Programs of Study

School of Education, Health and Human Performance

Dr. Amanda Metcalf, Interim Associate Dean
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FACULTY

DELAWDER, VIRGINIA G. (2018)
Instructor of Exercise Science and Physical Education

DOS SANTOS, JULIA (2018)
Assistant Professor of Exercise Science
Graduate Faculty

HANEY, ANDREA (2019)
Assistant Professor in Nutrition

HENNING, BONNIE (2018)
Assistant Professor of Special Education
Graduate Faculty

KIBLER, KEISHA (2018)
Assistant Professor of Education

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

KIGER, JAN H. (2013)
Interim Department Chair, Health & Human Performance
Assistant Professor of Outdoor Recreation

LEARY, JANIE M. (2013)
Associate Professor of Community Health Education
Graduate Faculty

METCALF, AMANDA (2013)
Interim Associate Dean, School of Education, Health & Human Performance
Associate Professor of Physical Education
Graduate Faculty

MICHAEL, BEVERLY (2004)
Associate Professor of School Health Education

MORPHEW, VALERIE (2000)
Professor of Education
Graduate Faculty

NOLAND, JASON (2016)
Assistant Professor of Digital Media
Graduate Faculty

OWEN, BARBARA (2005)
Director, FAIRMONT STATE PDS Partnership and Clinical Experiences

PITTMAN, PAMELA (2015)
Assistant Professor of Reading Education
Graduate Faculty

PRICE, CATHERINE (2018)
Assistant Professor of Special Education
Graduate Faculty

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

Associate Professor of Exercise Science
Graduate Faculty

ROSS, SUSAN M. (2014)
Executive Director of Academic Programs & Support
Services; Director of Graduate Studies
Associate Professor of Physical Education

SAPP, G. H. BUDD (1997)
Professor of Education
Graduate Faculty
SMITH, SHARON (2005)
Professor of Education
Graduate Faculty

Director for Strategic Initiative & Student Success

WIERZBICKI, BARBARA (2018)
Assistant Professor of Education
Graduate Faculty

Department of Teacher Education

Vision Mission and Goals

The vision for the teacher education program is to be renowned for its innovative pedagogical practices and programs and as the first-choice institution for students seeking a transformative educational experience. The EPP values the institution’s vision statement by implementing innovative pedagogical practices and programs. The EPP seeks to provide teacher candidates with a transformative educational experience as a first-choice institution renowned for its teacher preparation history. The EPP continually strives to improve all program aspects related to innovations in teaching excellence, conducive learning environments, and supportive services. Furthermore, the EPP develops candidates with the knowledge, skills, and dispositions to be reflective, responsive, and successful educators. The Journey program, the EPP student support system, is student-centered and focuses on providing an environment that facilitates the education of global citizen leaders.

The mission of the teacher education program is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn, is supportive of the institution’s commitment to excellence and transformational impact, but extends the meaning, specifically addressing the success of EPP candidates.

The mission provides the structure and guiding principles that are necessary to prepare reflective and responsive educators. The West Virginia Professional Teaching Standards (WVPTS), the Interstate Teacher and Support Consortium (InTASC) Standards, and the Council for the Accreditation of Educator Preparation (CAEP) Standards 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 mission, representing cross-cutting themes throughout the Educator Preparation Provider’s (EPP) programs. Demonstrated competencies within the Standards empower candidates to function as reflective and responsive educators. The EPP’s mission is based on research about effective teaching and best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The mission and the respective standards are also central guiding elements of the Fairmont State School of Education, Health and Human Performance (SoEHHP) Professional Development School (PDS) Partnership. The PDS Partnership provides for an exemplary collaboration with P-12 schools that allows candidates’ multiple, quality field experiences/internships as well as professional development opportunities for all stakeholders.

The acronym SOAR represents the institution’s core values - Scholarship (to celebrate the joy and wonder of discovery), Opportunity (to grow, learn, engage, and contribute), Achievement (to reach personal and community goals), and Responsibility (to fulfill obligations to the learning community, our society, the future, and ourselves). The EPP embraces Fairmont State’s core values.

The EPP goals include but are not limited to:

1. Recruiting candidates who successfully meet all the requirements for program admission and providing scaffolded and sequenced opportunities to support candidates’ success.

2. Retention of candidates by providing effective advising and support mechanisms as well as programmatic resources from candidate admission through candidate exit and beyond.

3. Graduating highly qualified teacher candidates who meet or exceed all requirements for program completion, certification, and licensure.

4. Recruiting and retaining exemplary faculty from a broad range of diverse backgrounds who positively impact candidates’ learning.
The EPP’s Recruitment and Retention Plan describes the recruitment and retention strategies geared toward all undergraduate students, but also specifically addresses the EPP’s effort to increase the number of teacher candidates from a broad range of backgrounds and diverse populations.

The EPP’s mission mirrors Fairmont State’s mission/vision with its shared goal of a commitment to excellence and student success.

**JOURNEY PROGRAM**

This unique program provides academic and social/emotional support services for students of all majors 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 opportunities for 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 Fairmont State 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 for the curriculum and teaching specialization(s) elected;
4. achieve acceptable scores on the CORE and Specialty Area Content tests;
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 be used 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

To apply for the admission to the teacher education program, students are required to submit a portfolio in TaskStream to verify 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 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 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 prior to admission to Teacher Education. Both field experiences must be pre-approved by the teacher education program and include:

- **EFE - Community.** In this requirement, the student self-selects a site. 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.

- **EFE Professional Development School (PDS).** In this second field experience, students are placed in a local PDS school. PDS sites are schools that formally partner with Fairmont State. The PDS-based experiences must total a minimum of 20 clock hours scheduled over at least 5 days. Candidates will be assessed on their dispositions and must keep a time log.

- **Students will be asked to complete an evaluation of their experience in each setting.** The EFE-PDS experience must be completed during the same semester it was initiated.

**Transfer Students**

Transfer students must complete all Fairmont State teacher education admissions requirements. Any substitute experiences completed at another institution must be approved as having met Fairmont State 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 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 website.

**TEACHING CURRICULA**

Fairmont State 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) Special Education - Multi-Categorical (K-Adult)
3) Spanish PreK-Adult

Pre-K-Adult Programs (Secondary)

Students who pursue a degree in Elementary Education, Physical Education, or Health Education will be assigned an academic advisor by the School of Education, Health, & Human Performance. All other Teacher Education majors will be assigned an academic advisor by the academic college/school that houses their primary specialization area (ex. Theatre Education = School of Fine Arts, Mathematics = School of Science and Technology). In addition, students with majors that are housed in colleges outside the School of Education, Health, & Human Performance are advised to utilize the Journey Program that provides additional support and information specific to Teacher Education Students.

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) Earth, Space and Science ....................... 5 Adult
5) English ............................................ 5 Adult
6) General Science ................................ 5 Adult
7) Journalism ....................................... 5 Adult
8) Mathematics ..................................... 5 Adult
9) General Mathematics through Algebra I* ..................... 5-9
10) Music ............................................. Pre K-Adult
11) Physical Education ............................. Pre K-Adult
12) Physics ........................................... 9 Adult
13) School Health Education ........................ 5 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. Students who are seeking Elementary (K-6) certification may add a concentration in Multi-Categorical 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 Multi-Categorical Special Education (K-12) concentration by taking three additional courses.

Students at Fairmont State who are interested in obtaining certification or a Master of Education degree with an Emphasis in Special Education (Multi-Categorical with Autism (K-Adult) 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 REQUIREMENTS

Once a student is admitted to the Teacher Education Program, students are required to complete additional field and clinical experiences. Fairmont State 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
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).

FIELD EXPERIENCES 2 AND 3

Progression to the student teaching clinical experience requires the following field experiences and the co-requisite courses:

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.

* Field Experiences 2 and 3 are sequential and cannot be taken in the same term. EDUC 2203 and EDUC 2240 must be completed prior to Field Experience 2.

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. West Virginia Department of Education Policy 5100 requires that teacher candidates pass the PRAXIS II content area tests prior to placement in the student teacher clinical experience.

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

To participate in student teaching, 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 (major) must be completed prior to admission to Student Teaching.
• Have a grade of “C” or better in all EDUC classes.
• Adherence to the West Virginia Teacher Code of Conduct with regard to dispositional behaviors.
• Successful completion of the appropriate PRAXIS II Specialty Area Test.

PRAXIS II
Successful completion of the appropriate PRAXIS II Specialty Area test(s) and Principles of Learning and Teaching (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 Education 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) Special Education - Multi Categorical (K-Adult)
3) Spanish PreK-Adult

BACHELOR OF ARTS IN EDUCATION:

ELEMENARY EDUCATION K-6.............................................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  INSTRUCTATIONAL TECHNOLOGY .................... 3
EDUC 2203  HUMAN DEVELOPMENT, LEARNING AND TEACHING ...3
EDUC 2240  HIGH INCIDENCE DISABILITIES FOR EDUCATORS..... 3
**General Studies Requirements** .......................... 34 SEM. HRS.

### Outcomes

**Outcome 1 - Critical Analysis:**
- ENGL 1102 (Institutional Requirement) .......................... 3

**Outcome 2 - Quantitative Literacy:**
- MATH 1530 (Required by Major) .......................... 3

**Outcome 3 - Written Communication:**
- ENGL 1101 (Institutional Requirement) .......................... 3

**Outcome 4 - Teamwork:**
- COMM 2200 or 2201* .......................... 3

**Outcome 5 - Information Literacy:**
- EDUC 2201 (Satisfied in Major) .......................... X

**Outcome 6 - Technology Literacy:**
- EDUC 2203 (Satisfied in Major) .......................... X

**Outcome 7 - Oral Communication:**
- COMM 2200 or 2201* .......................... X

**Outcome 8 - Citizenship:**
- POLI 1100 (Required by Major) .......................... 3

**Outcome 9 - Ethics**
- \[ X \]

**Outcome 10 - Health:**
- ENGL 2220/21 or 2230/31 (Required by Major) .......................... 3

**Outcome 11 - Interdisciplinary:**
- GEOG 2210 (Required by Major) .......................... 3

**Outcome 12 - Arts:**
- ART / MUSI / THEA / INTR 1120 (Required by Major) .......................... 3

**Outcome 13 - Humanities:**
- HIST 1107 (Required by Major) .......................... 3

**Outcome 14 - Social Sciences:**
- GEOG 2210* .......................... X

**Outcome 15 - Natural Science:**
- BIOL 1104 (Required by Major) .......................... 4

**Outcome 16 - Cultural Awareness:**
- Major Course HIST 2211 / 2213 (Required by Major) .......................... X

**Additional General Studies Hours:**
- Major Course EDUC 3351 .......................... X

*Writing Intensive* .......................... 3

### Optional Specializations

- 10-25 SEM. HRS.

**Subject Specializations Grades**

1) General Mathematics Through Algebra (5-9) *See College of Science and Technology for required courses.

2) Spanish (Pre K-Adult)

3) Special Education - Multi-Categorical (K-Adult)

**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 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 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
EARTH, SPACE AND SCIENCE ............................................. 5-ADULT
ENGLISH ................................................................. 5-ADULT
GENERAL SCIENCE ..................................................... 5-ADULT
JOURNALISM .............................................................. 5-ADULT
MATHEMATICS .......................................................... 5-ADULT
GENERAL MATHEMATICS THROUGH ALGEBRA I* .................. 5-9
MUSIC ................................................................. PRE K-ADULT
ORAL COMMUNICATION .................................................. PRE K-ADULT
PHYSICAL EDUCATION .................................................. PRE K-ADULT
PHYSICS ................................................................. 5-ADULT
SCHOOL HEALTH EDUCATION ............................................. 5-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

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 4531 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
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<tr>
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<td>EDUC 2201</td>
<td>INSTRUCTIONAL TECHNOLOGY</td>
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<td>EDUC 2203</td>
<td>HUMAN DEVELOPMENT, LEARNING AND TEACHING</td>
<td>3</td>
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<td>EDUC 2260</td>
<td>INSTRUCTIONAL DESIGN I</td>
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<tr>
<td>EDUC 2265</td>
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<td>EDUC 3331</td>
<td>READING IN THE CONTENT AREAS</td>
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<td>INSTRUCTIONAL DESIGN II</td>
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Department of Health +
Human Performance

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

Required Courses (56 hrs.)

PHED 1100 FITNESS AND WELLNESS............................................. 2
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 PROMOTION AND PROGRAM PLANNING.............. 3
HLTA 3360 COMMUNICATION TECHNIQUES FOR HEALTH PROMOTION..... 2
HLTA 3390 CERTIFIED HEALTH EDUCATION SPECIALIST (CHES) PREPARATION .................................................. 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 4446 FUNDING & ADMINISTRATION OF HEALTH PROMOTION PROGRAMS ............................................. 3
HLTA 4451 FIELD PRACTICUM IN COMMUNITY HEALTH................. 3
HLTA 4452 FIELD PRACTICUM IN COMMUNITY HEALTH PORTFOLIO........ 1

Community Health Education Curriculum ......................... 61 SEM. HRS.

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

Area of Emphasis OR complete a Minor .......................... 12-21 SEM. HRS.

- Community Health Education Curriculum

Required Courses for Area of Emphasis

PHED 1100(Required by Major) ............................................. X

Outcome 1 - Critical Analysis:
Any course in Outcome 1 .................................................... 3

Outcome 2 - Quantitative Literacy:
MATH 1507 or 1407 or higher in Outcome 2 ....................... 3

Outcome 3 - Written Communication:
ENGL 1101 (Institutional Requirement) .............................. 3

Outcome 4 - Teamwork:
Any course in Outcome 4 .............................................. 3

Outcome 5 - Information Literacy:
ENGL 1102 (Institutional Requirement) .............................. 3

Outcome 6 - Technology Literacy:
Any Course in Outcome 6 .............................................. 3

Outcome 7 - Oral Communication:
COMM 2200, COMM 2201, or COMM 2202* .................. 3

Outcome 8 - Citizenship:
Any Course in Outcome 8 .............................................. 3

Outcome 9 - Ethics:
Any course in Outcome 9 .............................................. 3

Outcome 10 - Health:
PHED 1100(Required by Major) ........................................ X

Outcome 11 - Interdisciplinary:
Any Course in Outcome 11 .............................................. 3

Sociology, (c) Exercise Science, or (d) Nutrition. Students completing the Area of Emphasis must complete 12 hours of courses within the same emphasis area. Prerequisites may be required for some areas. Listed below are specific courses related to each emphasis area.

Emphasis in Psychology: Complete PSYC 1101 and an additional 9-credit hours. Choose any Psychology courses at the 3000 and 4000 levels to meet the 9-credit hour requirements. PSYC/SOCY 2240 - Behavioral Statistics may be completed to meet 3 of the 9 credit hours.

Emphasis in Sociology: Complete SOCY 1110 and an additional 9-credit hours. Choose any Sociology courses at the 3000 and 4000 levels to meet these 9-credit hours. PSYC/SOCY - Behavioral Statistics may be completed to meet 3 of the 9 credit hours.

Emphasis in Exercise Science: PHED 2214 (4) PHED 3312 Physiology of Exercise (3); PHED 3316 Fitness Assessment (3); PHED 3317 Clinical Applications in Exercise Physiology (3).

Emphasis in Nutrition: Students may choose HLTA 1120 Nutrition in Childhood & Adolescence (3); HLTA 1145 Sports Nutrition (3); HLTA 1155 Local Market Agriculture (3); HLTA 2215 Introduction to Foods (3); HLTA 2220 Diet Therapy (3); or HLTA 2250 Applications in Community & Medical Nutrition (3) to meet the required 12 credit hours.

- General Studies Requirements .............................. 46-47 SEM. HRS.
Outcome 12 - Arts:
Any course listed in Outcome 12 ........................................ 3
Outcome 13 - Humanities:
Any course listed in Outcome 13 ........................................ 3
Outcome 14 - Social Sciences:
PSYC 1101 or SOCY 1110 (recommended) .......................... 3
Outcome 15 - Natural Science:
Any course listed in Outcome 15 ........................................ 3
Outcome 16 - Cultural Awareness:
Any course listed in Outcome 16 ........................................ 3
Additional General Studies Hours:
HLTA 2203 ................................................................. X
(Required Intensive Course)

* Any course(s) marked with an asterisk (*) above are recommended to complement the program curriculum; however, students may select any other courses from the approved General Studies list.

MINOR IN COMMUNITY HEALTH EDUCATION .......... 20-21 SEM. HRS.

Required Courses
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 (chose one course from below):
HLTA 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
HLTA 3390 CERTIFIED HEALTH EDUCATION SPECIALIST (CHES) PREPARATION ................................................................. 2
HLTA 4446 FUNDING AND ADMINISTRATION OF HEALTH PROMOTION PROGRAMS ................................................. 3

MINOR IN COMMUNITY HEALTH EDUCATION .......... 20-21 SEM. HRS.

Required Courses
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

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 EXERCISE SCIENCE ........................................ 120 SEM. HRS.
Exercise Science Curriculum (see below) ....................... 52-53 SEM. HRS.
General Studies Requirements ................................. 36-39 SEM. HRS.
Free Electives .......................................................... 28-38 SEM. HRS.

A minor is not required for this major.

• Exercise Science Curriculum ........................................ 52-53 SEM. HRS.

Required Courses (52-53 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 3312 PHYSIOLOGY OF EXERCISE ........................................... 3
PHED 3313 BIOMECHANICS ......................................................... 3
PHED 3314 GROUP FITNESS ......................................................... 2
PHED 3316 FITNESS ASSESSMENT & EXERCISE PRESCRIPTION ...... 3
PHED 3317 CLINICAL APPLICATIONS OF EXERCISE PHYSIOLOGY.. 3
PHED 3318 SPORTS SOCIAL PSYCHOLOGY ................................... 3
PHED 3315 ADVANCED PERSONAL TRAINING ................................ 3

-OR-

PHED 3350 PHYSICAL ACTIVITY & FITNESS EDUCATION .............. 3
PHED 3360 STRENGTH & CONDITIONING THEORY & PRACTICE ...... 3
PHED 4400 RESEARCH METHODS ................................................. 3
PHED 4410 RESEARCH DESIGN SEMINAR .................................. 3
PHED 4420 EXERCISE SCIENCE INTERNSHIP .............................. 3
HLTA 1110 NUTRITION ................................................................. 3
HLTA 1150 INTRODUCTION TO HEALTH .................................... 3
CHEM 1101 GENERAL CHEMISTRY I .......................................... 4

-OR-

CHEM 1105 CHEMICAL PRINCIPLES 1 ....................................... 5


Outcome 1 - Critical Analysis:
ENGL 1102 (Institutional Requirement) ......................................... 3

Outcome 2 - Quantitative Literacy:
MATH 1507 or 1407 or higher in Outcome 2 .................................. 3

Outcome 3 - Written Communication:
ENGL 1101 (Institutional Requirement) ......................................... 3

Outcome 4 - Teamwork:
COMM 2200 or 2201 or RECR 1141 (Required by Major) Provide foundation for communicating with clients/patients.) .................. 3

Outcome 5 - Information Literacy:
ENGL 1102 (Satisfied in Outcome 1) ............................................ X

Outcome 6 - Technology Literacy:
Any course listed in Outcome 6 .................................................. 3

Outcome 7 - Oral Communication:
COMM 2200 or 2201 (Satisfied in Outcome 4 if COMM 2200 or 2201 taken) If not taking COMM 2200 or 2201, any course listed in
Outcome 7 .......................... X 3

Outcome 8 - Citizenship:
Any course listed in Outcome 8 .................................................. 3

Outcome 9: Ethics
SOCY 1110 (Pr for PHED 3318) .................................................. 3

Outcome 10 - Health:
PHED 1100 (Satisfied in Major) .................................................. X

Outcome 11 - Interdisciplinary:
Any course in Outcome 11 .......................................................... 3

Outcome 12 - Arts:
Any course listed in Outcome 12 .................................................. 3

Outcome 13 - Humanities:
Any course listed in Outcome 13 .................................................. 3

Outcome 14 - Social Sciences:
PSYC 1101 (PR for PHED 3318) .................................................. 3

Outcome 15 - Natural Science:
CHEM 1101 or CHEM 1105 (Required by Major) ......................... X

Outcome 16 - Cultural Awareness:
Any course in Outcome 16 .......................................................... 3

Additional General Studies Hours:
Major Course PHED 4410 .......................................................... X
(Writing Intensive Course)

* Any course(s) marked with an asterisk (*) above are recommended to complement the program curriculum; however, students may select any other courses from the approved General Studies list.

*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

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.
Required Courses (40 hrs.)

- HLTA 1110 NUTRITION .................................................. 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 SCHOOL HEALTH .................................................. 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 5 .................................... 2
- EDUC 4485 ACTION RESEARCH ...................................... 1
- EDUC 4486 PORTFOLIO .................................................. 1
- EDUC 4496 SECONDARY STUDENT TEACHING .................. 10

General Studies Requirements ........................................... 39.41 SEM. HRS.

Outcome 1 - Critical Analysis:
- ENGL 1102 (Institutional Requirement) ............................. 3

Outcome 2 - Quantitative Literacy:
- MATH 1507/1407 or higher (Required by Major) ................. 3

Outcome 3 - Written Communication:
- ENGL 1101 (Institutional Requirement) ............................. 3

Outcome 4 - Teamwork:
- COMM 2200 or 2201 (Required by Major. Provide foundation for communicating with clients/patients) .................. 3

Outcome 5 - Information Literacy:
- EDUC 2201 (Satisfied in Major) ...................................... X

Outcome 6 - Technology Literacy:
- EDUC 2201 (Satisfied in Major) ...................................... X

Outcome 7 - Oral Communication:
- COMM 2200 or 2201 .................................................. X

Outcome 8 - Citizenship:
- HIST 1107 or HIST 1108 ............................................... 3

Outcome 9 - Ethics
- SOCY 1110 .............................................................. 3

Outcome 10 - Health:
- PHED 1100 (Required by Major) .................................. 2

Outcome 11 - Interdisciplinary:
- GEOG 2210 or GEOG 3315 or GEOG 3330* ..................... 3-4

Outcome 12 - Arts:
- Any course listed in Outcome 12 .................................. 3

Outcome 13 - Humanities:
- HIST 1107 or HIST 1108* ............................................ 3

Outcome 14 - Natural Science:
- SCIE 1100 or SCIE 1110* ............................................ 4-5

Outcome 16 - Cultural Awareness:
- GEOG 2210 or GEOG 3315 or GEOG 3330* ..................... 3

Additional General Studies Hours:
- HLTA 2203 (Satisfied in Major) .................................... X

(Writing Intensive)

* Any course(s) marked with an asterisk (*) above are recommended to complement the program curriculum; however, students may select any other courses from the approved General Studies list.

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 ........................................ 50 SEM. HRS.
• Physical Education Curriculum ........................................... 43 SEM. HRS.

**Required Courses (50 hrs.)**

- PHED 1100 FITNESS AND WELLNESS .................................. 2
- PHED 1121 INTRO. SEM. IN HUMAN MOVEMENT .................. 2
- PHED 2211 ANATOMY AND PHYSIOLOGY ............................ 4
- PHED 2200 ACCIDENT ANALYSIS & EMERGENCY CARE ........ 2
- PHED 2240 OUTDOOR LEISURE ACTIVITIES ........................ 2
- PHED 2241 GYMNASTICS AND DANCE ................................. 2
- PHED 2242 SOCIAL DANCE .................................................. 2
- PHED 2243 TEAM PASSING SPORTS ....................................... 3
- PHED 2246 TEACHING STRIKING/TARGET SPORTS ................. 3
- PHED 3310 MOTOR BEHAVIOR ............................................. 3
- 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 3350 PHYSICAL ACTIVITY AND FITNESS EDUCATION .... 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 II ....................................... 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.

**Outcome 3 - Written Communication:**

- ENGL 1101 (Institutional Requirement) ............................ 3

**Outcome 4 - Teamwork:**

- COMM 2200 or 2201* ............................................... 3

**Outcome 5 - Information Literacy:**

- EDUC 2201 (Satisfied in Major) ..................................... X

**Outcome 6 - Technology Literacy:**

- EDUC 2201 (Satisfied in Major) ..................................... X

**Outcome 7 - Oral Communication:**

- COMM 2200 or 2201 (Met in Outcome 4) ......................... X

**Outcome 8 - Citizenship:**

- HIST 1107 or 1108* .................................................. 3

**Outcome 9 - Ethics**

- Recommended SOCY 1110 ............................................ 3

**Outcome 10 - Health:**

- PHED 1100 (Satisfied in Major) .................................. X

**Outcome 11 - Interdisciplinary:**

- Any course in Outcome 11 ........................................... 3

**Outcome 12 - Arts:**

- Any course listed in Outcome 12 .................................. 3

**Outcome 13 - Humanities:**

- HIST 1107-1108* .................................................. X

**Outcome 14 - Social Sciences:**

- SOCY 1110 (Met in Outcome 9) .................................... X

**Outcome 15 - Natural Science:**

- Any Course in Outcome 15 ......................................... 4

**Outcome 16 - Cultural Awareness:**

- Any course in Outcome 16 ........................................... 3

**Additional General Studies Hours:**

- Major Course PHED 3325 ............................................ X

  (Writing Intensive)

* Any course(s) marked with an asterisk (*) above are recommended to complement the program curriculum; however, students may select any other courses from the approved General Studies list.

**OUTDOOR RECREATION LEADERSHIP MINOR**

The Outdoor Recreation Leadership minor prepares students for professional opportunities in the field of outdoor recreation and is designed to complement 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 RECREATION LEADERSHIP......20 SEM. HRS.

Required Courses (14 hrs.)
RECR 1141 FOUNDATIONS OF OUTDOOR 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 I.................................2
RECR 1155 RECREATION FIELD WORK II*...............................2
RECR 1199 SPECIAL TOPICS IN RECREATION.........................1-6
RECR 2250 SELECT TOPICS IN CERTIFICATIONS....................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