!?!?!?) or acronyms (LOL).

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1. The subject should be short and simple but not vague.
2. Begin **new** emails with a salutation (greeting) such as “Hello Professor \_\_\_\_\_\_\_”. Subsequent emails on the **same** topic do not require a salutation.
3. Conclude the email with a closing that matches the tone of the email, “Thank you” or “Sincerely.” An alternative is to setup a standard signature (name, contact information) to conclude an email.
4. Somewhere in the email, include your full name and the class number or title.
5. Always proofread emails. An occasional error is normal, an email replete with errors is unprofessional.

Other tips:

1. Allow 48 weekday hours before following up on an email for which you have not received a reply. This excludes weekends.
2. Respond to emails from a professor in a timely manner, again within 48 hours.
3. Only “cc” (carbon copy) individuals directly involved in the conversation.
4. To protect your privacy, only use your WCU email to communicate with anyone on campus.

Sources: Arizona State and San Jose State Universities

**TEACHER CANDIDACY INFORMATION**

**Teacher Candidacy** is the written process that confirms your intent to pursue teacher certification at West Chester University in a teacher education program. Access to designated advanced professional education courses is restricted to teacher candidates who have applied and received the "milestone" of Teacher Candidacy on their transcript/DPR of EDF030U or EDF030G.

\*\*HPE teacher candidates must have achieved teacher candidacy in order to **register** for HPE 403, HPE 489 and HPE 490. Remember the deadline to register for HPE 403 is July 15th.

\*\* All Secondary students must have achieved teacher candidacy in order to **register** for SED 300 and the subsequent specialized methods courses.

Please refer to this [link](https://www.wcupa.edu/education-socialWork/teacherCandidacy.aspx) for information about achieving teacher candidacy. The requirement to pass the [basic skills tests](https://www.wcupa.edu/education-socialWork/paTests.aspx#basicSkills) has been suspended until July 8, 2025. If you achieve teacher candidacy before that date, you do not need to pass the basic skills test.

**Teacher Candidacy Requirements**

* Enrolled in a program leading to teacher certification or educational specialist
* Earned a minimum of 48 credits at the college level (100 level or above)
* Earned a minimum cumulative GPA of 2.8
* Earned 3 credits in college-level English composition
* Earned 3 credits in literature taught in English
* Earned 6 credits in college-level mathematics
* Received approval from your academic department.

Link to [teacher candidacy application](https://form.jotform.com/Teachercandidacy/teacher-candidacy-application).

TEACHER CANDIDATE CLEARANCES

**CANDIDATE SERVICES - CLEARANCES for Educator Preparation/Educator Specialists**

Pennsylvania state law requires that all persons who interact with children in schools must have clearances for their field courses. See the list of [Courses Requiring Clearances](https://www.wcupa.edu/education-socialWork/documents/FieldCoursesRequiringClearances%206-25-2021.pdf). There are four clearances – FBI, State Police, Child Abuse and TB Test. Clearances must be on file with the Office of Candidate Services.

**Clearances are valid for one year from date of issue and cannot turn one year old (expire) DURING a semester. For example, if the semester ends on December 10th, the clearances cannot expire on December 2nd but may on December 15th. The best time to apply for or renew clearances is during the summer or winter session at least three weeks before the next semester starts.**

Please follow the instructions from the [Office of Candidate Services](https://www.wcupa.edu/education-socialWork/clearances.aspx) for obtaining the clearances and uploading them to myWCU/RamPortal. Plan ahead because some clearances can take up to two weeks to be processed by respective agencies. In addition, the clearances must be reviewed and approved after they are uploaded to myWCU/RamPortal. Teacher candidates who do not obtain the clearances or do so late will not be allowed to partake in field experiences and will have their grade penalized.

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**TE****ACHER CANDIDATE DISPOSITIONS**

Dispositions are “Professional attitudes, values, and beliefs demonstrated through both verbal and non‐verbal behavior as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development” (<http://caepnet.org>). Teacher dispositions affect how well students in a classroom learn and therefore deserve scrutiny in a teacher education program. Teacher candidates are required to conduct themselves in accordance with the [Professional Dispositions and Requirements](https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx) (click link).

The Educator Preparation Programs at WCU in the College of Education and Social Work have developed professional dispositions and requirements essential for the profession. These dispositions are based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Candidates have the opportunity to demonstrate dispositions in courses (assignments, interactions with others) and out in the field with mentor teachers and students in P-12 settings. The four professional dispositions are summarized below.

**Empathy** Highly effective teachers are sensitive and understanding of the learner's own perspective. It involves the process of observing something from another point of view or putting oneself in another’s shoes (Detert, Trevino, & Sweitzer, 2008). This requires the acceptance of varied perspectives, values, and beliefs to use the information to develop positive learning experiences.

**Open-Mindedness** Involves the “active perspective that allows the individual to be willing to be flexible and to consider, if not try out, new ideas” (Alawiye and Williams, 2010). It is the process of showing receptiveness to new or different ideas and willingness to accept constructive feedback. Being openminded is one of the several components of high-level thinking essential for the teaching profession.

**Responsibility** Includes the ability for a teacher to be accountable and reflective on the outcomes of professional and personal actions. This includes being responsive to needs of students’ learning and takes ownership of mistakes or errors to refine personal and professional practice. Related to responsibility is having what Elder and Paul (2009) define as Intellectual Independence. It is wise to listen to others to find out their thinking, but you must take ownership of your actions and thinking that are rooted in fairness and sound judgment.

**Communication** Develop positive relationships with others in a variety of venues (face-to-face, digital, etc.) to achieve a common goal. To effectively develop these relationships one should be a good listener. This includes being attentive and not dominant when communicating with others (Norton as cited by Faull, 2009). Engagement is an essential process to communication. How you engage others in this involves planning engaging learning experiences and demonstrating confidence in communication with others (Faull, 2009). Effective teachers collaborate with learners, colleagues, school leaders, family and key stakeholders within the community to better understand students and to maximize learning.

**Evaluation of the Professional Dispositions of Teacher Candidates**

The evaluation of Professional Dispositions of candidates is conducted online. The evaluation is administered to candidates in every education course every semester. In courses where there is a field experience, the faculty member collaborates with the mentor teacher when evaluating each candidate’s dispositions. The faculty member has the option to submit a dispositional concern. Additional actions may include the development of an action plan, meeting with university faculty members and administrators and possible dismissal from the HPE program.

**UNIVERSITY POLICIES & PROCEDURES**

**University policies and procedures are set in place to hold students, faculty, and staff to the highest level of professionalism, integrity, and to promote inclusiveness, learning, and success. Teacher candidates are responsible for becoming familiar with and abiding by each of these university-wide policies. Policies listed below are briefly described; entire policy can be found within the University** [**Undergraduate**](https://catalog.wcupa.edu/undergraduate/academic-policies-procedures/) **and** [**Graduate**](https://catalog.wcupa.edu/graduate/academic-policies-procedures/) **Catalogs.**

**Academic Dishonesty Policy**

[Academic dishonesty](http://www.wcupa.edu/_services/stu.lif/ramseyeview/policies/acdishonesty.asp) is prohibited, and violations may result in disciplinary action up to and including expulsion from the University.

**Sexual Misconduct Policy (Title IX)**

Title IX of the Education Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. Use this link for more information: [Sexual Misconduct Policy](https://www.wcupa.edu/_admin/diversityEquityInclusion/sexualMisconduct/policiesDefinitions.aspx)

**Sexual Harassment and Misconduct Policy (non-Title IX)**

It is a violation of policy for any member of the University community to engage in sexual harassment/misconduct, or to take retaliatory action against an individual for reporting sexual harassment/misconduct. Use this link for more information: [Sexual Harassment and Misconduct Policy](https://www.wcupa.edu/_admin/diversityEquityInclusion/sexualHarassment.aspx)

**Student Code of Conduct Policy**

*As a member of the WCU community, the University expects you to abide by the Student Code of Conduct both on and off campus. When you make choices and behave in a manner that does not reflect the standards defined in the Student Code of Conduct, University disciplinary action may take place. Use this link for more information:* [Student Code of Conduct Policy](https://www.wcupa.edu/_services/conduct/)

**Academic Integrity Policy**

The Department of Secondary Education regards incidents of academic dishonesty (including, but not limited to, cheating and plagiarism\*) to be violations of the Department Code of Conduct as well as violations of the University [Academic Integrity Policy](https://www.wcupa.edu/business-PublicManagement/criminalJustice/codeOfConduct.aspx)

**University Grading Policies**

Information regarding grading systems, pass/fail policy, cumulative grade point average, grade reports, change of grade policy, grade appeals, and Dean’s list can be found in the [Undergraduate](https://catalog.wcupa.edu/undergraduate/academic-policies-procedures/grading-information/) and [Graduate](https://catalog.wcupa.edu/graduate/academic-policies-procedures/grade-information/) Catalogs under Academic Policies and Procedures: Grade Information.

**Students with Disabilities**

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University’s Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is [ossd@wcupa.edu](mailto:ossd@wcupa.edu), and their website is at <https://www.wcupa.edu/universityCollege/ossd/>.

# Field Placements

All field placements for Secondary & HPE courses, including student teaching, are arranged in conjunction with the Department and the Office for Clinical Experiences. Candidates are not to solicit their own placement. While candidate needs are considered in assigning placements, no particular placement can be guaranteed. **Transportation to and from field placements is the responsibility of the individual candidate.**

Teacher education candidates must have their criminal background, child abuse, FBI fingerprinting, and tuberculosis clearances by the first day of class for and course that includes a field experience.

# Student Teaching

Candidates are eligible to student teach if they have (a) achieved full-admission status to teacher education; (b) met by having earned final passing grades – all the professional preparation requirements; (c) earned at least 18 credits prior to the student teaching semester; (d) maintained the Pennsylvania- mandated GPA; (e) provided evidence of having taken PRAXIS II specialty test. Candidate must have passing scores in order to apply for certification, but does not need passing score to graduate. Student teaching is typically scheduled for a student’s final semester at the university.

Candidates MUST file an application for student teaching. Application for student teaching must be made approximately one year prior to student teaching. Candidates are to attend the application meeting. Announcements of this meeting are (1) sent in an email from the Office of Clinical Experiences, (2) posted in Department hallways, and (3) posted on the Department calendar on the home page of the website.

The Coordinators of each program, in conjunction with the Department Chairperson, makes decisions concerning approval for student teaching. Candidates may not make individual agreements with schools or teachers about student teaching placements.

**Policies Applicable to Student Teaching**

1. Candidates who fail to meet the minimum cumulative GPA necessary for student teaching must take courses under the guidance of their advisor to achieve the required GPA.
2. All WCU Secondary Candidates must complete the full twelve credits of student- teaching experience (although the 12 credits may be split between two certification areas IF approved by the Department Chairperson).
3. No additional coursework can be taken during student teaching.

Praxis Testing

Passing scores are defined on the College of Education’s website, at <https://www.wcupa.edu/education-socialWork/paTests.aspx>.

**Praxis II requirement**

All B.S.Ed. and certification students must attempt the Praxis II exam (see advising sheet for correct exam number) before their student teaching semester. Students must pass this exam before being certified by the state of Pennsylvania. Passing scores are defined on the College of Education’s website, at <https://www.wcupa.edu/education-socialWork/paTests.aspx>

###### PREPARING FOR GRADUATION

**At least a year** before you anticipate graduating, follow these steps:

* 1. Meet with your **major and minor advisors** at least a year prior to your anticipated graduation date to review unmet requirements. Your advisor can also look at general education requirements, but are best reviewed by the Registrar.
  2. Count your credits! WCU cannot grant any degree without **a minimum of 120 credits**. (And just

because you have 120 credits does not mean that you earn a degree; you also must satisfy the degree’s course requirements.) Teacher certification programs are often higher than 120 credits.

* 1. Visit your *MyWCU/RamPortal* page and click on "Apply for Graduation" to apply for graduation analysis (see the pages that follow for instructions). This triggers a request to the Registrar (as well as putting you on the department’s list of prospective graduates at the end of your anticipated graduation semester). **You should apply a year before you anticipate graduation.** This will permit you to make adjustments to your course selections in your final semesters that will prevent any delay in your graduation date.
  2. The Registrar's Office will provide an evaluation of your general education requirements. After several weeks to a few months (depending on urgency and time of semester), the Registrar’s Office will send you an email **at your WCU email address only,** with your evaluation report attached. You will be asked to come to the Registrar's office and review the evaluation with the designated Registrar staff member (determined by Major/College). Specific days/times are identified. ***You must check your WCU email account to learn of your graduation status!***
  3. Consult with any minor advisors the first week of your last semester to verify that you will complete all requirements of minor programs.
  4. **Meet with your advisor the first week of your last semester** so that you can check requirements one more time, when you still have time to adjust your schedule during the Drop/Add period.

Graduation clearances for your major are done in the last week of classes. If there is a problem with unmet major requirements, this is when you will learn about them officially. That is why regular meetings with your advisor plus familiarity with this manual and your advising sheets are essential!

***How NOT to graduate!***

The most common problems:

* + 1. You do not have **120 credits**. Common reasons: You can’t count remedial classes or repeats. Using one class to meet two requirements leaves you 3 credits short. You took a 2-credit class instead of a 3-credit class. You didn’t transfer in all of your transfer classes.
    2. You expected an Interdisciplinary class to count for one of your Gen Ed distributive classes (it can’t).

###### LETTERS OF RECOMMENDATION

This information is primarily for those intending to go to graduate school; however, the general advice also applies to those seeking letters of recommendation for jobs and scholarships.

For most graduate school applications, you will need to include three letters of recommendation from individuals who can address your abilities, suitability, and promise for graduate study. For law, library/information sciences, and other professional school applications, having a recommender who is a professional in the field would work well. For applications to English or similar academic programs, you will probably want to have three letters from academics/faculty members in the field. In selecting faculty members to approach for a letter, you should consider who knows you and your work best.

Those who know you well and have ties with a particular university or program to which you are seeking admission are particularly good to approach – as are those who are well-known in the field you wish to enter.

When asking someone to write on your behalf, be sure to phrase your request in a way that allows the person a gracious way to decline. For instance, a professor may not feel that he or she could write the strong letter you need to gain admission. Also, be sure to plan in advance. You should give your recommenders three week or more lead-time before the letter is due.

As part of your planning, you should prepare a packet for your recommenders. This packet ideally should include:

* A list of programs to which you are applying – and the deadlines for the receipt of materials at each school.
* Any forms that should be included with the letter. Complete all portions of the form that ask for your personal information. **Be sure to check the box that waives your right to see the letter.** If you do not waive your rights to see the material, the letter will hold less weight.
* A draft of your personal statement or essay that you are sending with your application.
* A copy of your resume.
* A statement in which you offer a brief summary of the work you completed for the course(s) you took with the recommender and the grades you earned. Such information will jog the

recommender’s memory and allow the person to add specific details that will enhance the letter. Feel free to include any information (course-related or otherwise) that you feel would help the recommender highlight your talents for graduate school, your maturity, and/or your reasons for selecting particular programs.

URLs for the recommendation submission websites and any relevant instructions.

**Secondary Programs Advising Sheets**

English BSED

Math BSED

Biology BSED

Chemistry BSED

Earth and Space BSED

Physics BSED

Social Studies Elective Certification

History BA w/certification

Political Science BA w/certification

Geography BA w/certification

**B.S.Ed. ENGLISH - 123 CREDITS**

| Name: | Date Major Declared: | | | | Grad Date: | |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025) | | | | | | |  |
| Test of Writing Competency – offered once at the beginning of the semester | | | | | | |  |
| Candidacy Req: 48 credits, 3 credits lit, 3 credits comp, 6 credits math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis English Content Knowledge (take before student teaching, pass for certification) | | | | | | |  |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 27 Attributed to Major Requirements = 31 credits)** | | | | | | | |
| FIRST YEAR EXPERIENCE | | 4 |  |  | |  |  |
| WRT 120 | | 3 |  |  | |  |  |
| WRT 200, or 204, or 205, or 206, or 208, or 220 | | 3 |  |  | |  |  |
| MATH | | 3 |  |  | |  |  |
| **DIVERSE COMMUNITIES “J”** | |  | ENG 382 |  | |  |  |
| **INTERDISCIPLINARY “I”** | |  | EDF 300 |  | |  |  |
| **SCIENCE** (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS) | | 3 |  |  | |  |  |
| 3 |  |  | |  |  |
| **BEHAVIOR & SOCIAL SCI.**  (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC) | | 3 |  |  | |  |  |
| 3 |  |  | |  |  |
| **HUMANITIES** (A LIT COURSE is required for candidacy) | | 3 |  |  | |  |  |
|  | *CLS 260 or CLS 261* |  | |  |  |
| **ARTS** (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE) | | 3 |  |  | |  |  |
| **ETHICS “E” COURSE** | |  | ERM 355 |  | |  |  |
| **SPEAKING “S” COURSE** | |  | SED 200 |  | |  |  |
|  | EDS 411 |  | |  |  |
|  | EDS 412 |  | |  |  |
| **WRITING “W” COURSE** | |  | ENG 194 |  | |  |  |
|  | SED 300 |  | |  |  |
|  | ENG 296 |  | |  |  |
| **CAPSTONE** | |  | SED 411 |  | |  |  |
|  | |  | SED 412 |  | |  |  |
| **ADDITIONAL PDE REQUIREMENTS (3 CREDITS)** | | | | | | | |
| MAT 103 or higher | | - | *SEE GEN ED* |  | |  |  |
| MAT 103 or higher | | 3 |  |  | |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits)** | | | | | | | |
| EDF 300 Democracy and Education “I” | | 3 |  |  | |  |  |
| EDP 280 — Developmental and Psychological Perspectives in Education | | 3 |  |  | |  |  |
| EDA 103 — Foundations of Special Education | | 3 |  |  | |  |  |
| \*\*EDA 303 — Special Education for Secondary Educators (pre-req EDA 103) | | 2 |  |  | |  |  |
| EDR 347 — Literacy Development & Sec Students w/Disabilities | | 3 |  |  | |  |  |
| LAN/ENG 382 — ELL Strategies for Content Area Teachers | | 3 |  |  | |  |  |
| ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E” | | 3 |  |  | |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  |  | |  |  |
| SED 200 Secondary Field Experience. “S” | | 3 |  |  | |  |  |
| \*\*SED 300 Principles of Teaching and Field Experience ”W” | | 3 |  |  | |  |  |
| **ENGLISH EDUCATION REQUIREMENTS (6 credits)** | | | | | | | |
| \*\*SED 390 Teaching English in Secondary Schools (pre-req SED 300) | | 3 |  |  | |  |  |
| \*\*SED 392 Writing and Teaching Writing in Secondary Schools (Pre-req SED 300) | | 3 |  |  | |  |  |
| **ENGLISH COURSES - CORE (12 CREDITS)** | | | | | | | |
| ENG 201 Introduction to English Studies | | 3 |  |  | |  |  |
| ENG 202 Research Methods for English Studies Seminar | | 3 |  |  | |  |  |
| ENG 296 Theory, Meaning and Value “W” or ENG 206 | | 3 |  |  | |  |  |
| ENG 230 Intro. To Linguistics | | 3 |  |  | |  |  |
| ENG 331 Structure of Modern English | | 3 |  |  | |  |  |
| **ENGLISH COURSES – EDUCATION CORE, ELECTIVES, & SEMINARS (30 CREDITS)** | | | | | | | |
| World Literature (CLS 260 or 261) | | 3 |  |  | |  |  |
| American Literature (CLS 255, 333, LIT 213, 200, 201, 202, 203) | | 3 |  |  | |  |  |
| British Literature (LIT 335, 336, 230, 231) | | 3 |  |  | |  |  |
| Poetry (CRW 301, 302, LIT 274, 333, 307) | | 3 |  |  | |  |  |
| JRN Elective (JRN 272,312,315,225, 335) | | 3 |  |  | |  |  |
| WRH Elective (see WRH courses) | | 3 |  |  | |  |  |
| English Elective | | 3 |  |  | |  |  |
| ENG 400 Senior Seminar | | 3 |  |  | |  |  |
| ENG 400 Senior Seminar | | 3 |  |  | |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 123 |  | | | | |

| Milestones in the Teacher Education Program | | | |
| --- | --- | --- | --- |
| Milestone | Completed | Milestone | Completed |
| Basic Skills Testing |  |  |  |
| Candidacy Admission |  | Praxis II |  |
| Portfolio |  | GPA for Certification |  |

\*\* Needs Teacher Candidacy to be able to take this class.

**English BSED 2021+**

**Suggested Course Sequence**

**\*Field Course – Clearances Needed**

Semester 1

| FYE | First Year Experience | 4 |
| --- | --- | --- |
| WRT 120 | Effective Writing | 3 |
| MAT | Must be 103 or above | 3 |
| ENG 201 | Conv. Of Reading and Writing | 3 |
|  | Behavior and Social Science #1 | 3 |
|  |  | 16 |

Semester 3

| LIT/CLS | World Literature (LIT GEN ED) CLS 260 | 3 |
| --- | --- | --- |
| EDP 280 | Dev & Psych Perspectives in Education | 3 |
| ENG 296 | Theory, Meaning & Value | 3 |
| HIST XXX | Ged Ed History | 3 |
| JRN XXX | Journalism Elective | 3 |
| EDF 300 | Dem. & Education | 3 |
|  |  | 18 |

Semester 5

| LIT | British Literature | 3 |
| --- | --- | --- |
| EDR 347 | Lit Dev in Sec Students w/disabilities | 3 |
| SED 300\* | Princ. Of Teaching | 3 |
| CRW/LIT | Poetry | 3 |
| ERM 355 | Assessment for 7-12 | 3 |
|  |  | 15 |

\*Stage III fields: Clearances needed

Semester 7

| ENG XXX | English Elective | 3 |
| --- | --- | --- |
| ENG 400 | Seminar | 3 |
| SED 390\* | Teaching Eng. In Sec. Schools | 3 |
| WRH XXX | WRH Elective | 3 |
|  | General Education Art | 3 |
|  |  | 15 |

Semester 2

| MAT XXX | Required for FATE  Second Math Course | 3 |
| --- | --- | --- |
| WRT 2XX | Research Writing | 3 |
| SED 100 | Intro to Sec Education | 3 |
| EDA 103 | Into to Spec. Education | 3 |
|  | General Education Science #1 | 3 |
|  |  | 15 |

Semester 4\*\*

| SED 200\* | Field Experience for Sec Ed | 3 |
| --- | --- | --- |
| EDA 303 | Spec Ed Principles | 2 |
| ENG 202 | Research Methods for English | 3 |
| LIT | American Literature | 3 |
| ENG 382 | Teaching ELL | 3 |
| LIN 230 | Intro to Linguistics | 3 |
|  |  | 17 |

\*Stage I& II fields: Clearances needed

Semester 6

|  | Behavioral and Social Science #2 | 3 |
| --- | --- | --- |
| ENG 400 | Seminar | 3 |
| SED 392\* | Writing and the Teaching of Writing | 3 |
| ENG 331 | Structure of Modern English | 3 |
|  | General Education SCI #2 | 3 |
|  |  | 15 |

Semester 8

| EDS 411&412\* | Student Teaching | 12 |
| --- | --- | --- |
|  |  |  |
|  |  | 12 |

###### ENGLISH BSED WRITING PORTFOLIOS

All Teacher Certification students entering the program must submit a Writing Portfolio that illustrates their excellence in writing **two semesters before student teaching**. No summer submissions are accepted. Students who submit their Portfolios at least two semesters before student teaching will have plenty of time to resubmit a revised Portfolio the following semester in the event that it does not pass on the first attempt.

Students who do not pass and have not submitted their Portfolios at least two semesters prior to student teaching may risk delay in student teaching and graduation.

**Requirements:**

***Portfolios that do not meet all of the following requirements will not be read:***

* ***The portfolio consists of four papers (and each paper should be clearly identified)****:*

***The Self-Assessment*** is a reflection on your writing and yourself as a writer in which you connect previous pieces of your writing to the writer, reader and thinker that you have become. This piece should help your readers understand why you chose each piece of writing, the assignment for each paper, the writing/composing process, AND what each piece reveals about your ability and/or growth as a writer.

Remember that you can choose writing from anywhere in your college career; the Self-Assessment is your opportunity to demonstrate how you have developed reflective and analytical skills regarding your own writing. This reflection/assessment of your writing should be approximately 3-4 pages long, citing specifics from your writing, and be in essay form. This should be the first paper in your portfolio.

* + ***Portfolio specifics:***
    - Please look out for an email at the beginning of the semester. It will include details on how to SIGN UP to submit your portfolio.
    - The Portfolio will be submitted to D2L
    - All papers should be in their original form and include grades and comments. Graded papers can come from any university, but must have been written for a college class.
      * **At least one paper must have all preceding notes and drafts.**
      * You may hand in printouts of papers that were electronically graded. If your instructor provided audio comments, you may send them to Dr. Renzi as an email attachment.
      * If you do not have one of the specified modes (personal, research, or persuasive) from a college class, you can write one expressly for your portfolio. This will count as the ONE ungraded paper. Ungraded papers written expressly for the Portfolio must include all drafts and notes. No more than ***two*** ungraded papers (inclusive of the reflective piece) may be submitted.

**Procedures:**

* Students will submit their portfolio to D2L on the designated day and by the designated time. **Late portfolios will not be accepted, so please observe carefully the due date and time specified.**
* ***If you do not pass:*** Students must confer with their readers, listed in the letter included with the returned Portfolio, during the same semester in which the Portfolio was submitted. Students should resubmit their Portfolios **during the following semester** by the deadline specified. No Portfolios are evaluated during the summer.
* Students whose Portfolios do not meet Department standards after two submissions will be required to do additional work in writing before they may resubmit the Portfolio. This may involve taking a recommended course or doing independent study in writing, supervised by an English faculty member.
* If you have questions, please contact, Dr. Schmidt at [pschmidt@wcupa.edu.](about:blank) **In order to receive answers to your questions in a timely manner, please contact Dr. Schmidt one week (7 days) before the Portfolio is due.**

# PORTFOLIO AND TEST OF WRITING COMPETENCY HOLISTIC SCORING GUIDE

| **6** | **5** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- | --- |
| * sharp, distinct voice * substantial, specific, and/or illustrative content; sophisticated ideas that are particularly well-developed * meaningful organization * writer’s voice apparent in tone, sentence structure, and word choice * few mechanical and usage errors | * clear focus * specific and illustrative content * obviously controlled, functional organization * precision and variety in sentence structure and word choice * some mechanical and usage errors | * adequate focus * sufficient content * logical organization * some precision and variety in sentence structure and word choice * mechanical and usage errors not severe enough to interfere significantly with the writer’s purpose | * vague focus * content limited to a listing, repetition, or mere sequence of ideas * inconsistent organization * limited sentence variety and word choice * repeated weaknesses in mechanics and usage | * confused focus * superficial content * confused organization * lack of sentence variety and word choice variety * mechanical and usage errors that seriously interfere with the writer’s purpose | * absence of focus * absence of relevant content * absence of organization * no apparent control over sentence structure and word choice * mechanical and usage errors so severe that writer’s ideas are difficult if not impossible to understand |

**NOTE:** Scores 6 and 5 are “pass.” Scores 4 through 1 or OP are “no pass.”

| **NON-SCOREABLE (NS)** | **OFF-PROMPT (OP)** |
| --- | --- |
| * is illegible: i.e., includes so many undecipherable words that no sense can be made of the response   or   * is incoherent: i.e., words are legible but syntax is so garbled that response makes no sense   or   * is a blank paper | * is readable but did not respond to the prompt * contains language or content that is inappropriate for a professional audience * reflects a lack of awareness of—or sensitivity to—issues of diversity (gender, race/ethnicity, social class, sexuality, age, disability, etc.) |

**CHARACTERISTICS OF EFFECTIVE WRITING**

| **FOCUS** | **CONTENT** | **ORGANIZATION** | **STYLE** | **CONVENTIONS** |
| --- | --- | --- | --- | --- |
| * demonstrates an awareness of audience and task * establishes and maintains a clear purpose * sustains a single point of view * exhibits clarity of ideas | * information and details are specific to topic * information and details are relevant to focus * ideas are fully developed | * logical order or sequence is maintained * paragraphs deal with one subject * logical transitions are made within sentences and between paragraphs * introduction and conclusion are evident | * precise language * effective word choice * voice, tone, originality of language * variety of sentence structures, types, and lengths | * mechanics: spelling, capitalization, punctuation * usage (e.g., pronoun references, subject-verb agreement) * sentence completeness |

**B.S.Ed. MATHEMATICS (127 CREDITS) Fall 2021 +**

| **Name:** | **Date Major Declared:** | | | **Planned Grad Date:** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Testing Requirement for Candidacy (Requirement suspended through July 2025) | | | | | | |  |
| Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis 5161 Mathematics Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification): | | | | | | | |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)** | | | | | | | |
| FIRST YEAR EXPERIENCE | | 4 |  | |  |  |  |
| WRT 120 | | 3 |  | |  |  |  |
| WRT 200, or 204, or 205, or 206, or 208, or 220 | | 3 |  | |  |  |  |
| MATH | | - | MAT 161 | |  |  |  |
| **DIVERSE COMMUNITIES “J”** | | - | ENG 382 | |  |  |  |
| **INTERDISCIPLINARY “I”** | | - | EDF 300 | |  |  |  |
| **SCIENCE** (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS) | | - | PHY 170 | |  |  |  |
| - | CSC 141 | |  |  |  |
| **BEHAVIOR & SOCIAL SCI.**  (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| **HUMANITIES** (A LIT COURSE is required for candidacy) | | 3 | LIT *(REQ for Candidacy)* | |  |  |  |
| 3 |  | |  |  |  |
| **ARTS** (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE) | | 3 |  | |  |  |  |
| **ETHICS “E” COURSE** | | - | ERM 355 | |  |  |  |
| **SPEAKING “S” COURSE** | | - | SED 200 | |  |  |  |
| - | SED 411 | |  |  |  |
| - | SED 412 | |  |  |  |
| **WRITING “W” COURSE** | | - | SED 350 | |  |  |  |
| - | SED 354 | |  |  |  |
| - | MAT 401 | |  |  |  |
| **CAPSTONE** | | - | SED 411/412 | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits) \*** | | | | | | | |
| EDF 300 Democracy and Education “I” | | 3 |  | |  |  |  |
| EDP 280 — Developmental and Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 — Foundations of Special Education | | 3 |  | |  |  |  |
| EDA 303 — Special Education for Secondary Educators | | 2 |  | |  |  |  |
| EDR 347 — Literacy Development & Sec Students w/Disabilities | | 3 |  | |  |  |  |
| LAN/ENG 382 — ELL Strategies for Content Area Teachers | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E” | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Secondary Field Experience. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Field Experience “W” | | 3 |  | |  |  |  |
| **MATHEMATICS EDUCATION REQUIREMENTS (12 credits) \*** | | | | | | | |
| SED 350 Middle School Mathematics Methods “W” | | 3 |  | |  |  |  |
| SED 354 Secondary Mathematics Methods “W” | | 3 |  | |  |  |  |
| SED 356 Advanced Perspectives of High School Mathematics I | | 3 |  | |  |  |  |
| SED 357 Advanced Perspectives of High School Mathematics II | | 3 |  | |  |  |  |
| **MATHEMATICS COURSES - CORE (27 CREDITS) \*** | | | | | | | |
| MAT 161 Calculus | | 4 |  | |  |  |  |
| MAT 162 Calculus II | | 4 |  | |  |  |  |
| MAT 200 Nature of mathematics | | 3 |  | |  |  |  |
| MAT 261 Calculus III | | 4 |  | |  |  |  |
| MAT 311 Linear Algebra | | 3 |  | |  |  |  |
| MAT 411 Algebra I | | 3 |  | |  |  |  |
| MAT 421 Mathematical Statistics I | | 3 |  | |  |  |  |
| MAT 441 Real Analysis I | | 3 |  | |  |  |  |
| **MATHEMATICS COURSES – EDUCATION CORE & ELECTIVES (15 CREDITS) \*** | | | | | | | |
| MAT 331 Geometry | | 3 |  | |  |  |  |
| MAT 343 Differential Equations | | 3 |  | |  |  |  |
| MAT 401 History of Mathematics “W” | | 3 |  | |  |  |  |
| Applied Mathematics Elective | | 3 |  | |  |  |  |
| Mathematics Elective | | 3 |  | |  |  |  |
| **COGNATE REQUIREMENTS (7 CREDITS) \*** | | | | | | | |
| PHY 170 Physics I | | 4 |  | |  |  |  |
| CSC 141 Intro Computer Science | | 3 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 127 |  | | | | |

\*must attain a C- or higher in all coursework

| Milestones in the Teacher Education Program | | | |
| --- | --- | --- | --- |
| Milestone | Completed | Milestone | Completed |
| Basic Skills Testing |  | Test of Writing Competency |  |
| Candidacy Admission |  | Praxis II |  |
| Portfolio |  | GPA for Certification |  |

**B.S.Ed. Mathematics**

**Sample Schedule**

**Fall 2021**

|  | Fall | Spring |
| --- | --- | --- |
| Yr 1 | FY Experience  WRT 120  Gen Ed Humanities LIT  MAT 161  CSC 141  17 credits | SED 100  EDP 280  WRT 200, 204, 205, 206, 208 or 220  MAT 162  MAT 200  16 credits |
| Yr 2 | EDF 300 “I”  EDA 103  MAT 261  MAT 311  PHY 170  17 credits | EDA 303  SED 200  SED 356  MAT 441  MAT 343  Gen Ed Behavioral/ Social Science  17 credits |
| Yr 3 | ERM 355 “E”  SED 300  SED 350 “W” (Required)  SED 357  MAT 411  15 credits | SED 354 “W” (Required)  LAN/ ENG 382 “J”  EDR 347  MAT 331  MAT 421  Gen Ed Behavioral/ Social Science  18 credits |
| Yr 4 | EDS 411 & 412 “S”  12 credits | MAT 401 “W”  MAT Applied Mathematics Elective  MAT Elective  Gen Ed Arts  Gen Ed Humanities  15 credits |

Advising Comments

| Gen Ed | Core Ed | Math Ed | Cognate | Math Core | Math Ed Core/Electives | Total |
| --- | --- | --- | --- | --- | --- | --- |
| 22 | 41 | 12 | 7 | 27 | 15 | 124 |

\*Noyce Scholar - B.A./BSED dual majors need up to 4 courses in Foreign Language (through 202 level), MAT 405 – Special Topics, & must choose their Mathematics elective to be in the Algebra category

Math Program Assessments

**Mathematics Pedagogy Knowledge Portfolio**

#### At the completion of a candidate’s student teaching internship, candidates are required to complete a Mathematics Pedagogy Knowledge Portfolio to demonstrate their mastery of the pedagogical knowledge required of the NCTM CAEP Standards. The Mathematics Pedagogy Knowledge Portfolio is an electronic portfolio available to candidates when they declare their major as a BSED in secondary mathematics. Candidates submit artifacts, which include graded coursework such as exams, homework, lesson plans, etc., provide evidence of their mastery of a particular competency. Two different faculty members, selected randomly from the educators in the department, grade the Mathematics Pedagogy Knowledge portfolio. Candidates must demonstrate proficiency in each required component of the competency within each standard. After an initial review, candidates are given an opportunity to address any areas of concern during their final semester after student teaching.

**Lesson plan portfolio**



#### The lesson plan portfolio is a culmination of several activities occurring during two semesters of coursework. Teacher candidates work on several different aspects of lesson plans during both pedagogy courses and submit four lesson plans to the portfolio at the completion of the both pedagogy courses. Each lesson plan is evaluated individually during the courses and evaluated as a collection in this portfolio.

**B.S.Ed. Biology (127 Credits)**

| Name: | ID# | | | Grad Date: | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Requirement for Candidacy (requirement suspended through July 2025) | | | | | | |  |
| Candidacy req: 48 credits, 3 comp, 3 lit, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis II – Biology Content Test (take before student teaching, pass for certification) | | | | | | |  |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)** | | | | | | | |
| First Year Experience | | 4 |  | |  |  |  |
| WRT 120 Effective Writing | | 3 |  | |  |  |  |
| WRT 200, or 204, 205, 206, 207, 208 Critical Writing | | 3 |  | |  |  |  |
| Math | | - | MAT 121 | |  |  |  |
| Diverse Communities (J) | | - | ENG 382 | |  |  |  |
| Interdisciplinary (I) | | - | EDF 300 | |  |  |  |
| Ethics Course (E) | | - | ERM 355 | |  |  |  |
| Science (6 credits from two areas: CHEM, BIO, ESS, PHY, CSC) | | - | ESS 101 | |  |  |  |
| - | CHE 103 | |  |  |  |
| Behavior & Social Science (6 credits from two areas: ANT, SOC, PSY, ECO, GEO PSC) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| Humanities (must take a LIT course) | | 3 | LIT 165 *(REQ for Candidacy)* | |  |  |  |
| 3 |  | |  |  |  |
| Art | | 3 |  | |  |  |  |
| Speaking Emphasis Courses (s) | |  | SED 200 | |  |  |  |
|  | SED 411 | |  |  |  |
|  | SED 412 | |  |  |  |
| Writing Emphasis Courses (w) | |  | LIT 165 | |  |  |  |
|  | SED 300 | |  |  |  |
|  | BIO 211 | |  |  |  |
| **CAPSTONE** | | - | SED 411/412 | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits)** | | | | | | | |
| EDF 300 Democracy in Education “I” | | 3 |  | |  |  |  |
| EDP 280 Dev. And Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 Foundations in Special Education | | 3 |  | |  |  |  |
| EDA 303 Special Education for Secondary Educators | | 2 |  | |  |  |  |
| EDR 347 Lit. Development and Students with Disabilities | | 3 |  | |  |  |  |
| LAN/ENG 382 ELL Strategies for Content Area Teachers | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for 7-12 Learning “E” | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Learning Environments & Field Experience in Secondary Schools. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Technology in Secondary Education “W” | | 3 |  | |  |  |  |
| **SCIENCE EDUCATION REQUIREMENTS (3 credits)** | | | | | | |  |
| SED 360 Science Education in the Secondary Schools | | 3 |  | |  |  |  |
| **BIOLOGY COURSES - CORE 33 CREDITS) \*** | | | | | | | |
| BIO 110 General Biology I | | 4 |  | |  |  |  |
| BIO 111 General Biology II | | 4 |  | |  |  |  |
| BIO 210 Genetics | | 3 |  | |  |  |  |
| BIO 210L Genetics | | 1 |  | |  |  |  |
| BIO 211 Cell Biology “W” | | 4 |  | |  |  |  |
| BIO 214 General Microbiology w/Lab | | 4 |  | |  |  |  |
| BIO 270 General Ecology w/ Lab | | 3 |  | |  |  |  |
| BIO 412 Organic Evolution | | 3 |  | |  |  |  |
| BIO Elective (300 level or above – except Bio 307 or 469) | | 3 |  | |  |  |  |
| **COGNATE REQUIREMENTS (25 CREDITS) \*** | | | | | | | |
| MAT 121 Statistics | | 3 |  | |  |  |  |
| Calculus (MAT 143 or 161) | | 3/4 |  | |  |  |  |
| CHE 103 General Chemistry I | | 3 |  | |  |  |  |
| CRL 103 Exp General Chemistry I | | 1 |  | |  |  |  |
| CHE 104 General Chemistry II | | 3 |  | |  |  |  |
| CRL 104 EXP Chemistry II | | 1 |  | |  |  |  |
| CHE 231 Organic Chemistry I | | 3 |  | |  |  |  |
| CRL 231 Exp. Organic Chemistry I | | 1 |  | |  |  |  |
| PHY 130 General Physics I or PHY 170 Physics I | | 4 |  | |  |  |  |
| ESS 101 Introduction to Geology | | 3 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 127 |  | | | | |

**\***must attain a C- or higher in all coursework

| **Semester** | **Suggested Courses** | **Credits** |
| --- | --- | --- |
| Year 1 | | |
| One  (15 cr.) | BIO 110 General Biology I  CHE 103 General Chemistry I  CHE 103L General Chemistry I Lab  MAT 121 Introduction to Statistics I  FYE 100X First Year Experience | 4  3  1  3  4 |
| Two  (17 cr.) | BIO 111 General Biology II  CHE 103 General Chemistry II  CHE 103L General Chemistry II Lab  SED 100 Introduction to Secondary Education  EDP 280 Educational Psychology  WRT 120 Effective Writing I | 4  3  1  3  3  3 |
| Year 2 | | |
| Three  (16 cr.) | BIO 214 General Microbiology w/ Lab  CHE 231 Organic Chemistry I  CHE 231L Organic Chemistry I Lab  EDA 103 Foundations of Special Education  WRT 2XX 200-level Writing Course | 4  4  2  3  3 |
| Four  (15 / 16 cr.) | BIO 210 Genetics  BIO 210L Genetics Lab  MAT 143 Brief Calculus OR MAT 145 Calculus for the Life Sciences OR MAT 161 Calculus I  SED 200 Field Experience for 7-12 Secondary Teachers  EDA 303 Special Education for Secondary Educators | 3  1  3 / 4  3  3  2 |
| Year 3 | | |
| Five  (17 cr.) | BIO 211 Cell Biology w/ Lab  PHY 130 General Physics I OR PHY 170 Physics I  SED 300 Principles of Teaching and Field Experience in Secondary Schools  LIT 165 Topics in Literature  Humanities Elective | 4  4  3  3  3 |
| Six  (18 cr.) | BIO 270 Ecology  BIO 412 Organic Evolution  EDF 300 Democracy & Education  ERM 355 Ethical and Effective Assessment for 7-12 Learning  Behavioral & Social Science Elective  2nd Behavioral & Social Science Elective | 3  3  3  3  3  3 |
| Year 4 | | |
| Seven  (18 cr.) | BIO XXX Biology Elective (300 level or above – except Bio 307 or 469)  ESS 101 Introduction to Geology  SED 360 Science Education in the Secondary Schools  LAN/ENG 382 ELL Strategies for Content Area Teachers  EDR 347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms  Arts Elective | 3  3  3  3  3  3 |
| Eight  (12 cr.) | EDS 411 Student Teaching Secondary – 1st half  EDS 412 Student Teaching Secondary – 2nd half | 6  6 |

**B.S.Ed. Chemistry**

| **Name:** | **Date Major Declared:** | | | **Planned Grad Date:** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Testing Requirement for Candidacy (Requirement suspended through July 2025) | | | | | | |  |
| Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis Chemistry Content Test (Must take prior to student teaching, and earn passing score for certification): | | | | | | | |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)** | | | | | | | |
| FIRST YEAR EXPERIENCE | | 4 |  | |  |  |  |
| WRT 120 | | 3 |  | |  |  |  |
| WRT 200, or 204, or 205, or 206, or 208, or 220 | | 3 |  | |  |  |  |
| MATH | | - | MAT 161 | |  |  |  |
| **DIVERSE COMMUNITIES “J”** | | - | ENG 382 | |  |  |  |
| **INTERDISCIPLINARY “I”** | | - | EDF 300 | |  |  |  |
| **SCIENCE** (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS) | | - | PHY 170 | |  |  |  |
| - | CSC 141 | |  |  |  |
| **BEHAVIOR & SOCIAL SCI.**  (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| **HUMANITIES** (A LIT COURSE is required for candidacy) | | 3 | LIT *(REQ for Candidacy)* | |  |  |  |
| 3 |  | |  |  |  |
| **ARTS** (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE) | | 3 |  | |  |  |  |
| **ETHICS “E” COURSE** | | - | ERM 355 | |  |  |  |
| **SPEAKING “S” COURSE** | | - | SED 200 | |  |  |  |
| - | SED 411 | |  |  |  |
| - | SED 412 | |  |  |  |
| **WRITING “W” COURSE** | | - | SED 350 | |  |  |  |
| - | SED 354 | |  |  |  |
| - | MAT 401 | |  |  |  |
| **CAPSTONE** | | - | SED 411/412 | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits) \*** | | | | | | | |
| EDF 300 Democracy and Education “I” | | 3 |  | |  |  |  |
| EDP 280 — Developmental and Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 — Foundations of Special Education | | 3 |  | |  |  |  |
| EDA 303 — Special Education for Secondary Educators | | 2 |  | |  |  |  |
| EDR 347 — Literacy Development & Sec Students w/Disabilities | | 3 |  | |  |  |  |
| LAN/ENG 382 — ELL Strategies for Content Area Teachers | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E” | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Secondary Field Experience. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Field Experience “W” | | 3 |  | |  |  |  |
| **CHEISTRY/SCIENCE EDUCATION REQUIREMENTS (12 credits) \*** | | | | | | | |
| SED 360 Science Education in the Secondary Schools | | 3 |  | |  |  |  |
| **CHEMISTRY COURSES - CORE (27 CREDITS) \*** | | | | | | | |
| CHE 103 General Chemistry I | |  |  | |  |  |  |
| CRL 103 General Chemistry LAB I | | 1 |  | |  |  |  |
| CHE 104 General Chemistry II | | 3 |  | |  |  |  |
| CRL 104 General Chemistry Lab II | | 1 |  | |  |  |  |
| CHE 231 Organic Chemistry | | 4 |  | |  |  |  |
| CRL 231 Organic Chemistry Lab | | 2 |  | |  |  |  |
| CHE 232 Organic Chemistry II | | 3 |  | |  |  |  |
| CRL 232 Organic Chemistry Lab II | | 2 |  | |  |  |  |
| CHE 321 Analytical Chemistry | | 3 |  | |  |  |  |
| CRL 321 Analytical Chemistry Lab | | 2 |  | |  |  |  |
| CHE 341 Physical Chemistry I | | 4 |  | |  |  |  |
| CRL 341 Physical Chemistry I Lab | | 2 |  | |  |  |  |
| CHE 409 Descriptive Inorganic Chemistry | | 3 |  | |  |  |  |
| CHE 418 Chemical Information | | 1 |  | |  |  |  |
| CHE 476 Bio Chemistry I | | 3 |  | |  |  |  |
| CHE 491 Chemistry Seminar | | 1 |  | |  |  |  |
| **REQUIRED SUPPORTING MATH AND SCIENCE COURSEWORK \*** | | | | | | | |
| MAT 161 Calculus I | | 4 |  | |  |  |  |
| MAT 162 Calculus II | | 4 |  | |  |  |  |
| BIO 110 General Biology I | | 4 |  | |  |  |  |
| PHY 170 Physics I | | 4 |  | |  |  |  |
| PHY 180 Physics II | | 4 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 127 |  | | | | |

\*must attain a C- or higher in all coursework

| Milestones in the Teacher Education Program | | | |
| --- | --- | --- | --- |
| Milestone | Completed | Milestone | Completed |
| Basic Skills Testing |  | Test of Writing Competency |  |
| Candidacy Admission |  | Praxis II |  |
| Portfolio |  | GPA for Certification |  |

| **Semester** | **Suggested Courses** | **Credits** |
| --- | --- | --- |
| **Year 1** | | |
| One (15 credits) | Che 103 General Chemistry I  CRL 103 General Chemistry I Lab  Mat 161 Calculus 1  WRT 120 Effective Writing  FYEX First Year Experience | 3  1  4  3  4 |
| Two (17 credits) | CHE 104 General Chemistry II  CRL 104 General Chemistry II Lab  MAT 162 Calculus II  SED 100 Introduction to Secondary Education  EDP 280 Dev Psych Perspective in Education  WRT 200 Research Writing | 3  1  4  3  3  3 |
| **Year 2** | | |
| Three (18 credits) | CHE 231 Organic Chemistry I  CRL 231 Organic Chemistry I Lab  CHE 321 Analytical Chemistry I  CRL 231 Analytical Chemistry I Lab  PHY 170 Physics I  EDA 103 Foundations in Special Education | 4  2  3  2  4  3 |
| Four (17 credits) | CHE 232 Organic Chemistry II  CRL 232 Organic Chemistry II Lab  PHY 180 Physics II SED 200 Field Experience for 7-12 Secondary Teachers  EDA 303 Special Education for Secondary Educators  LIT 165 Topics in Literature | 3  2  4  3  2  3 |
| **Year 3** | | |
| Five (17 credits) | CHE 341 Physical Chemistry I  CRL 341 Physical Chemistry I lab  CHE 418 Chemical Information  BIO 110 General Biology I  SED 300 Principles of Teaching and Field Experience in Secondary Schools  LNC 105/FLM 200 (Gen ed B&SS ) | 4  2  1  4  3  3 |
| Six (15 credits) | CHE 476 Biochemistry I  EDF 300 Democracy in Education  ERM 355 Ethical and Effective Assessment for 7-12 Learning  LAN/ENG 382 ELL Strategies for Content Area Teachers  Behavioral and Social Science Elective | 3  3  3  3  3 |
| **Year 4** | | |
| Seven (16 credits) | CHE 409 Descriptive Inorganic Chemistry  CHE 491 Seminar in Chemistry  SED 360 Science Education In the Secondary Schools  EDR 347 Literacy Dev. snd Sec Student with Disabilities in Inclusive Classrooms  Humanities Elective  Arts Elective | 3  1  3  3  3  3 |
| Eight (12 credits) | SED 411 Student Teaching Secondary 1st Half  SED 412 Student Teaching Secondary 2nd Half |  |

**B.S.Ed. Earth and Space Science (127 Credits)**

| Name | ID# | | | Grad Date: | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Requirement for Candidacy (requirement suspended through July 2025) | | | | | | |  |
| Candidacy req: 48 credits, 3 comp, 3 lit, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis II – Earth and Space Science Content Test (take before student teaching, pass for certification) | | | | | | |  |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)** | | | | | | | |
| First Year Experience | | 4 |  | |  |  |  |
| WRT 120 Effective Writing | | 3 |  | |  |  |  |
| WRT 200, or 204, 205, 206, 207, 208 Critical Writing | | 3 |  | |  |  |  |
| Math | | - | MAT 121 | |  |  |  |
| Diverse Communities (J) | | - | ENG 382 | |  |  |  |
| Interdisciplinary (I) | | - | EDF 300 | |  |  |  |
| Ethics Course (E) | | - | ERM 355 | |  |  |  |
| Science (6 credits from two areas: CHEM, BIO, ESS, PHY, CSC) | | - | BIO 110 | |  |  |  |
| - | CHE 103 | |  |  |  |
| Behavior & Social Science (6 credits from two areas: ANT, SOC, PSY, ECO, GEO PSC) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| Humanities (must take a LIT course) | | 3 | LIT *(REQ for Candidacy)* | |  |  |  |
| 3 |  | |  |  |  |
| Art | | 3 |  | |  |  |  |
| Speaking Emphasis Courses (s) | |  | SED 200 | |  |  |  |
|  | EDS 411 | |  |  |  |
|  | EDS 412 | |  |  |  |
| Writing Emphasis Courses (w) | |  | LIT 165 | |  |  |  |
|  | SED 300 | |  |  |  |
|  | ESS 201 | |  |  |  |
| Capstone | |  | SED 411 | |  |  |  |
|  | |  | SED 412 | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits)** | | | | | | | |
| EDF 300 Democracy and Education “I” | | 3 |  | |  |  |  |
| EDP 280 — Developmental and Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 — Foundations of Special Education | | 3 |  | |  |  |  |
| EDA 303 — Special Education for Secondary Educators | | 2 |  | |  |  |  |
| EDR 347 — Literacy Development & Sec Students w/Disabilities | | 3 |  | |  |  |  |
| LAN/ENG 382 — ELL Strategies for Content Area Teachers | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E” | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Learning Environments & Field Experience in Secondary Schools. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Technology in Secondary Education “W” | | 3 |  | |  |  |  |
| **SCIENCE EDUCATION REQUIREMENTS (3 credits)** | | | | | | | |
| SED 360 Science Education in the Secondary Schools | | 3 |  | |  |  |  |
| **EARTH & SPACE SCIENCE COURSES - CORE (40 CREDITS) \*** | | | | | | | |
| ESS 101 Introduction to Geology | | 3 |  | |  |  |  |
| ESS 201 Field Geology “W” | | 3 |  | |  |  |  |
| ESS 204 Historical Geology “W” | | 3 |  | |  |  |  |
| ESS 301 Environmental Geochemistry | | 3 |  | |  |  |  |
| ESS 302 Mineralogy | | 3 |  | |  |  |  |
| ESS 343 Geomorphology | | 3 |  | |  |  |  |
| ESS 405 Igneous and Metamorphic Petrology | | 3 |  | |  |  |  |
| ESS 439 Hydrogeology | | 3 |  | |  |  |  |
| ESS 450 Sedimentology and Stratigraphy | | 3 |  | |  |  |  |
| ESS/SCB/ENV 102 Humans and the Environment OR SCB 210 | | 3 |  | |  |  |  |
| ESS 311 Introduction to Astronomy | | 3 |  | |  |  |  |
| ESS 330 Introduction to Oceanography | | 3 |  | |  |  |  |
| ESS 347 Seminar | | 1 |  | |  |  |  |
| ESS 370 Introduction to Meteorology | | 3 |  | |  |  |  |
| **COGNATE REQUIREMENTS (18 CREDITS)** | | | | | | | |
| MAT 115 Algebra & trigonometry or  MAT 131 Pre-Calculus | | 3 |  | |  |  |  |
| MAT 121 Statistics I | | 3 |  | |  |  |  |
| BIO 110 General Biology I | | 4 |  | |  |  |  |
| CHE 103 General Chemistry I | | 3 |  | |  |  |  |
| CRL 103 EXP General Chemistry I | | 1 |  | |  |  |  |
| PHY 130 General Physics I or PHY 170 Physics I | | 4 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 127 |  | | | | |

\*must attain a C- or higher in all coursework

| **Semester** | **Suggested Courses** | **Credits** |
| --- | --- | --- |
| Year 1 | | |
| One  (16 cr.) | ESS 101 Introduction to Geology  MAT 115 Algebra, Functions, and Trigonometry OR  MAT 121 Introduction to Statistics I  WRT 120 Effective Writing I  Behavioral & Social Science Gen Ed  FYE 100X First Year Experience | 3  3  3  3  4 |
| Two  (15 cr.) | ESS 102 Humans and the Environment OR  SCB 102 The Origin of Life and the Universe  MAT 115 Algebra, Functions, and Trigonometry OR  MAT 121 Introduction to Statistics I  WRT 2XX 200-level Writing Course  SED 100 Exploration of Secondary Education  EDP 280 Educational Psychology | 3  3  3  3  3 |
| Year 2 | | |
| Three  (16 cr.) | ESS 201 Field Geology  ESS 204 Historical Geology  CHE 103 General Chemistry I  CRL 103 General Chemistry I Lab  EDA 103 Foundations of Special Education  EDF 300 Democracy & Education | 3  3  3  1  3  3 |
| Four  (18 cr.) | ESS 301 Environmental Geochemistry  ESS 311 Introduction to Astronomy  BIO 110 General Biology I  SED 200 Learning Environments & Field Experience in Secondary Schools. “S”  EDA 303 Special Education for Secondary Educators  Humanities Gen Education (LIT COURSE) | 3  3  4  3  2  3 |
| Year 3 | | |
| Five  (17 cr.) | ESS 302 Mineralogy  ESS 330 Introduction to Oceanography  ESS 347 Earth & Space Science Seminar  PHY 130 General Physics I  SED 300 Principles of Teaching and Technology in Secondary  Education “W”  Behavioral & Social Science Gen Ed 2 | 3  3  1  4  3  3 |
| Six  (15 cr.) | ESS 343 Geomorphology  ESS 405 Igneous and Metamorphic Petrology  ESS 439 Hydrogeology  LAN/ENG 382 ELL Strategies for Content Area Teachers  ERM 355 Ethical & Effective Assessment for K-12 Learning | 3  3  3  3  3 |
| Year 4 | | |
| Seven  (18 cr.) | ESS 370 Introduction to Meteorology  ESS 450 Sedimentation & Stratigraphy  SED 360 Science Education in the Secondary School  EDR 347 Literacy Development and Secondary Students with  Disabilities in Inclusive Classrooms  Arts Gen Ed.  Humanities Gen Education | 3  3  3  3  3  3 |
| Eight  (12 cr.) | EDS 411 Student Teaching Secondary – 1st half  EDS 412 Student Teaching Secondary – 2nd half | 6  6 |

**B.S.Ed. Physics (129 credits)**

| Name: | ID# | | | Grad Date: | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Requirement for Candidacy (Requirement suspended through July 2025) | | | | | | |  |
| Candidacy req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis II – Physics Content Test (take before student teaching, pass for certification) | | | | | | |  |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)** | | | | | | | |
| First Year Experience | | 4 |  | |  |  |  |
| WRT 120 Effective Writing | | 3 |  | |  |  |  |
| WRT 200, or 204, 205, 206, 207, 208 Critical Writing | | 3 |  | |  |  |  |
| Math | | - | MAT 161 | |  |  |  |
| Diverse Communities (I) | | - | ENG 382 | |  |  |  |
| Interdisciplinary (I) | | - | EDF 300 | |  |  |  |
| Ethics Course (E) | | - | ERM 355 | |  |  |  |
| Science (6 credits from two areas: CHEM, BIO, ESS, PHY, CSC) | | - | Bio Elec | |  |  |  |
| - | CHE 103 | |  |  |  |
| Behavior & Social Science (6 credits from two areas: ANT, SOC, PSY, ECO, GEO PSC) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| Humanities (must take a LIT course) | | 3 | LIT *(REQ for Candidacy)* | |  |  |  |
| 3 |  | |  |  |  |
| Art | | 3 |  | |  |  |  |
| Speaking Emphasis Courses (S) | |  | SED 200 | |  |  |  |
|  | SED 411 | |  |  |  |
|  | SED 412 | |  |  |  |
| Writing Emphasis Courses (W) | |  | SED 300 | |  |  |  |
|  | PHY 310 | |  |  |  |
|  | PHY 320 | |  |  |  |
| **CAPSTONE** | | - | SED 411/412 | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits)** | | | | | | | |
| EDF 300 Democracy in Education | | 3 |  | |  |  |  |
| EDP 280 Dev. And Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 Foundations in Special Education | | 3 |  | |  |  |  |
| EDA 303 Special Education for Secondary Educators | | 2 |  | |  |  |  |
| LAN/ENG 382 ELL Strategies for Content Area Teachers | | 3 |  | |  |  |  |
| EDR 347 Lit. Development and Students with Disabilities | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for 7-12 Learning | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Learning Environments & Field Experience in Secondary Schools. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Technology in Secondary Education “W” | | 3 |  | |  |  |  |
| **SCIENCE EDUCATION REQUIREMENTS (3 credits)** | | | | | | |  |
| SED 360 Science Education in the Secondary Schools | | 3 |  | |  |  |  |
| **PHYSICS COURSES - CORE (29 CREDITS) \*** | | | | | | | |
| PHY 170 Physics I | | 4 |  | |  |  |  |
| PHY 180 Physics II | | 3 |  | |  |  |  |
| PHY 275 Computational Physics | | 4 |  | |  |  |  |
| PHY 240 Introduction to Modern Physics | | 3 |  | |  |  |  |
| PHY 300 Mechanics | | 3 |  | |  |  |  |
| PHY 310 Intermediate Physics Lab I “W” | | 3 |  | |  |  |  |
| PHY 330 Electronics | | 3 |  | |  |  |  |
| PHY 410 Optics or PHY 430 electricity and Magnetism | | 3 |  | |  |  |  |
| PHY 455 Advanced Physics Lab: Experimental Methods & Scientific Communication | | 3 |  | |  |  |  |
| **COGNATE REQUIREMENTS (29 CREDITS) \*** | | | | | | | |
| MAT 161 Calculus I | | 4 |  | |  |  |  |
| MAT 162 Calculus II | | 4 |  | |  |  |  |
| MAT 261 Calculus III | | 4 |  | |  |  |  |
| MAT 315 Differential Equations and Linear Algebra | | 3 |  | |  |  |  |
| CHE 103 General Chemistry I | | 3 |  | |  |  |  |
| CRL 103 EXP General Chemistry | | 1 |  | |  |  |  |
| CHE 104 General Chemistry II | | 3 |  | |  |  |  |
| CRL 104 EXP General Chemistry II | | 1 |  | |  |  |  |
| PHY 105 Structure of the Universe or ESS 311 General Astronomy | | 3 |  | |  |  |  |
| Biology Elective | | 3 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 127 |  | | | | |

\*must attain a C- or higher in all coursework

| **Semester** | **Suggested Courses** | **Credits** |
| --- | --- | --- |
| Year 1 | | |
| One  (17 cr.) | PHY 105 Structure of the Universe  MAT 161 Calculus I  WRT 120 Effective Writing I  FYE 100X First Year Experience  Humanities General Education | 3  4  3  4  3 |
| Two  (17 cr.) | PHY 170 Physics I  MAT 162 Calculus II  SED 100 Exploration of Secondary Education  EDP 280 Educational Psychology  WRT 200 Critical Writing and Research | 4  4  3  3  3 |
| Year 2 | | |
| Three  (17 cr.) | PHY 180 Physics II  MAT 261 Calculus III  EDA 103 Foundations of Special Education  EDF 300 Democracy & Education  LIT 165 Topics in Literature | 4  4  3  3  3 |
| Four  (15 cr.) | PHY 275 Computational Physics  PHY 240 Introduction to Modern Physics  MAT 315 Differential Equations and Linear Algebra  SED 200 Learning Environments & Field Experience in  Secondary Schools. “S”  EDA 303 Special Education for Secondary Educators  Behavioral & Social Science Elective | 3  3  3  3  3  3 |
| Year 3 | | |
| Five  (16 cr.) | PHY 300 Mechanics  PHY 310 Intermediate Physics Lab I  CHE 103 General Chemistry I  CHE 103L General Chemistry I Lab  SED 300 Principles of Teaching and Technology in Secondary  Education “W”  EDR 347 Lit. Development & Sec. Students with Disabilities | 3  3  3  1  3  3 |
| Six  (16 cr.) | PHY 455 Advanced Physics Lab: Experimental Methods & Scientific Communication  PHY 330 Electronics  CHE 103 General Chemistry II  CHE 103L General Chemistry II Lab  LAN/ENG 382 ELL Strategies for Content Area Teachers  ERM 355 Ethical and Effective Assessment for 7-12 Learning | 3  3  3  1  3  3 |
| Year 4 | | |
| Seven  (16 cr.) | PHY 410 Optics  BIO 110 General Biology I  SED 360 Science Education in the Secondary Schools  Behavioral & Social Science Elective  Arts General Education Elective | 3  4  3  3  3 |
| Eight  (12 cr.) | EDS 411 Student Teaching Secondary – 1st half  EDS 412 Student Teaching Secondary – 2nd half | 6  6 |

**B.A. History with Elective Teacher Certification (141 CREDITS)**

| **Name:** | **Date Major Declared:** | | | **Planned Grad Date:** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025) | | | | | | |  |
| Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis 5081Social Studies Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification): | | | | | | | |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 34 credits)** | | | | | | | |
| FIRST YEAR EXPERIENCE | | 4 |  | |  |  |  |
| WRT 120 | | 3 |  | |  |  |  |
| WRT 200, or 204, or 205, or 206, or 208, or 220 | | 3 |  | |  |  |  |
| MATH | | 3 | MAT 103 or above | |  |  |  |
| **DIVERSE COMMUNITIES “J”** | | - | ENG 382 | |  |  |  |
| **INTERDISCIPLINARY “I”** | | - | EDF 300 | |  |  |  |
| **SCIENCE** (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| **BEHAVIOR & SOCIAL SCI.**  (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC) | | 3 | PSC 100 | |  |  |  |
| 3 | PSY 100 | |  |  |  |
| **HUMANITIES** (A LIT COURSE is required for candidacy) | | 3 | LIT or CLS *(REQ for Candidacy)* | |  |  |  |
| 3 | PHI 150, 206, 220 | |  |  |  |
| **ARTS** (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE) | | 3 |  | |  |  |  |
| **ETHICS “E” COURSE** | | - | ERM 355 | |  |  |  |
| **SPEAKING “S” COURSE** | | - | SED 200 | |  |  |  |
| - | SED 411 | |  |  |  |
| - | SED 412 | |  |  |  |
| **WRITING “W” COURSE** | | - | SED 331 | |  |  |  |
| - | HIS 300 | |  |  |  |
|  | HIS 400 | |  |  |  |
| **CAPSTONE** | | - | SED 411/412 | |  |  |  |
| **LANGUAGE & CULTURE REQUIREMENT (0-12 credits)** | | | | | | | |
| Language Choice 101, 102, 201, 202 *OR language 202* | | | | | | | |
| **Additional MAT required for certification (3 credits)** | | | | | | | |
| MAT | | 3 | MAT 104 | |  |  |  |
| **HISTORY CORE COURSES (18 CREDITS)** | | | | | | | |
| HIS 100/101/102 (one World Civilizations course) | | 3 |  | |  |  |  |
| HIS 150/151/152 (one US History course) | | 3 |  | |  |  |  |
| HIS 100-200 (two additional courses) | | 6 |  | |  |  |  |
| HIS 300 Varieties of History | | 3 |  | |  |  |  |
| HIS 400 Research Seminar | | 3 |  | |  |  |  |
| **HISTORY UPPER-LEVEL COURSES (21 CREDITS among World, US, and Europe areas)** | | | | | | | |
| HIS 3xx-4xx (Three courses in one area) | | 9 |  | |  |  |  |
| HIS 3xx-4xx (Two courses in another area) | | 6 |  | |  |  |  |
| HIS 3xx-4xx (Two courses in a third area) | | 6 |  | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits)** | | | | | | | |
| EDF 300 Democracy and Education “I” | | 3 |  | |  |  |  |
| EDP 280 — Developmental and Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 — Foundations of Special Education | | 3 |  | |  |  |  |
| EDA 303 — Special Education for Secondary Educators | | 2 |  | |  |  |  |
| EDR 347 — Literacy Development & Sec Students w/Disabilities | | 3 |  | |  |  |  |
| LAN/ENG 382 — ELL Strategies for Content Area Teachers “J” | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E” | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Secondary Field Experience. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Field Experience “W” | | 3 |  | |  |  |  |
| **SOCIAL STUDIES EDUCATION REQUIREMENTS (3 credits)** | | | | | | | |
| SED331 Teaching Secondary Social Studies Methods | | 3 |  | |  |  |  |
| **COGNATE REQUIREMENTS (9 CREDITS)** | | | | | | | |
| GEO 101 or 103 | | 3 |  | |  |  |  |
| ECO 111 or 112 | | 3 |  | |  |  |  |
| SOC 100 or ANT 102 (or above) | | 3 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 141 |  | | | | |

| Milestones in the Teacher Education Program | | | |
| --- | --- | --- | --- |
| Milestone | Completed | Milestone | Completed |
| Basic Skills Testing |  | Test of Writing Competency |  |
| Candidacy Admission |  | Praxis II |  |
| Portfolio |  | GPA for Certification |  |

**B.A. Political Science with Elective Teacher Certification (85 + 62 CREDITS)**

| **Name:** | **Date Major Declared:** | | | **Planned Grad Date:** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025) | | | | | | |  |
| Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis 5081Social Studies Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification): | | | | | | | |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (61 less 42 Attributed to Major Requirements = 28 credits)** | | | | | | | |
| FIRST YEAR EXPERIENCE | | 4 |  | |  |  |  |
| WRT 120 | | 3 |  | |  |  |  |
| WRT 200, or 204, or 205, or 206, or 208, or 220 | | 3 |  | |  |  |  |
| MATH | | 3 |  | |  |  |  |
| **DIVERSE COMMUNITIES “J”** | | - | ENG 382 | |  |  |  |
| **INTERDISCIPLINARY “I”** | | - | EDF 300 | |  |  |  |
| **SCIENCE** (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| **BEHAVIOR & SOCIAL SCI.**  (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC) | | - | PSY 100 | |  |  |  |
| - | SOC 100 | |  |  |  |
| **HUMANITIES** (A LIT COURSE is required for candidacy) | | 3 | LIT or CLS *(REQ for Candidacy)* | |  |  |  |
| 3 |  | |  |  |  |
| **ARTS** (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE) | | 3 |  | |  |  |  |
| **ETHICS “E” COURSE** | | - | ERM 355 | |  |  |  |
| **SPEAKING “S” COURSE** | | - | SED 200 | |  |  |  |
| - | SED 411 | |  |  |  |
| - | SED 412 | |  |  |  |
| **WRITING “W” COURSE** | | - | SED 331 | |  |  |  |
| - | CLS 165 | |  |  |  |
|  |  | |  |  |  |
| **CAPSTONE** | | - | SED 411/412 | |  |  |  |
| **LANGUAGE & CULTURE REQUIREMENT (12 credits)** | | | | | | | |
| Option 1: Language Choice 101, 102, 201, 202 *4 courses* | | | | | | | |
| Option 2: Language Choice 101, 102, and 3 Culture Cluster Courses (PSC340 recommended if taking Spanish) | | | | | | | |
| **FREE ELECTIVES (3 credits)** | | | | | | | |
| *Elective 1 - Mathematics Course (PDE Requirement)* | | 3 |  | |  |  |  |
| *Elective 2 -* HIS 102 History of Civilization II | | - |  | |  |  |  |
| *Elective 3 -* HIS 152 US History II | | - |  | |  |  |  |
| **POLITICAL SCIENCE COURSES - CORE (21 CREDITS)** | | | | | | | |
| PSC 100 American Government | | 3 |  | |  |  |  |
| PSC 200 Political Analysis | | 3 |  | |  |  |  |
| PSC 202 Public Administration | | 3 |  | |  |  |  |
| PSC 213 Intro to International Relations | | 3 |  | |  |  |  |
| PSC 230 Intro to Political Thought | | 3 |  | |  |  |  |
| PSC 240 Comparative Politics | | 3 |  | |  |  |  |
| PSC 401 Senior Project OR  PSC 357 if not taken in concentration | | 3 |  | |  |  |  |
| **POLITICAL SCIENCE COURSES – CONCENTRATION COURSES (21 CREDITS)** | | | | | | | |
| Two courses in the Institutional Area: PSC 324, 338, 350, 352, 355, 359, or 371 | | 6 |  | |  |  |  |
| Two courses in the Behavioral Area: PSC 301, 322, 323, 325, 329, or 353 | | 6 |  | |  |  |  |
| Two courses in Public Policy: PSC 304, 320, 351, 354, 356, 357, 358, or 370 | | 6 |  | |  |  |  |
| One additional PSC course at the 300 level or 3 credits of an approved PSC Internship (PSC 412). | | 3 |  | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits)** | | | | | | | |
| EDF 300 Democracy and Education “I” | | 3 |  | |  |  |  |
| EDP 280 — Developmental and Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 — Foundations of Special Education | | 3 |  | |  |  |  |
| EDA 303 — Special Education for Secondary Educators | | 2 |  | |  |  |  |
| EDR 347 — Literacy Development & Sec Students w/Disabilities | | 3 |  | |  |  |  |
| LAN/ENG 382 — ELL Strategies for Content Area Teachers “J” | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E” | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Secondary Field Experience. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Field Experience “W” | | 3 |  | |  |  |  |
| **SOCIAL STUDIES EDUCATION REQUIREMENTS (3 credits)** | | | | | | | |
| SED 331 Teaching Secondary Social Studies Methods “W” | | 3 |  | |  |  |  |
| **COGNATE REQUIREMENTS (18 CREDITS)** | | | | | | | |
| HIS 102 History of Civilization II | | 3 |  | |  |  |  |
| HIS 152 US History II | | 3 |  | |  |  |  |
| Two Additional Courses: ECO 111 or 112; GEO 101 or 103 | | 6 |  | |  |  |  |
| SOC 100 Introduction to Sociology | | 3 |  | |  |  |  |
| PSY 100 Introduction to Psychology | | 3 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 147 |  | | | | |

| Milestones in the Teacher Education Program | | | |
| --- | --- | --- | --- |
| Milestone | Completed | Milestone | Completed |
| Basic Skills Testing |  | Test of Writing Competency |  |
| Candidacy Admission |  | Praxis II |  |
| Portfolio |  | GPA for Certification |  |

**B.S. Geography with Elective Teacher Certification (132 CREDITS)**

| **Name:** | **Date Major Declared:** | | | **Planned Grad Date:** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025) | | | | | | |  |
| Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing | | | | | | |  |
| Praxis 5081Social Studies Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification): | | | | | | | |
|  | | **CREDITS** | **COURSE** | | **SEMESTER** | **GRADE** | **REP/W**\*\* |
| **GENERAL EDUCATION REQUIREMENTS (34 credits)** | | | | | | | |
| FIRST YEAR EXPERIENCE | | 4 |  | |  |  |  |
| WRT 120 | | 3 |  | |  |  |  |
| WRT 200, or 204, or 205, or 206, or 208, or 220 | | 3 |  | |  |  |  |
| MATH (103 or above) | | 3 |  | |  |  |  |
| **DIVERSE COMMUNITIES “J”** | | - | ENG 382 | |  |  |  |
| **INTERDISCIPLINARY “I”** | | - | EDF 300 | |  |  |  |
| **SCIENCE** (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS) | | 3 |  | |  |  |  |
| 3 |  | |  |  |  |
| **BEHAVIOR & SOCIAL SCI.**  (6 CREDITS FROM TWO AREAS: ANT SOC **PSY** ECO GEO **PSC**) | | 3 | PSY 100 | |  |  |  |
| 3 | PSC 100 | |  |  |  |
| **HUMANITIES** (A LIT COURSE is required for candidacy) | | 3 | CLS 165 | |  |  |  |
| 3 | HIS 150 | |  |  |  |
| **ARTS** (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE) | | 3 |  | |  |  |  |
| **ETHICS “E” COURSE** | | - | ERM 355 | |  |  |  |
| **SPEAKING “S” COURSE** | | - | SED 200 | |  |  |  |
| - | EDS 411 | |  |  |  |
| - | EDS 412 | |  |  |  |
| **WRITING “W” COURSE** | | - | SED 331 | |  |  |  |
| - | SED 300 | |  |  |  |
|  | CLS 165 | |  |  |  |
| **CAPSTONE** | | - | SED 411/412 | |  |  |  |
| **NO LANGUAGE & CULTURE REQUIREMENT** | | | | | | | |
| **FREE ELECTIVES (9 credits)** | | | | | | | |
| *Elective 1* | | 3 | MAT (103 or above) | |  |  |  |
| *Elective 2* | | 3 | HIS ??? | |  |  |  |
| *Elective 3 OPTIONAL???* | | 3 | HIS or GEO | |  |  |  |
| **GEOGRAPHY EDUCATION TRACK COURSES - CORE (33 CREDITS)** | | | | | | | |
| GEO 102 Physical Geography | | 3 |  | |  |  |  |
| GEO 225 Maps/Remote Sens | | 3 |  | |  |  |  |
| GEO 230 Envir Cons and Sustainability | | 3 |  | |  |  |  |
| GEO 310 Population Geography | | 3 |  | |  |  |  |
| GEO 324 Intro to GIS | | 3 |  | |  |  |  |
| GEO 326 Geographic Analysis | | 3 |  | |  |  |  |
| GEO 400 Senior Seminar | | 3 |  | |  |  |  |
| GEO 404 Senior Project | | 3 |  | |  |  |  |
| GEO 301 US/Canada | | 3 |  | |  |  |  |
| GEO 213, 215, 328, 424 (tech competency) | | 3 |  | |  |  |  |
| GEO 101, 103, 214, 230, 302, 303, 318, 332 | | 3 |  | |  |  |  |
| **EDUCATION CORE REQUIREMENTS (29 credits)** | | | | | | | |
| EDF 300 Democracy and Education “I” | | 3 |  | |  |  |  |
| EDP 280 — Developmental and Psychological Perspectives in Education | | 3 |  | |  |  |  |
| EDA 103 — Foundations of Special Education | | 3 |  | |  |  |  |
| EDA 303 — Special Education for Secondary Educators | | 2 |  | |  |  |  |
| EDR 347 — Literacy Development & Sec Students w/Disabilities | | 3 |  | |  |  |  |
| LAN/ENG 382 — ELL Strategies for Content Area Teachers “J” | | 3 |  | |  |  |  |
| ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E” | | 3 |  | |  |  |  |
| SED 100 An Exploration of Secondary Education | | 3 |  | |  |  |  |
| SED 200 Secondary Field Experience. “S” | | 3 |  | |  |  |  |
| SED 300 Principles of Teaching and Field Experience “W” | | 3 |  | |  |  |  |
| **SOCIAL STUDIES EDUCATION REQUIREMENTS (3 credits)** | | | | | | | |
| SED331 Teaching Secondary Social Studies Methods “W” | | 3 |  | |  |  |  |
| **COGNATE REQUIREMENTS (12 CREDITS)** | | | | | | | |
| Two additional courses from World History: HIS 100, 101, 102 | | 6 |  | |  |  |  |
| Two Additional Courses: ECO 111 or 112; SOC 100 or ANT 102 | | 6 |  | |  |  |  |
| **CAPSTONE EXPERIENCE (12 CREDITS)** | | | | | | | |
| \*SED 411 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| \*SED 412 — Student Teaching  Stage IV Fields: Clearances Needed | | 6 |  | |  |  |  |
| TOTAL | | 132 |  | | | | |

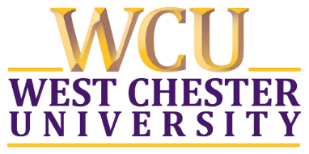
| Milestones in the Teacher Education Program | | | |
| --- | --- | --- | --- |
| Milestone | Completed | Milestone | Completed |
| Basic Skills Testing |  | Test of Writing Competency |  |
| Candidacy Admission |  | Praxis II |  |
| Portfolio |  | GPA for Certification |  |

**Health and Physical Education Advising Sheets**

**B.S. Health and Physical Education – Teacher Certification**

**Second Degree Bachelor Candidates in Health and PE**

**Adapted Physical Activity Minor**

**B.S. in Health & Physical Education – Teacher Certification** A picture containing logo

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**Course Record Sheet - effective Fall 2023 onward**

| Full Name: |  | |  | WCU ID#: |  |
| --- | --- | --- | --- | --- | --- |
|  |  | |  | |
| Semester/Year Entering: | |  | Advisor: |  |

*Students are bound by the major, minor, and related requirements in the catalog for the academic year for which they are accepted into the major or minor. You must earn 120 credits to be eligible for graduation.*

**GENERAL EDUCATION REQUIREMENTS** (must receive D- or above)

| **Category (# credit hours)** | **Title/Number Course Information** | | **Credit Hours** | **Grade or “T”** |
| --- | --- | --- | --- | --- |
| **FIRST YEAR EXPERIENCE (4)**  Required for less than 24 credits transferred | FYE 100D | | **4** |  |
| **ACADEMIC FOUNDATIONS** | | | | |
| 1. **English Composition (6 or 7)** | WRT 120 or 123 depending on placement test: | | **3 or 4** |  |
| WRT 200, 204, 205, 206, 208, or 220 | | **3** |  |
| 1. **Mathematics (6)**   Can do second MAT course pass/fail | MAT 103 or higher | | **3** |  |
| MAT 103 or higher | | **3** |  |
| 1. **Interdisciplinary “I” (3)** | EDF 300Democracy in Education | | **3** |  |
| 1. **Diverse Communities “J” (3)** | KIN 254 Disability Studies | | **3** |  |
| **E. Extra PDE & Teacher Education**  **Requirements** (\* clearances required) | EDP 250 Educational Psychology\* | | **3** |  |
| LAN/ENG 382 Teaching Eng, Lang. Learners\* | | **3** |  |
| 1. **ETHICS**   Recommended: PHI 180 (also 2nd humanities), PSY 100 or PSC 201 (also behavioral/social sci) |  | | **3** |  |
|  | | | | |
| **DISTRIBUTIVE REQUIREMENTS** | | | | |
| 1. **Science (6) See DPR for classes** | NTD 303 | | **3** |  |
|  | | **3** |  |
| 1. **Behavioral / Social Sciences (6)**   **See DPR for classes** | We recommend PSY 100 (also ethics) | | **3** |  |
| OR We recommend PSC 201 (also ethics) | | **3** |  |
| 1. **Humanities (6)**   **See DPR for classes** | LIT 165 OR CLS 165 (humanities, W, & PDE | | **3** |  |
| PHI 180 (also ethics) | | **3** |  |
| 1. **Arts (3) See DPR for classes** |  | | **3** |  |
| **ADDITIONAL BACCALAUREATE REQUIREMENTS** | | | | |
| **A. WRITING EMPHASIS COURSES “W”**  **(9 credits)** See catalog for approved courses.Students who transfer 70+ credits must complete one 300-400 level 3 credit “W” class, students with 40-70 transfer credits must complete 6 credits of “W” classes, students with fewer than 40 credits, must complete 9 credits of “W” classes. “W” courses may also be used to satisfy other gen ed or HPE requirements. HPE 304 and HPE 304 are “W” classes. | | HPE 304 (6 credits) | | |
| HPE 305 (3 credits) | | |
| **B. SPEAKING EMPHASIS COURSES “S”**  **(9 credits)** See catalog for approved courses.Students who transfer 70+ credits must complete one 300-400 level 3 credit “S” class, students with 40-70 transfer credits must complete 6 credits of “S” classes, students with fewer than 40 credits, must complete 9 credits of “W” classes. “S” courses may also be used to satisfy other gen ed or HPE requirements. HPE 489 and HPE 490 “W” classes. | | HPE 489 (6 credits) | | |
| HPE 490 (6 credits) | | |

**HEALTH & PHYSICAL EDUCATION TEACHER CERTIFICATION REQUIREMENTS**

| **Notes:** 1) [Teacher Candidacy](https://www.wcupa.edu/education-socialWork/teacherCandidacy.aspx) required by July 15th for HPE 403 (see link), 2) EDF 030U in DPR means you have achieved teacher candidacy, 3) must earn C or better (not C-) in all major-related classes, 4) \* denotes that[Field Clearances Are Required](https://www.wcupa.edu/education-socialWork/clearances.aspx) (Child Abuse, Police Check, FBI Fingerprinting, TB test (see link), 5) HPE 205 & HPE 206 must be taken together (co-requisites), 6) [W] means writing emphasis, 7) [S] means speaking emphasis  **Graduation Prerequisites:** Cumulative GPA of 3.0 or higher & completed Pre-Professional Experiences (PPE’s) |
| --- |

| **Course #** | **Course Title** | **Credit**  **Hours** | **Grade or “T”** |
| --- | --- | --- | --- |
| **HPE-TC Foundations (9 Credits)** | | | |
| HPE 108\* | Introduction to School Wellness Education | 6 |  |
| HPE 186 | Motor Development and Motor Learning | 3 |  |
| **Wellness Education Pedagogy (30 Credits)** | | | |
| HPE 205 | Curriculum & Instruction: Inclusion in Health & PE (Prereq: HPE 108, 186) | 3 |  |
| HPE 206\* | Adapted PE & Health for Students with Disabilities (Prereq: HPE 108, 186) | 3 |  |
| HPE 300 | Curriculum & Instruction: Elementary Physical Education (Prereq: HPE 108, 186) | 3 |  |
| HPE 304 | Secondary School Wellness Education [W] (Prereq: HPE 108, 186) | 6 |  |
| HPE 305 | Pedagogy & Critical Issues in Urban School Wellness Ed.[W] (Prereq: HPE 108, 186) | 3 |  |
| HPE 347 | Software Applications and Assessment in Health and Physical Education | 3 |  |
| HPE 403\* | School Wellness Education Practicum (Prereq: HPE 205/206, HPE 300, HPE 304, Teacher Candidacy) | 6 |  |
| **Wellness and Applied Science Content Knowledge (12 Credits)** | | | |
| EXS 241 | Body Systems and Applied Anatomy I | 3 |  |
| EXS 361 | Body Systems and Applied Anatomy II (Recommend taking EXS 241 first) | 3 |  |
| HEA 304 | Family Life and Sex Education | 3 |  |
| HEA 316 | ATOD Prevention Education (Prereq: HPE 108) | 3 |  |
| NTD 303 | Introductory Principles of Human Nutrition | 3 |  |
| **Activity Module (14 Credits)** | | | |
| HPE 102 | Adventure and Contemporary Activities | 2 |  |
| HPE 104 | Fitness and Wellness I | 2 |  |
| HPE 105 | Fitness and Wellness II (Prereq: HPE 104) | 2 |  |
| HPE 140, 275 **or** 331 | Choose one of the following: HPE 140 – Aquatic Fundamentals and Emergency Water Safety, HPE 275 – Lifeguarding or HPE 331 – Water Safety Instruction | 2 |  |
| HPE 201 | Developmental Dance and Gymnastics | 2 |  |
| HPE 202 | Invasion Games | 2 |  |
| HPE 203 | Net and Wall Games | 2 |  |
| **OPTIONAL Adapted Physical Activity Minor (9 Credits)** | | | |
| KIN 253 | Adapted Sport, Aquatics, and Fitness | 3 | ~ |
| KIN 360 | Pathology for Adapted Physical Activity | 3 | ~ |
| KIN 362 | Assessment and Programming for Adapted Physical Activity | 3 | ~ |
| **Student Teaching (12 Credits)** | | | |
| HPE 489\* | Student Teaching – Elementary [S] (Prereq: all major-related coursework completed; teacher candidacy, Praxis II trial, 2.8 GPA) | 6 |  |
| HPE 490\* | Student Teaching – Secondary [S] (Prereq: all major-related coursework completed; teacher candidacy, Praxis II trial, 2.8 GPA) | 6 |  |

**Course Record Sheet**

**Second Bachelor’s Degree Candidates in Health and PE**

**Only for Students with Earned Bachelor’s Degree (Revised 5/2021)**

| Full Name: |  |  | WCU ID#: |  | Date Enrolled: |  |
| --- | --- | --- | --- | --- | --- | --- |

| **Course #** | **Course Title** | **Credit**  **Hours** | **Grade or (T)** |
| --- | --- | --- | --- |
| **Foundations (9 credits)** | | | |
| HPE 108\* | Introduction to School Wellness Education | 6 |  |
| HPE 186 | Motor Development & Motor Learning | 3 |  |
| **Wellness Education Pedagogy (30 credits)** | | | |
| HPE 205\* | Curriculum & Instruction: Students with Disabilities (Prereq: HPE 108, 186) | 3 |  |
| HPE 206\* | Adapted PE and Health for Students with Disabilities (Prereq: HPE 108, 186) | 3 |  |
| KIN 254 | Disability Studies | 3 |  |
| HPE 300\* | Curriculum & Instruction: Elementary PE (Prereq: HPE 108, 186) | 3 |  |
| HPE 304\* | Secondary School Wellness Education [W](Prereq: HPE 108, 186) | 6 |  |
| HPE 305\* | Pedagogy and Critical Issues in Urban School Wellness Education[W]  (Prereq: HPE 108, 186) | 3 |  |
| HPE 347 | Assessment & Technology in Health & Physical Education | 3 |  |
| HPE 403\* | School Wellness Ed Practicum (Prereq: HPE 300, HPE 304, [Teacher Candidacy](https://www.wcupa.edu/education-socialWork/teacherCandidacy.aspx)) | 6 |  |
| **Wellness and Applied Science Content Knowledge (15 credits)** | | | |
| EXS 241 | Body Systems and Applied Anatomy I | 3 |  |
| EXS 361 | Body Systems and Applied Anatomy II (Recommend taking EXS 241 first) | 3 |  |
| HEA 304 | Family Life and Sex Education | 3 |  |
| HEA 316 | ATOD Prevention Education (Prereq: HPE 108) | 3 |  |
| NTD 300 | Nutrition Pedagogy | 3 |  |
| **Activity Module (14 credits)** | | | |
| HPE 102 | Contemporary Activities | 2 |  |
| HPE 104 | Fitness & Wellness I | 2 |  |
| HPE 105 | Fitness & Wellness II (Prereq; HPE 104) | 2 |  |
| HPE 140, 275 **or** 331 | Choose one of the following: HPE 140 – Aquatic Fundamentals and Emergency Water Safety, HPE 275 – Lifeguarding or HPE 331 – Water Safety Instruction | 2 |  |
| HPE 201 | Developmental Dance & Gymnastics | 2 |  |
| HPE 202 | Invasion Games | 2 |  |
| HPE 203 | Net/Wall Games | 2 |  |
| **Education Requirements (9 credits)** | | | |
| EDF 300 | Democracy in Education | 3 |  |
| EDP 250 | Educational Psychology | 3 |  |
| ENG/LAN 382 | Teaching English Language Learners PK-12 | 3 |  |
| **Capstone Courses (12 credits)** | | | |
| HPE 489\* | Student Teaching – Elementary [S] (Prereq: all major-related coursework completed; teacher candidacy, Praxis II trial, 2.8 GPA) | 6 |  |
| HPE 490\* | Student Teaching – Secondary [S] (Prereq: all major-related coursework completed; teacher candidacy, Praxis II trial, 2.8 GPA) | 6 |  |
| **Notes:** 1) [**Teacher Candidacy**](https://www.wcupa.edu/education-socialWork/teacherCandidacy.aspx) required by July 15th for HPE 403 (see link), 2) EDF 030U in DPR means you have achieved teacher candidacy, 3) must earn C or better (not C-) in all major-related classes, 4) \* denotes that[**Field Clearances Are Required**](https://www.wcupa.edu/education-socialWork/clearances.aspx) (Child Abuse, Police Check, FBI Fingerprinting, TB test (see link), 5) HPE 205 & HPE 206 must be taken together (co-requisites), 6) [W] means writing emphasis, 7) [S] means speaking emphasis  **Graduation Prerequisites:** Cumulative GPA of 3.0 or higher & completed Pre-Professional Experiences (PPE’s) | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Signature of Teacher Candidate |  | Date |  | Signature of HPE Program Coordinator |  | Date |

Adapted Physical Actvity MINOR: ADVISING SHEET

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name |  | Student ID# |  | Date Entered Program |

**Requirements (18 credits)**

| ***Course Number*** | ***Course Name*** | ***Credits*** | ***Grade*** |
| --- | --- | --- | --- |
| KIN 253 | Adapted Sport, Aquatics, and Fitness | 3 |  |
| KIN 254\* | Introduction to Disability Studies (J) | 3 |  |
| HPE 205\* | Inclusion in Health and Physical Education | 3 |  |
| HPE 206\* | Adapted Physical Education | 3 |  |
| KIN 360 | Pathology for Adapted Physical Activity | 3 |  |
| KIN 362 | Assessment and Programming for Adapted Physical Activity | 3 |  |

**\*These cl\*These classes are required for the Health and Physical Education Major**

**asses are required for the Health and Physical Education Major**

**Optional (1-3 credits)**

| *Course Number* | *Course Name* | *Credits* | *Grade* |
| --- | --- | --- | --- |
| KIN 400 | Internship in Adapted Physical Activity | 3 can be repeated |  |

OTHER MINORS

**Minor In Coaching**

The coaching minor is under revision. Please see Dr. Craig Stevens, chair of department of kinesiology

* [Undergraduate catalog link](https://catalog.wcupa.edu/undergraduate/health-sciences/kinesiology/coaching-minor/)

#### **Minor in Dance (21 credit hours)**

The Department of Theatre and Dance offers a minor in Dance. This minor could be beneficial to those Exercise Science students interested in pursuing a career in dance, exercise science, or therapy. There are specific participation requirements. The student should check with the Dance minor coordinator for specifics. Course requirements include: DAN 344, two of three core/performance electives (DAN 315, DAN 441, or DAN 442); four technique courses (DAN 210, DAN 232, DAN 233, DAN 234, DAN 235, DAN 332, DAN 333, DAN 334, DAN 335); and both DAN

346 & DAN 446

* [Undergraduate catalog link](https://catalog.wcupa.edu/undergraduate/arts-humanities/theatre-dance/dance-minor/)

#### **Minor in Health Science (18 credit hours)**

The Department of Health offers a minor in Health Sciences. This minor could be beneficial to those Exercise Science students interested in pursuing a career in fitness, exercise science, therapeutic or medical careers. Course requirements include: HEA 100 plus 15 credit hours of coursework selected under advisement. Nine credits must be at the 300 or higher level.

* [Undergraduate catalog link](https://catalog.wcupa.edu/undergraduate/health-sciences/health/minor-health-sciences/)

#### **Minor in Nutrition and Dietetics (18 credit hours)**

The Department of Nutrition offers a minor in Nutrition. This minor could be beneficial to those Exercise Science students interested in pursuing a career in fitness, coaching, exercise science, therapeutic or medical careers. There are two (2) courses required. They are NTD 303 and 309. Twelve more credits tailored to the student’s needs must be taken. Strongly recommended courses include NTD 200, NTD 300, NTD 301, NTD 302, NTD 420, NTD 422 and 435. Note that NTD 303 is part of the Exercise Science curriculum.

* [Undergraduate catalog link](https://catalog.wcupa.edu/undergraduate/health-sciences/nutrition/nutrition-minor/)

**Transfer Credit**

**Bucks County Community College – Approved Courses which Transfer:**

HPE 203 – KIN 188

HPE 104 – KIN 170

For other coursework (both general education and certification requirements) please refer to the registrar’s transfer equivalency page. <https://www.wcupa.edu/registrar/transferCredit.aspx>

**PPE Hours   - 2023/2024**

\*\*HPE Classes will NOT be held during the SHAPE PA Conference in order to support attendance.

**PRE-PROFESSIONAL EXPERIENCE (PPE) GUIDELINES**

**Health and Physical Education-Teacher Certification (HPE-TC)**

Summary and Purpose: Teacher candidates must accrue 10 hours of professional development.

* **Professional Development – 10 hours** must be spent in professional development sponsored by the organizations listed below.

**5 hours minimum face-to-face (can do ALL hours face-to-face)**

-SHAPE America National Convention

-State conventions – SHAPE PA, NJAHPERD, SHAPE DE, NYAHPERD

-Local SHAPE PA Workshops

**5 hours maximum flex**

-Local school district professional development days

-Approved HPE Club and APA Club events

* *A list of approved PPE hours will be distributed at the beginning of each semester*
* *Students may obtain PPE hours 3.5 years prior to due date within HPE 403*

**Submitting Documentation to your Professor**

1. Submit completed PPE form
2. **Include the registration receipt and name badge for each conference attended**
3. Falsification of information is grounds for dismissal from the program and/or other penalties as determined by the HPE Coordinator.

**Expectations at conferences**

1. Wear professional WCU attire each day (black collared shirt)
2. Attend the session in a respectful and engaging manner
3. Obtain signatures AFTER the session

**Professional Development (PD) Log Sheet**

**WCU Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Number of Hours (add 3rd column): \_\_\_\_\_\_\_**

Directions: Include the title of the workshop, session, or PD experience in the first column.  The experience must be pre-approved to count as PPE hours.  In the narrative column, identify the content of the experience and/or what you learned ***(minimum of 150 words per session)***.  The form must be signed by the presenter, a HPE club officer, or a HPE faculty member.  Use multiple forms to document all experiences attended if needed.  The number of hours accrued per event may be lower than the length of the experience if it is lengthy.

| **Title of PD (include conference name if applicable)** | **Date**  **(x/x/20xx)** | **Number of Hours\*** | **Narrative** | ***Signature of Presenter, HPE Club Officer or HPE Faculty*** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\* List number of hours by whole number and quarter hours (i.e. 1.25, 2.5, 3.75, 5.0 etc.)

**Submit for EACH conference attended:**

-Convention registration receipt(s)

-Convention name tag(s)

| **Title of PD (include conference name if applicable)** | **Date**  **(x/x/20xx)** | **Number of Hours\*** | **Title & Narrative** | ***Signature of Presenter, HPE Club Officer or HPE Faculty*** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\* List number of hours by whole number and quarter hours (i.e. 1.25, 2.5, 3.75, 5.0 etc.)

**Submit for EACH conference attended:**

-Convention registration receipt(s)

-Convention name tag(s)

HEALTH & PHYSICAL EDUCATION ATTIRE

**Physical Education**

**Activity Classes:** HPE Majors **are required** to wear a WCU HPE T-shirt in all activity classes (HPE 102, 104, 105, 201, 202, 203). White (pictured at right), gray, black, purple, and gold colored shirts are acceptable. A picture containing wall, clothing, indoor, shirt

Description automatically generated

**K-12 Teaching Experiences:** Majors **are required** to wear a university-logo polo shirt in off-campus and on-campus teaching experiences with K-12 students. The black polo pictured at right is recommended (NOT required) because it says Health and Physical Education. In colder weather wear a long sleeve T-shirt UNDER your WCU polo or purchase a WCU quarter-zip. Khaki-style shorts of an appropriate length and color or professional-looking athletic pants (not too tight) must be worn. Leggings, tights, spandex pants, tight shorts and short shorts (above mid-thigh) are not permissible. Leggings, tights and spandex are allowed under appropriate length shorts. **All tattoos** except for hand or neck tattoos must be covered. Limit earrings to three per ear. See two pages below for inappropriate clothing.

**Appropriate Clothing for Physical Education K-12 Teaching Experiences**

| Image result for khaki shorts different colorsA picture containing clothing, person, person, female  Description automatically generated  “Khaki” style shorts for men and women (must be mid-thigh or longer) | See the source image A picture containing clothing, trouser, person  Description automatically generated  Exercise pants/joggers – may not be tight | Polo shirt – must have WCU logo or Ram |
| --- | --- | --- |
| A picture containing clothing, person, person, trouser  Description automatically generatedA picture containing clothing, person, standing, trouser  Description automatically generated  “Khaki” style pants: must not be tight | Image For Badger Mesh ¼ Zip  Quarter Zip – must have WCU logo or Ram | Image result for nike sneaker  Footwear – professional looking **athletic** sneakers that **lace up.** |

**Ordering Information** – purchase from the HPE Club (preferred), the bookstore in Sykes or the Bookstore online.

[Men’s HPE T-shirt](https://wcupa-my.sharepoint.com/personal/mcummiskey_wcupa_edu/Documents/WCU-PE/miscWCU/Coordinator/Shared%20HPE%20docs2/%EF%82%A7%09https:/www.wcucampusstore.com/MerchDetail?MerchID=1684265&CategoryName=Athletics&CatID=25518&Name=Athletics#.YSPjvY5KhnI) (Item: W001976) – different color options are available

[Men’s HPE Polo](https://wcupa-my.sharepoint.com/personal/mcummiskey_wcupa_edu/Documents/WCU-PE/miscWCU/Coordinator/Shared%20HPE%20docs2/%EF%82%A7%09https:/www.wcucampusstore.com/MerchDetail?MerchID=1684266&CategoryName=Athletics&CatID=25518&Name=Athletics#.YSPju45KhnI) (Item: W001977)

[Women’s HPE T-Shirt](https://wcupa-my.sharepoint.com/personal/mcummiskey_wcupa_edu/Documents/WCU-PE/miscWCU/Coordinator/Shared%20HPE%20docs2/%EF%82%A7%09https:/www.wcucampusstore.com/MerchDetail?MerchID=1684263&CategoryName=Athletics&CatID=25518&Name=Athletics#.YSPkfI5KhnI) (Item: W001974) – different color options are available

[Women’s Black HPE Polo](https://wcupa-my.sharepoint.com/personal/mcummiskey_wcupa_edu/Documents/WCU-PE/miscWCU/Coordinator/Shared%20HPE%20docs2/%EF%82%A7%09https:/www.wcucampusstore.com/MerchDetail?MerchID=1684264&CategoryName=Athletics&CatID=25518&Name=Athletics#.YSPkdY5KhnI) (Item: W001975)

[Quarter zips and other polos](https://www.wcucampusstore.com/SiteText?id=63703)

**Health Education**

**K-12 Teacher Experiences**: When teaching K-12 students, clothing options include dress pants, a polo, button-down shirt, blouse, dress, skirt, and dress shoes. They do NOT need to have the WCU logo. See below for appropriate health education clothing.

**Mixed Schedules** – (teaching both health and physical education in the same day)

You may wear appropriate physical education clothing into the health classroom.

**Appropriate Clothing for Health Education ONLY K-12 Teaching Experiences (no PE)**

| **A picture containing person, suit, clothing, trouser  Description automatically generatedA picture containing clothing, person, trouser, suit  Description automatically generated**  Dress Panst (may not be tight) | See the source image  Button down (men and women) | Image result for dress shirt blouse  Blouse |
| --- | --- | --- |
| A picture containing clothing, person, person, dress  Description automatically generated  Skirt with blouse | A close-up of a blue shoe  Description automatically generated with low confidence  See the source image  Dress shoes (not sneakers) | Other acceptable items: blazer, full-length dress, polo shirt |

**Inappropriate Clothing for Any Type of K-12 Teaching Experience (continued on page 3)**

| A person wearing a blue skirt  Description automatically generated with low confidence  Mesh/dry fit shorts of any kind, color or length | Image result for baggy sweatpants  Baggy sweatpants | Image result for dry fit nike t-shirt women  T-shirts of any kind including dry-fit or cotton ones |
| --- | --- | --- |
| Image result for nike leggings  Leggings/spandex/tights or any kind or tight/form fitting clothing | See the source image  Running shorts or short shorts (above mid-thigh) | A picture containing hat, headdress, green  Description automatically generated  Baseball caps – **not acceptable in any major-related classes** |
| **Inappropriate footwear:** slips ons, flip flops, sandals, dirty/stained sneakers, “fashion” or casual sneakers that are not appropriate for physical activity.  **Grooming:** Perfume, cologne and aftershave must be unobtrusive. Tattoos must be covered. Men must be clean shaven. Beards are acceptable so longs as they are neat and close-trimmed; “bushy” beards are not permitted. Hair should not be greasy or wet. Visible piercing are permitted only in the ears. | | |