



# Programs of Study

## School of Education, Health and Human Performance

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### FACULTY

BAKER, WARREN (1992)  
Assistant Professor of Education

BERRYHILL, PHILIP (1990)  
Professor of Education  
Graduate Faculty

CRISLIP-TACY, CAROLYN S. (1984)  
Dean of the School of Education  
Professor of Physical Education

HUMBERT, ROXANN (2001)  
Associate Professor of Education  
Graduate Faculty

JONES, GWENDOLYN R. (2003)  
Professor of Education  
Graduate Faculty

KIEFER, KRISTI A. (1994)  
Assistant Professor of Physical Education

KIGER, JAN H. (2013)  
Instructor of Recreation

LAVORATA, CHRISTINA M. (1999)  
Provost and VP, Academic Affairs  
Associate Professor of Education

LEARY, JANIE M. (2013)  
Assistant Professor of Community Health

MCCLURE, NANCY C. (1998)  
Director, Gaston Caperton Center  
Professor of Education  
Graduate Faculty

METCALF, AMANDA (2013)  
Associate Professor of Physical Education

MICHAEL, BEVERLY (2004)  
Associate Professor of School Health

MOROOSE, DONALD A. (1969)  
Professor/Senior Level: Education  
Graduate Faculty

MORPHEW, VALERIE (2000)  
Professor of Education  
Graduate Faculty

OWENS, BARBARA (2005)  
Director, FSU PDS Partnership and Clinical Experiences

PITTMAN, PAMELA (2015)  
Temporary Assistant Professor of Reading Education

RENEAU, JULIE (2009)  
Associate Professor of Special Education  
Graduate Faculty

RENEAU, PAUL D. (2002)  
Associate Dean, Health & Human Performance  
Professor of Exercise Science  
Graduate Faculty

ROSS, SUSAN M. (2014)  
Assistant Professor of Physical Education

RYAN, MICHAEL (2009)  
Associate Professor of Exercise Science  
Graduate Faculty

SAPP, G. H. BUDD (1997)  
Professor of Education  
Graduate Faculty

SIDWELL, AMY M. (2011)  
Assistant Professor of Health and Physical Education  
Graduate Faculty

SMITH, CRYSTAL (2014)  
Assistant Professor of Special Education  
Graduate Faculty

SMITH, SHARON (2005)  
Professor of Education  
Graduate Faculty

TANNOUS, CAROL A. (2006)  
Director of Destination Education

## INTRODUCTION

The University believes that adequate preparation for teaching requires a rich and comprehensive experience in general education and a concentration in at least one academic specialization.

The School of Education (SoE) mission is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. This mission is integrated across the curriculum, field experiences, clinical practice, and assessments of candidates. The conceptual framework (CF) provides the structure and guiding principles that are necessary to accomplish this mission. The five West Virginia Professional Teaching Standards (WVPTS) and their respective functions undergird the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. Diversity and technology are included in the CF representing themes that are integrated throughout the unit's programs. Demonstrated competencies in the standards/functions empower candidates to function as reflective and responsive educators. The CF is based on research about effective teaching and learning best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The

CF and the WVPTS also are central guiding elements of the FSU Professional Development School (PDS) Partnership that provides a critical structure and context for teacher education and educator professional development.

## DESTINATION EDUCATION PROGRAM

This unique program provides academic and social/emotional support services for first and second year students in the School of Education and Health & Human Performance. This program includes a discipline-specific summer orientation, welcome week group meetings, town meetings, social activities, and creating connections with current students, faculty, and staff. Students are encouraged to participate in this program and other activities that promote their success in college.

## BACHELOR OF ARTS IN EDUCATION

The General Studies requirement for FSU teacher education students differs for elementary and middle/adolescent education programs; however, each consists of a minimum of 30 credit hours distributed over humanities, mathematics, natural sciences and physical education and health. The General Studies requirements for elementary education also fulfill selected requirements for the Elementary/K-6 specializations and are included with the Elementary and the Early/Middle Specialization in determining the 2.75 grade point requirement for eligibility for the Clinical (Student Teaching) component of the program.

To meet the requirements for the Bachelor of Arts in Education, the candidate must:

- 1) earn a minimum of 120 hours' credit in approved subjects, with a quality point average of 2.75 or better for all courses attempted;
- 2) attain a 2.75 average in each teaching specialization and professional education;
- 3) meet the general and specific requirements set up for the curriculum and teaching specialization(s) elected;
- 4) achieve acceptable scores on the CORE;
- 5) achieve a minimum grade of "C" or better in all EDUC classes.

## PRE-ADMISSION REQUIREMENTS TO TEACHER EDUCATION

Any student may enroll in EDUC 2200, Introduction to Education, or EDUC 2201, Instructional Technology. While enrolled in EDUC 2200, teacher candidates will complete a "Declaration of Intent" to the Dean of Teacher Education as the initial step in the application process.

In order to be admitted to teacher education a candidate must have:

- Earned passing scores on all three sections of the CORE Academic Skills for Educators Test

- 2.75 overall GPA
- 2.75 education GPA
- 2.75 GPA in each teaching specialization
- Submitted a Declaration of Intent
- Completion of all Early Field Experiences

Students are expected to apply for admission to teacher education via TaskStream once all requirements are met. Students will be notified in writing of the decision to admit or not admit. The SOE Teacher Education Selection Committee reviews all applications. Applications must be submitted by either March 1 or October 1.

### Pre-Admission Field Experience 1

The Teacher Education Program at Fairmont State University includes an Early Field Experience (EFE) Field Experience 1 designed to help introduce prospective teacher certification candidates to the teaching profession, work of educators in the school and community settings and program of study. The Early Field Experience is also designed to create a community of pre-education majors by providing increased support, communication, and contact with pre-majors prior to actual admission to Teacher Education.

Focus on Diversity: As much as settings, agencies and contexts for the Early Field Experiences allow, candidates should seek out locations that support interactions, relationship-building and activities with communities who represent diversity. Diversity may represent a broad range of identities, experiences, and lives that include race and ethnicity, class, gender, and special learning needs. At Fairmont State University the School of Education, Health and Human Performance uses CREDE (Center for Research on Education, Diversity, and Excellence) standards to frame how we think about diversity and what it means to be an educator who believes that engagement with and learning for diverse communities is central to being an educator. We believe that experiences such as these for the pre-service teachers are essential to the process of deciding to major in education and becoming a member of the profession. The CREDE standards can be located at <http://crede.berkley.edu>.

Potential program candidates will complete two field experiences between the prior to admission to Teacher Education. Both field experiences must be pre-approved by the teacher education program and include:

- One field experience (EFE – Community) where the student self-selects a site for the experience. (This experience could be paid or volunteer and be completed at home, in high school, in community agencies, over breaks or summer.) EFE Community must be a minimum of 30 clock hours scheduled over at least 5 separate visits to the site. • A second field experience where students are placed in a Professional Development School (PDS) site. PDS sites are schools that formally partner with Fairmont State University. (A list of these schools is available on the website for the School of Education, Health and Human Performance.) The PDS-based experiences must total a minimum of 20 clock hours scheduled over at least 5 days.
- Students will be asked to complete an evaluation of their experience in each setting. The experience

completion schedule includes:

- Any early field experience initiated in the fall semester must be completed, and all documentation submitted in TaskStream by the last day of final exams of that semester.
- Any early field experience initiated in the spring semester must be completed, and all documentation submitted in TaskStream by the last day of final exams of that semester.
- Any early field experience initiated in the summer (after the last scheduled exam of the spring semester) must be completed and all documentation submitted by Friday of the first week of class of the subsequent fall semester.

Transfer students must complete this sequence; any substitute experiences completed at another institution must meet the same outcomes as outlined above, and must be approved as having met Fairmont State University program requirements prior to application for admission to Teacher Education.

*Note: During the file review period, a request for information on candidates will be sent to all School of Education, Health & Human Performance faculty, staff and administrators. Feedback on a candidate's "dispositions" is a significant part of this process. According to the Council for Accreditation of Educator Preparation (CAEP) a disposition is defined as those "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities." Candidates should be aware of how personal and professional behaviors may reflect on their pursuit of a career in Teacher Education.*

### Policy On Criminal Background Checks and TB Testing

Fairmont State University does not require a criminal background check or TB test for entrance into the teacher education major. However, the State of West Virginia does have policies related to who may enter public schools and work directly with children. Students will be required to provide documentation of these two procedures prior to entering any public school facility for the purpose of field experiences and student teaching. It is important that pre-majors plan on completing the criminal background check and TB test prior to the start of Early Field Experience PDS. More information about these requirements can be found on the Fairmont State School of Education web site.

## TEACHING CURRICULA

Fairmont State University recommends for professional licensure only those persons who have graduated and have satisfactorily completed a teacher education curriculum approved by the West Virginia Board of Education. Students who satisfactorily complete a teaching curriculum in a given area and achieve passing scores on the CORE, PLT, and appropriate content exams will be recommended for a Professional Certificate in one of the following grade areas:

- 1) K-6
- 2) Pre K-Adult
- 3) 5-9

- 4) 5-Adult
- 5) 9-Adult

## TEACHING SPECIALIZATION AREAS

### Elementary

Optional specializations which may be combined with Elementary Education are as follows:

- 1) General Mathematics through Algebra I (5-9)
- 2) Spanish (Pre K-Adult)
- 3) Special Education (K-12)

### Pre-K-Adult Programs (Secondary)

For course requirements in each specialization, refer to the chapter for the desired subject (e.g.: for Art, see the School of Fine Arts Catalog Section). Secondary special methods and student teaching are required in all areas in order to be licensed. Secondary and Pre K-Adult specializations are also available via the Master of Arts in Teaching program.

- 1) Art .....Pre K-Adult
- 2) Biology .....9-Adult
- 3) Chemistry .....9-Adult
- 4) English .....5-Adult
- 5) General Science .....5-Adult
- 6) Health .....5-Adult
- 7) Journalism .....5-Adult
- 8) Mathematics .....5-Adult
- 9) General Mathematics through Algebra I\* .....5-9
- 10) Music .....Pre K-Adult
- 11) Oral Communication .....5-Adult
- 12) Physical Education .....Pre K-Adult
- 13) Physics .....9-Adult
- 14) Social Studies .....5-Adult
- 15) Spanish .....Pre K-Adult
- 16) Theatre Education .....Pre K-Adult

\*requires second specialization for 5-Adult, 9-Adult, or Pre K-Adult

### Special Education

There are multiple paths for pursuing certification or a degree in Special Education at Fairmont State University. Students who are seeking Elementary (K-6) certification may add a concentration in Multicategorical Special Education (Grades K-12) to their Elementary program. This concentration allows teacher candidates to graduate with an Elementary Multi-Subject (K-6) degree and a Multicategorical Special Education (K-12) concentration by taking three additional courses.

Students at Fairmont State University who are interested in obtaining certification or a Master of Education degree

with an Emphasis in Special Education may do so by linking their undergraduate and master's degrees. Undergraduate students in Education or pursuing majors in other fields have the opportunity to begin the graduate program by applying for concurrent enrollment in a limited number of graduate degree courses during their senior year. For more information about this option, or to request a transcript evaluation for the program, please contact Joyce Rose, School of Education, Health and Human Performance.

## POST ADMISSION FIELD EXPERIENCE 2 & 3

Fairmont State University adheres to the requirements of WV State Policy 5100. This policy mandates that each teacher candidate:

Is required to have clinical practice at both the elementary and middle or secondary levels.

Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels in the Pre K-Adult degrees.

The third programmatic level will be determined by the institution of higher education.

This sequence is required for all teacher education candidates. At the present time, placements are made at the Professional Development Schools (PDS), which encompass public schools in a six county area. These schools are sites of "best practice" and are schools who work collaboratively with Fairmont State University to ensure quality teacher education and professional development for practicing teachers. All such experiences are cooperatively arranged by university and public school personnel. All assessments are aligned with the new West Virginia Professional Teaching Standards (WVPTS).

### EDUC 2265 FIELD EXPERIENCE 2 ..... 1 CREDIT

This is a one-credit-hour lab that must be completed as a clinical experience in the public school setting. This clinical experience will be 30 clock hours and allow the teacher candidate the opportunity to apply and reflect on his/her content, professional and pedagogical knowledge, skills, and dispositions. This is a co-requisite with EDUC 2260 Instructional Design I.

### EDUC 3365 FIELD EXPERIENCE 3 ..... 2 CREDITS

This is two-credit-hour lab that must be completed as a clinical experience in the public school setting. The clinical experience will be 75 clock hours and allow the teacher candidate the opportunity to apply and reflect on his/her content, professional and pedagogical knowledge, skills and dispositions. In addition, the teacher candidate will be provided with experiences that allow for immersion in the learning community so that s/he is able to demonstrate proficiency in the professional role for which s/he is preparing. This is a co-requisite with EDUC 3340 Instructional Design II and EDUC 3351 Inclusive Practices.

## CLINICAL EXPERIENCE – STUDENT TEACHING 16 WEEKS

Student teaching is required in all programs. Students must complete student teaching or comparable experience at state required developmental levels and in all of the teaching specializations for which they expect to be licensed. At the present time, placements are made at the Professional Development Schools (PDS), which encompass public schools in a six county area. All such experiences are cooperatively administered by college and public school personnel.

Student teaching is comprehensive immersion into the public school setting at two developmental levels. Teacher candidates apply and reflect on content, professional, and pedagogical knowledge, skills and dispositions required of a teacher. During this experience, teacher candidates will design and implement an action research project to demonstrate its effect on student learning. In addition, an electronic showcase portfolio is developed and presented to PDS and university faculty/personnel.

*Due to the uniqueness of the off-campus student teaching experience, a candidate may be administratively removed if there is cause.*

## ADMISSION REQUIREMENTS TO STUDENT TEACHING

In order to Student Teach, a teacher candidate must apply for and receive a student teaching permit as required by the West Virginia Department of Education. In addition, the student must meet the requirements listed below:

- All general studies requirements of the University as well as the minimum requirements of the teaching specialization must be completed before Student Teaching can be scheduled.
- Be officially admitted to teacher education.
- Complete all required hours with a minimum grade point average of 2.75 overall in education foundation and professional education courses, and each teaching specialization. All courses in the teaching specialization must be completed prior to admission to Student Teaching.
- Have a grade of “C” or better in all EDUC classes.
- Be willing to adhere to the West Virginia Teacher Code of Conduct with regard to dispositional behaviors.

## PRAXIS II

Successful completion of the appropriate PRAXIS II Specialty Area test(s) and PLT are requirements for licensure. A report of the Specialty Area Test(s) and PLT scores must accompany the application for licensure to the West Virginia Department of Education. If the test scores do not meet the state minimum score, the application must be held pending receipt of acceptable scores. Candidates should keep in mind that a denial of licensure at the time of graduation may subject them to changes in program requirements if

they seek licensure later.

**Early/Middle Education.** Candidates expecting to be licensed for Elementary Education K-6 and an academic specialization must achieve acceptable scores in both areas.

**Middle/Adolescent Education.** Candidates expecting to be licensed for teaching in grades 5-Adult or 9-Adult must take the Specialty Area Test consistent with the specialization(s) to be named on the license. If they expect to be licensed in two specializations, they must achieve acceptable scores in both specializations.

**Pre K-Adult Education.** A candidate expecting to be licensed for teaching in grades Pre K-Adult must achieve acceptable scores on the Specialty Area Test consistent with the Pre K-Adult specialization to be named on the license.

In order to identify the appropriate testing dates, times, locations, etc., for any given year, candidates should check the ETS.org website.

## UNIVERSITY RECOMMENDATION PREREQUISITE TO CERTIFICATION

University recommendation shall take into consideration Chapter 18A, Section 3, Article 1, of the West Virginia School Law, which reads “(1) A certificate to teach may be granted only to any person who is: (A) A citizen of the United States, except as provided in subdivision (2) of this subsection; (B) Is of good moral character; (C) Physically, mentally and emotionally qualified to perform the duties of a teacher; and (D) At least eighteen years on or before the first day of October of the year in which his or her certificate is issued.”

The issuance of an original certificate shall require:

- 1) The recommendation of the Dean of Teacher Education, in consultation with the supervisor of student teachers and chairperson of the department offering the student’s chosen specialization. This recommendation is expected to reflect, in addition to academic criteria, satisfactory performance on the part of the applicant in a typical classroom situation.
- 2) An official statement by the Dean of Teacher Education that the approved program has been completed in full.

# Programs of Study

## ELEMENTARY EDUCATION K-6

Candidates who wish to qualify for certifications and licensure in teaching grades K-6, shall complete the General Studies Requirements, the Elementary Education Program and Professional Studies courses as outlined below. Subject specializations are NOT required for this degree, but students may choose to add them if they wish. \*Field experiences and student teaching are required in an approved K-6 classroom, and in an approved classroom for each additional specialization. For specific program requirements and additional specializations, see the section

of the catalog for the academic school which offers the program. Ex: for Art Pre K-Adult, see School of Fine Arts.

\*Optional specializations which may be combined with Elementary Education are as follows. See below for requirements.

- 1) General Mathematics through Algebra I (5-9)
- 2) Spanish (Pre K-Adult)
- 3) Special Education (K-12)

**BACHELOR OF ARTS IN EDUCATION:**

<b>ELEMENTARY EDUCATION K-6</b> .....	123 SEM. HRS.
General Studies Requirements .....	31 SEM. HRS.
Professional Education Courses .....	39 SEM. HRS.
Elementary Education K-6 Program .....	53 SEM. HRS.

- Professional Education ..... 39 SEM. HRS.

All courses must be completed prior to Student Teaching.

EDUC 2200	INTRODUCTION TO EDUCATION .....	3
EDUC 2201	INSTRUCTIONAL TECHNOLOGY .....	3
EDUC 2203	HUMAN DEVELOPMENT, LEARNING AND TEACHING .....	3
EDUC 2240	HIGH INCIDENCE DISABILITIES FOR EDUCATORS .....	3
EDUC 2260	INSTRUCTIONAL DESIGN I .....	3
EDUC 2265	FIELD EXPERIENCE 2 .....	1
EDUC 3330	THE READING PROCESS .....	3
EDUC 3340	INSTRUCTIONAL DESIGN II .....	3
EDUC 3351	INCLUSIVE CLASSROOM PRACTICES .....	3
EDUC 3365	FIELD EXPERIENCE 3 .....	2
EDUC 4485	ACTION RESEARCH .....	1
EDUC 4486	PORTFOLIO .....	1
EDUC 4491	ELEMENTARY STUDENT TEACHING .....	10

- Elementary Education K-6 Program ..... 53 SEM. HRS.

ART 3350	ELEMENTARY ART EDUCATION .....	3
EDUC 3331	READING IN THE CONTENT AREAS .....	3
EDUC 3332	PEDAGOGY OF LITERACY .....	3
EDUC 3350	ELEMENTARY SOCIAL STUDIES METHODS .....	3
ENGL 3354	CHILDREN'S LITERATURE .....	3
HIST 1108	US HISTORY II .....	3
HIST 2211	WORLD CIVILIZATIONS I .....	3
- OR -		
HIST 2212	WORLD CIVILIZATIONS II .....	3
- OR -		
HIST 2213	WORLD CIVILIZATIONS III .....	3
HIST 3302	WEST VIRGINIA .....	3
HLTA 4400	HEALTH EDUCATION FOR THE ELEMENTARY SCHOOL .....	3
MATH 2251	STRUCTURE OF REAL NUMBERS .....	3
MATH 2252	DATA ANALYSIS AND GEOMETRY .....	3
MATH 3353	MATH METHODS FOR ELEMENTARY TEACHERS .....	3
MUSI 3330	MUSIC IN THE ELEMENTARY CLASSROOM .....	3
PHED 3326	EARLY PSYCHOMOTOR DEVELOPMENT .....	3
PHSC 2201	EXOSPHERE .....	4
PHSC 2202	GEOSPHERE .....	4
PHSC 4412	SCIENCE IN THE ELEMENTARY SCHOOL .....	3

- General Studies Requirements ..... 34 SEM. HRS.

Attribute 1 – Critical Analysis:	
ENGL 1102 .....	3
Attribute 2 – Quantitative Literacy:	
MATH 1112 .....	3
Attribute 3 – Written Communication:	
ENGL 1101 .....	3

Attribute 4 – Teamwork:	
COMM 2200 or 2201 .....	3
Attribute 5 – Information Literacy:	
Major Course EDUC 2201 .....	X
Attribute 6 – Technology Literacy:	
Major Course EDUC 2201 .....	X
Attribute 7 – Oral Communication:	
COMM 2200 or 2201 .....	X
Attribute 8 – Citizenship:	
POLI 1103 .....	3
Attribute 9– Ethics	
ENGL 2220/21 or 2230/31 .....	3
Attribute 10– Health:	
Major Course EDUC 2203 .....	X
Attribute 11– Interdisciplinary:	
GEOG 2210 .....	3
Attribute 12 – Arts:	
ART / MUSI / THEA / INTR 1120 .....	3
Attribute 13 – Humanities:	
HIST 1107 .....	3
Attribute 14 – Social Sciences:	
GEOG 2210 .....	X
Attribute 15 – Natural Science:	
BIOL 1104 .....	4
Attribute 16 – Cultural Awareness:	
Major Course HIST 2211 / 2212 / 2213 .....	X
Additional General Studies Hours:	
Major Course EDUC 3351 .....	X
(Writing Intensive)	

**OPTIONAL SPECIALIZATIONS ..... 10-25 SEM. HRS.**

Subject Specializations Grades 5-9: 5

- 1) General Mathematics Through Algebra (5-9)  
\*See College of Science and Technology for required courses.
- 2) Spanish (Pre K-Adult)  
\*See College of Liberal Arts for required courses.
- 3) Special Education (K-12)

SPED 2520	LINKING POLICY & PRACTICE IN SPECIAL EDUCATION	3
SPED 3520	BEHAVIOR ANALYSIS, INTERVENTION & SUPPORT .....	3
SPED 4520	ASSESS AND INSTRUCTION OF INDIVIDUAL W/EXCEPTIONALITIES .....	4

**PRE K-THROUGH ADULT SPECIALIZATIONS**

Candidates who wish to qualify for teaching in an open or self-contained classroom, Pre-K through Adult, shall complete the following program. Candidates electing a comprehensive field must include the Methods and Materials course for that comprehensive area. If electing to complete two single-subject specializations, Methods and Materials must be completed for both specializations. The student teaching assignments must also include teaching experience at each developmental level to be named on the license.

**BACHELOR OF ARTS IN EDUCATION: PRE K-ADULT EDUCATION (Hours will vary) ..... 120 MINIMUM**

- I. General Studies Requirements (Hours will vary per content area)
- II. Professional Education Courses..... 39 SEM. HRS.
- III. Specializations (Hours will vary)

Choose one of the following options.

- a) One comprehensive specialization to teach in grades 5-Adult or 9-Adult the related subjects which comprise the comprehensive specialization.
- b) Two single-subject specializations for grades 5-Adult
- c) One single-subject specialization for grades 5-Adult or 9-Adult and one specialization for grades 5-9
- d) One single specialization for grades 5-Adult or 9-Adult and/or a specialization in either Physical Education or Spanish Pre K-Adult.

• I. General Studies Requirements:

Each content area will have a list of required, recommended or suggested courses to meet the general studies requirements. This information is listed prior to the required program courses for each teaching field.

• II. Professional Education..... 39 SEM. HRS.

EDUC 2200	INTRO. TO EDUCATION .....	3
EDUC 2201	INSTRUCTIONAL TECHNOLOGY .....	3
EDUC 2203	HUMAN DEVELOPMENT, LEARNING AND TEACHING ...	3
EDUC 2240	HIGH INCIDENCE DISABILITIES FOR EDUCATORS .....	3
EDUC 2260	INSTRUCTIONAL DESIGN I .....	3
EDUC 2265	FIELD EXPERIENCE 2.....	1
EDUC 3331	READING IN THE CONTENT AREAS .....	3
EDUC 3340	INSTRUCTIONAL DESIGN II .....	3
EDUC 3351	INCLUSIVE CLASSROOM PRACTICES .....	3
EDUC 3365	FIELD EXPERIENCE 3.....	2
EDUC 4485	ACTION RESEARCH.....	1
EDUC 4486	PORTFOLIO .....	1
EDUC 4496	SECONDARY STUDENT TEACHING.....	10

• III. Specializations

For course requirements in each specialization, refer to the chapter for the desired subject (e.g.: for Art Education, see the School of Fine Arts Catalog Section). Secondary special methods and student teaching are required in all areas in order to be licensed. Secondary and Pre K-Adult specializations are also available via the Master of Arts in Teaching program.

ART .....	PRE K-ADULT
BIOLOGY.....	9-ADULT
CHEMISTRY .....	9-ADULT
ENGLISH .....	5-ADULT
GENERAL SCIENCE .....	5-ADULT
HEALTH .....	5-ADULT
JOURNALISM .....	5-ADULT
MATHEMATICS .....	5-ADULT
GENERAL MATHEMATICS THROUGH ALGEBRA I* .....	5-9
MUSIC.....	PRE K-ADULT
ORAL COMMUNICATION .....	5-ADULT

PHYSICAL EDUCATION.....	PRE K-ADULT
PHYSICS .....	9-ADULT
SOCIAL STUDIES .....	5-ADULT
SPANISH.....	PRE K-ADULT
THEATRE EDUCATION .....	PRE K-ADULT

\*requires second specialization for 5-Adult, 9-Adult, or Pre K-Adult

**SCHOOL HEALTH EDUCATION**

The Bachelor of Arts in Education degree offers a subject specialization in Health Education, grades 5-Adult. Teacher candidates must meet all requirements for entry into the teacher education program and achieve a 2.75 GPA in the health education coursework prior to student teaching.

**BACHELOR OF ARTS IN EDUCATION: SCHOOL HEALTH EDUCATION 5-ADULT**

TEACHING SPECIALIZATION .....	120 SEM. HRS.
Health Education Curriculum (see below) ..	40 SEM. HRS.
General Studies Requirements.....	39-41 SEM. HRS.
Professional Education Courses .....	39 SEM. HRS.
Free Electives.....	0-2 SEM. HRS.

• School Health Education Curriculum ..... 40 SEM. HRS.

Required Courses (40 hrs.)

FOSM 1120	NUTRITION IN CHILDHOOD AND ADOLESCENCE.....	3
HLTA 1150	INTRODUCTION TO HEALTH .....	3
HLTA 2202	ENVIRONMENTAL HEALTH .....	3
HLTA 2203	CONTEMPORARY AND DRUG BEHAVIOR ISSUES.....	3
HLTA 2210	DISEASE ETIOLOGY.....	3
HLTA 3310	SCHOOL HEALTH CONTENT, CURRICULA AND PROGRAMMING .....	3
HLTA 3315	HEALTHY SEXUALITY 3 .....	
HLTA 3325	INSTRUCTIONAL STRATEGIES AND PLANNING IN SCHOOLHEALTH .....	3
HLTA 3355	READINGS IN HEALTH EDUCATION .....	2
HLTA 3360	COMMUNICATION TECHNIQUES IN HEALTH PROMOTION .....	2
HLTA 4400	HEALTH EDUCATION IN THE ELEMENTARY SCHOOL.....	3
HLTA 4431	METHODS AND MATERIALS IN SCHOOL HEALTH EDUCATION .....	3
PHED 2200	ACCIDENT ANALYSIS & EMERGENCY CARE.....	2
PHED 2211	ANATOMY AND PHYSIOLOGY.....	4

• Professional Education ..... 39 SEM. HRS.

EDUC 2200	INTRO. TO EDUCATION .....	3
EDUC 2201	INSTRUCTIONAL TECHNOLOGY .....	3
EDUC 2203	HUMAN DEVELOPMENT, LEARNING AND TEACHING ...	3
EDUC 2240	HIGH INCIDENCE DISABILITIES FOR EDUCATORS .....	3
EDUC 2260	INSTRUCTIONAL DESIGN I .....	3
EDUC 2265	FIELD EXPERIENCE 2.....	1
EDUC 3331	READING IN THE CONTENT AREAS .....	3
EDUC 3340	INSTRUCTIONAL DESIGN II .....	3
EDUC 3351	INCLUSIVE CLASSROOM PRACTICES .....	3
EDUC 3365	FIELD EXPERIENCE 3.....	2
EDUC 4485	ACTION RESEARCH.....	1
EDUC 4486	PORTFOLIO .....	1
EDUC 4496	SECONDARY STUDENT TEACHING.....	10



- General Studies Requirements.....39-41 SEM. HRS.
  - Attribute 1 – Critical Analysis:
    - ENGL 1102 .....3
  - Attribute 2 – Quantitative Literacy:
    - MATH 1107 or MATH 1112.....3
  - Attribute 3 – Written Communication:
    - ENGL 1101 .....3
  - Attribute 4 – Teamwork:
    - COMM 2200 or 2201 .....3
  - Attribute 5 – Information Literacy:
    - Major Course EDUC 2201 .....X
  - Attribute 6 – Technology Literacy:
    - Major Course EDUC 2201 .....X
  - Attribute 7 – Oral Communication:
    - COMM 2200 or 2201 .....X
  - Attribute 8 – Citizenship:
    - Any Course in Attribute 8 .....3
  - Attribute 9– Ethics
    - PHIL 3325 .....3
  - Attribute 10– Health:
    - PHED 1100 .....2
  - Attribute 11– Interdisciplinary:
    - Any course in Attribute 11 .....3-4
  - Attribute 12 – Arts:
    - Any course listed in Attribute 12.....3
  - Attribute 13 – Humanities:
    - Any course listed in Attribute 13.....3
  - Attribute 14 – Social Sciences:
    - Any Course in Attribute 14 .....3
  - Attribute 15 – Natural Science:
    - SCIE 1100 or SCIE 1110.....4-5
  - Attribute 16 – Cultural Awareness:
    - Any course in Attribute 16 .....3
  - Additional General Studies Hours:
    - Major Course HLTA 2203 .....X  
(Writing Intensive)

## PHYSICAL EDUCATION

The Bachelor of Arts in Education degree offers a subject specialization in Physical Education, grades Pre K-Adult. The Physical Education Program is designed to stimulate the development of competencies in the application, analysis and syntheses of concepts related to effective performance of sport and human movement activities. Teacher candidates must meet all requirements for entry into the teacher education program and achieve a 2.75 GPA in the physical education coursework prior to student teaching.

*See the beginning of this chapter for further information on General Studies Requirements for the BA in Education.*

- BACHELOR OF ARTS IN EDUCATION:  
TEACHING SPECIALIZATION IN  
PHYSICAL EDUCATION PRE K-ADULT .... 120 SEM. HRS.**
  - Physical Education Curriculum..... 43 SEM. HRS.
  - General Studies Requirements..... 36 SEM. HRS.
  - Professional Education Courses ..... 39 SEM. HRS.
  - Free Electives..... 2 SEM. HRS.

- Physical Education Curriculum..... 43 SEM. HRS.

Required Courses (43 hrs.)

PHED 1121	INTRO. SEM. IN HUMAN MOVEMENT.....	2
PHED 2211	ANATOMY AND PHYSIOLOGY.....	4
PHED 2200	ACCIDENT ANALYSIS & EMERGENCY CARE.....	2
PHED 2232	BASIC AQUATICS.....	2
-OR-		
PHED 2233	ADVANCED AQUATICS-LIFEGUARDING .....	2
PHED 2240	OUTDOOR LEISURE ACTIVITIES.....	2
PHED 2241	GYMNASTICS AND DANCE .....	2
-OR-		
PHED 2242	SOCIAL DANCE .....	2
PHED 2243	TEACHING TEAM PASSING SPORTS .....	3
PHED 2244	TEACHING NET/WALL SPORTS .....	3
PHED 2246	TEACHING STRIKING/TARGET SPORTS.....	2
PHED 3312	PHYSIOLOGY OF EXERCISE .....	3
PHED 3313	BIOMECHANICS .....	3
PHED 3323	TEACHING ELEMENTARY PHYSICAL EDUCATION .....	3
PHED 3324	PERFORMANCE-BASED ASSESSMENT.....	3
PHED 3325	INSTRUCTIONAL STRATEGIES .....	3
PHED 3343	ADAPTED PHYSICAL EDUCATION ACTIVITIES (SPRING ONLY) .....	3
PHED 4431	METHODS AND MATERIALS IN TEACHING PHYSICAL EDUCATION.....	3

- Professional Education ..... 39 SEM. HRS.

EDUC 2200	INTRO. TO EDUCATION .....	3
EDUC 2201	INSTRUCTIONAL TECHNOLOGY.....	3
EDUC 2203	HUMAN DEVELOPMENT, LEARNING AND TEACHING ...	3
EDUC 2240	HIGH INCIDENCE DISABILITIES FOR EDUCATORS .....	3
EDUC 2260	INSTRUCTIONAL DESIGN I.....	3
EDUC 2265	FIELD EXPERIENCE 2 .....	1
EDUC 3331	READING IN THE CONTENT AREAS .....	3
EDUC 3340	INSTRUCTIONAL DESIGN II.....	3
EDUC 3351	INCLUSIVE CLASSROOM PRACTICES .....	3
EDUC 3365	FIELD EXPERIENCE 3.....	2
EDUC 4485	ACTION RESEARCH.....	1
EDUC 4486	PORTFOLIO .....	1
EDUC 4496	SECONDARY STUDENT TEACHING.....	10

- General Studies Requirements.....36 SEM. HRS.

- Attribute 1 – Critical Analysis:
  - ENGL 1102 .....3
- Attribute 2 – Quantitative Literacy:
  - MATH 1107 or higher in Attribute 2 .....3
- Attribute 3 – Written Communication:
  - ENGL 1101 .....3
- Attribute 4 – Teamwork:
  - COMM 2200 or 2201 .....3
- Attribute 5 – Information Literacy:
  - Major Course EDUC 2201 .....X
- Attribute 6 – Technology Literacy:
  - Major Course EDUC 2201 .....X
- Attribute 7 – Oral Communication:
  - COMM 2200 or 2201 .....X
- Attribute 8 – Citizenship:
  - HIST 1107 or 1108.....3
- Attribute 9– Ethics
  - Any Course in Attribute 9 .....3
- Attribute 10– Health:
  - PHED 1100 .....2
- Attribute 11– Interdisciplinary:
  - Any course in Attribute 11 .....3
- Attribute 12 – Arts:
  - Any course listed in Attribute 12.....3
- Attribute 13 – Humanities:
  - HIST 1107-1108.....X
- Attribute 14 – Social Sciences:
  - Any Course in Attribute 14 .....3



Attribute 15 – Natural Science:	
Any Course in Attribute 15 .....	4
Attribute 16 – Cultural Awareness:	
Any course in Attribute 16 .....	3
Additional General Studies Hours:	
Major Course PHED 3325 .....	X
(Writing Intensive)	

## MINOR IN EDUCATION FOR B.S., B.A. DEGREE

The School of Education, Health and Human Performance offers a minor for interested bachelor's degree students. It is a valuable option for students who have an interest in teaching in their major field (e.g. math, biology, etc.) in the future but do not wish to pursue teacher certification at this time. Students can complete their major with an education minor during the normal four-year sequence and then return to complete the requirements for becoming licensed to teach in their respective field(s).

Teacher candidates are advised to complete the appropriate Special Methods course in addition to the minor if available, (e.g., Math 4431 for a Math major, ENGL 4431 for an English major, etc.). All course prerequisites, including formal admission to teacher education, are required for the minor. Interested students should contact the Dean of Teacher Education, who serves as the advisor for the minor.

### MINOR IN EDUCATION ..... 24 SEM. HRS.

Required Courses (24 hrs.)

EDUC 2200	INTRODUCTION TO EDUCATION .....	3
EDUC 2201	INSTRUCTIONAL TECHNOLOGY .....	3
EDUC 2203	HUMAN DEVELOPMENT, LEARNING AND TEACHING ...	3
EDUC 2260	INSTRUCTIONAL DESIGN I .....	3
EDUC 2265	FIELD EXPERIENCE 2 .....	1
EDUC 3331	READING IN THE CONTENT AREAS .....	3
EDUC 3340	INSTRUCTIONAL DESIGN II .....	3
EDUC 3351	INCLUSIVE CLASSROOM PRACTICES .....	3
EDUC 3365	FIELD EXPERIENCE 3 .....	2

## BACHELOR OF SCIENCE DEGREES

### EXERCISE SCIENCE

A Bachelor of Science degree and minor are offered in Exercise Science for students interested in pursuing careers outside teaching.

The Exercise Science major integrates the theories and practicalities of exercise physiology in preparing graduates for a career in this field. This is achieved through an understanding of the science of human movement and physiology, coupled with essential hands-on experiences that culminate in an internship in a health/fitness facility. Graduates of this major are prepared to pursue careers in athletics programs, exercise/fitness centers, hospital wellness programs, corporate fitness programs, rehabilitation centers, and allied health areas. Additionally, the program

prepares students for advanced study in related fields such as exercise physiology, physical therapy, occupational therapy, etc. Students also have the opportunity to actively participate in faculty research projects, thus expanding their professional knowledge and abilities.

### BACHELOR OF SCIENCE IN

<b>EXERCISE SCIENCE</b> .....	120 SEM. HRS.
Exercise Science Curriculum (see below)	48-49 SEM. HRS.
General Studies Requirements .....	33 SEM. HRS.
Free Electives.....	39 SEM. HRS.

A minor is not required for this major.

- Exercise Science Curriculum ..... 48-49 SEM. HRS.

Required Courses (48 hrs.)

PHED 1100	FITNESS & WELLNESS .....	2
PHED 1121	INTRO. SEM. IN HUMAN MOVEMENT .....	2
PHED 2200	ACCIDENT ANALYSIS & EMERGENCY CARE .....	2
PHED 2211	ANATOMY AND PHYSIOLOGY .....	4
PHED 3314	GROUP FITNESS .....	2
PHED 3315	ADVANCED PERSONAL TRAINING .....	3
PHED 3312	PHYSIOLOGY OF EXERCISE .....	3
PHED 3313	BIOMECHANICS .....	3
PHED 3316	FITNESS ASSESSMENT & EXERCISE PRESCRIPTION .....	3
PHED 3317	CLINICAL APPLICATIONS OF EXERCISE PHYSIOLOGY ...	3
PHED 3318	SPORTS SOCIAL PSYCHOLOGY .....	2
PHED 4400	RESEARCH METHODS .....	3
PHED 4410	RESEARCH DESIGN SEMINAR .....	3
PHED 4420	EXERCISE SCIENCE INTERNSHIP .....	3
HLTA 1150	INTRODUCTION TO HEALTH .....	3
FOSM 1150	SPORTS NUTRITION .....	3
-OR-		
FOSM 1110	NUTRITION .....	3
CHEM 1101	GENERAL CHEMISTRY I .....	4
-OR-		
CHEM 1105	CHEMICAL PRINCIPLES 1 .....	5

- General Studies Requirements ..... 33 Sem. Hrs.

Attribute 1 – Critical Analysis:	
ENGL 1102 (hours in Attribute 5) .....	3
Attribute 2 – Quantitative Literacy:	
MATH 1107 or higher in Attribute 2 choices .....	3
Attribute 3 – Written Communication:	
ENGL 1101 .....	3
Attribute 4 – Teamwork:	
COMM 2200 or 2201 or RECR 1141 .....	3
Attribute 5 – Information Literacy:	
ENGL 1102 .....	X
Attribute 6 – Technology Literacy:	
Any course listed in Attribute 6 .....	3
Attribute 7 – Oral Communication:	
COMM 2200 or 2201 (Satisfied in Attribute Attribute 4) .....	X
Attribute 8 – Citizenship:	
HIST 1107 or 1108 or POLI 1103 .....	3
Attribute 9– Ethics	
SOCY 1110 .....	3
Attribute 10– Health:	
PHED 1100.....	X
Attribute 11– Interdisciplinary:	
Any course in Attribute 11 .....	3
Attribute 12 – Arts:	
Any course listed in Attribute 12 .....	3
Attribute 13 – Humanities:	
Any course listed in Attribute 13 .....	3
Attribute 14 – Social Sciences:	
PSYC 1101 .....	3

Attribute 15 – Natural Science:  
 Major Course CHEM 1101 or CHEM 1105 .....X  
 Attribute 16 – Cultural Awareness:  
 Any course in Attribute 16 .....3  
 Additional General Studies Hours:  
 Major Course PHED 4410 .....X  
 (Writing Intensive Course)

\*Students should complete math requirements early in their academic career. Depending upon their High School preparation and test scores, additional math courses may be required.

\*Due to the number of elective hours available students may wish to consider a second major in lieu of a minor.

**MINOR IN EXERCISE SCIENCE ..... 20 SEM. HRS.**

Required Courses (20 hrs.)

PHED 1121	INTRODUCTION TO HUMAN MOVEMENT.....	2
PHED 2211	ANATOMY & PHYSIOLOGY .....	4
PHED 3312	PHYSIOLOGY OF EXERCISE.....	3
PHED 3313	BIOMECHANICS .....	3
PHED 3316	FITNESS ASSESSMENT.....	3
PHED 3318	SPORT SOCIAL PSYCHOLOGY .....	2
PHED 4400	RESEARCH METHODOLOGY .....	3

**COMMUNITY HEALTH EDUCATION**

The School of Education, Health and Human Performance offers a Bachelor of Science in Community Health Education and also a minor for students interested in pursuing a career in this area.

**BACHELOR OF SCIENCE IN COMMUNITY HEALTH EDUCATION ..... 120 SEM. HRS.**  
 Community Health Education..... 56 SEM. HRS.  
 General Studies Requirements ..... 46-47 SEM. HRS.  
 Free Electives..... 17-18 SEM. HRS.

• **Community Health Education Curriculum.. 56 SEM. HRS.**

Required Courses (56 hrs.)

HLTA 1110	NUTRITION .....	3
HLTA 1150	INTRODUCTION TO HEALTH.....	3
HLTA 2202	ENVIRONMENTAL HEALTH.....	3
HLTA 2203	CONTEMPORARY & DRUG BEHAVIOR ISSUES.....	3
HLTA 2210	DISEASE ETIOLOGY.....	3
HLTA 3315	HEALTHY SEXUALITY .....	3
HLTA 3320	BEHAVIOR CHANGE THEORY .....	3
HLTA 3330	INTRODUCTION TO EPIDEMIOLOGY AND BIOSTATISTICS .....	3
HLTA 3345	COMMUNITY NEEDS ASSESSMENT .....	3
HLTA 3350	HEALTH PROGRAMMING AND PROGRAM PLANNING ..	3
HLTA 3360	COMMUNICATION TECHNIQUES FOR HEALTH PROMOTION .....	2
HLTA 4410	SEMINAR IN PUBLIC HEALTH EDUCATION (FALL ONLY)	3
HLTA 4440	HEALTH RESEARCH AND MEASUREMENT DESIGN .....	3
HLTA 4445	HEALTH RESEARCH IMPLEMENTATION .....	3
HLTA 4451	FIELD PRACTICUM IN COMMUNITY HEALTH.....	3
HLTA 4452	FIELD PRACTICUM IN COMMUNITY HEALTH PORTFOLIO .....	1
EMPHASIS AREA*	.....	9

\*This program does not require a minor, but does require an emphasis area consisting of at least 9 credit hours from one of the following: 1) Psychology, 2) Sociology, or 3) Exercise Science. All courses selected must be within the same emphasis area. Pre-requisites may be required for some areas. Listed below are the specific courses related to each of these emphasis areas.

Psychology: Students may choose any Psychology courses at the 3000 and 4000 levels to meet the required 9 credit hours. (PR required: PSCY 1101 – not included in the 9 hours)

Sociology: Students may choose any Sociology courses at the 3000 and 4000 levels to meet the required 9 credit hours.

Exercise Science: PHED 3312 Physiology of Exercise (3); PHED 3316 Fitness Assessment (3); PHED 3317 Clinical Applications in Exercise Physiology (3). (PR required: PHED 2211 – not included in the 9 hours)

• **General Studies Requirements ..... 46-47 SEM. HRS.**

Attribute 1 – Critical Analysis:  
 Any course in Attribute 1 .....3  
 Attribute 2 – Quantitative Literacy:  
 MATH 1107 or higher .....3  
 Attribute 3 – Written Communication:  
 ENGL 1101 .....

**MINOR IN COMMUNITY HEALTH EDUCATION ..... 21 SEM. HRS.**

Required Courses (20-21 hrs.)

HLTA 1150	INTRODUCTION TO HEALTH .....	3
HLTA 2210	DISEASE ETIOLOGY.....	3
HLTA 3320	BEHAVIOR CHANGE THEORY .....	3
HLTA 3330	INTRODUCTION TO EPIDEMIOLOGY & BIOSTATISTICS..	3
HLTA 3345	COMMUNITY NEEDS ASSESSMENT .....	3
HLTA 3350	HEALTH PROMOTION AND PROGRAM PLANNING .....	3

Elective (choose one course from below):

HTLA	2202	ENVIRONMENTAL HEALTH.....	3
HLTA	2203	CONTEMPORARY AND DRUG BEHAVIOR ISSUES.....	3
HLTA	3315	HEALTHY SEXUALITY .....	3
HLTA	3360	COMMUNICATION TECHNIQUES FOR HEALTH PROMOTION .....	2

## SCHOOL NURSE PROGRAM - NURSING AND ALLIED HEALTH

The School Nurse program is open to students who currently possess RN licensure (Bachelor's Degree) or plan to earn it. This option licenses interested parties to serve as a school nurse in a Pre K-Adult setting. Interested persons should contact the Dean of the School of Education or Dean of the School of Nursing and Allied Health. The requirements are as follows.

- 1) Licensure as a Registered Nurse (Bachelor's Degree)
- 2) EDUC 2200 - Introduction to Education
- 3) Acceptable scores on the CORE Reading, Writing and Mathematics tests
- 4) Public School Practicum

## OUTDOOR RECREATION LEADERSHIP (MINOR ONLY)

The Outdoor Recreation Leadership minor prepares students for professional opportunities in the field of outdoor recreation, and is designed to complement of major taken in another field. Course work is focused on leadership training and lifelong physical activity through experiential learning. Students engage in a combination of classroom and field-based coursework to develop technical skills, theoretical knowledge, leadership and teaching ability needed for successful practice as professionals. Students have the opportunity to learn to organize, lead, and manage people, programs and events in a variety of outdoor recreation settings. One of the great values of the Outdoor Recreation Leadership minor lies in enhancing employability in other fields.

### MINOR IN OUTDOOR RECREATIONAL LEADERSHIP ..... 20 SEM. HRS.

Required Courses (14 hrs.)

RECR	1141	INTRODUCTION TO RECREATION.....	3
RECR	1151	BACKCOUNTRY LIVING SKILLS .....	2
RECR	2220	PROGRAM PLANNING AND ORGANIZATION.....	3
RECR	3330	GROUP LEADERSHIP .....	3
RECR	3340	INTERNSHIP/CAMP ADMINISTRATION.....	3

Electives (6 hrs.)

(Choose two courses from Group I and one course from GROUP II.)

#### GROUP I

RECR	1150	INTRODUCTION TO ROCK CLIMBING.....	2
RECR	1177	INTRODUCTION TO ADVENTURE WATER SPORTS .....	2
RECR	1188	INTRODUCTION TO WINTER SPORTS.....	2

#### GROUP II

PHED	1116	CASTING AND ANGLING.....	1
PHED	2200	ACCIDENT ANALYSIS AND EMERGENCY CARE .....	2
PHED	3365	ACTIVITIES IN OUTDOOR EDUCATION.....	1-3
PHED	3366	FIELD EXPERIENCE IN OUTDOOR EDUCATION .....	1-3
RECR	1153	SEMINAR IN OUTDOOR RECREATION.....	2
RECR	1154	RECREATION FIELD WORK 1 .....	2
RECR	1155	RECREATION FIELD WORK II .....	2
RECR	1199	SPECIAL TOPICS IN RECREATION .....	1-6
RECR	2250	SELECT TOPICS IN CERTIFICATIONS .....	2