

Programs of Study

School of Education, Health and Human Performance

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FACULTY

BAKER, WARREN (1992)
Assistant Professor of Education

DIGMAN, SALLY (2016)
Professor of Education

HENNING, BONNIE (2018)
Assistant Professor of Education

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

KIBLER, KEISHA
Assistant Professor of Education

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

KIGER, JAN H. (2013)
Instructor of Recreation

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

METCALF, AMANDA (2013)
Associate Professor of Physical Education

MICHAEL, BEVERLY (2004)

Associate Professor of School Health

MORPHEW, VALERIE (2000)
Professor of Education
Graduate Faculty

NOLAND, JASON (2016)
Assistant Professor of Education
Adjunct Graduate Faculty

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

PITTMAN, PAMELA (2015)
Assistant Professor of Reading Education

PRICE, CATHERINE (2018)
Assistant Professor of 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)
Associate Professor of Physical Education
Director of Graduate Studies

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

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

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

SMITH, SHARON (2005)
Professor of Education
Graduate Faculty

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

WIERZBICKI, BARBARA
Assistant Professor of Education

Vision Mission and Goals

The mission of Fairmont State University is:
“Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact. The EPP’s mission statement, “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.

Fairmont State University’s vision statement is
“Fairmont State University will 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. Destination Education, the EPP student support system, is student-centered and focuses on providing an environment that facilitates the education of global citizen leaders.

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 University SoE 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 University’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 University's mission/vision with its shared goal of a commitment to excellence and student success.

DESTINATION EDUCATION 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.

The SoEHHP also offers Bachelor of Science degrees and minors in the fields of Exercise Science, Community Health Education, and Outdoor Recreation Leadership (minor only).

BACHELOR OF ARTS IN EDUCATION

The General Studies requirement for FAIRMONT STATE UNIVERSITY 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;
- 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 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.berkeley.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 University. 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 EFE-PDS experience must be completed during the same semester it was initiated.

Transfer Students

Transfer students must complete all FAIRMONT STATE UNIVERSITY teacher education admissions requirements. Any substitute experiences completed at another institution 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) 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 will receive an additional advisor who will be listed as a Special Advisor in the Student Records section of their FELIX account. This second advisor is part of the School of Education, Health, & Human Performance Destination Education Program and 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) Biology9-Adult
- 3) Chemistry9-Adult
- 4) Earth, Space and Science5-Adult
- 5) English5-Adult
- 6) General Science5-Adult
- 7) Journalism5-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 Education5-Adult
- 14) Social Studies5-Adult
- 15) SpanishPre K-Adult
- 16) Theatre EducationPre 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 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 University 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 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).

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.

- Be willing to adhere to the West Virginia Teacher Code of Conduct with regard to dispositional behaviors.
- Successful completion of the appropriate PRAXIS II Specialty Area Test beginning Fall 2018 academic year.

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:

ELEMENTARY 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	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 2213	WORLD CIVILIZATIONS III.....	3
HIST 3302	WEST VIRGINIA	3
HLTA 4400	HEALTH EDUCATION FOR THE ELEMENTARY SCHOOL ...	3
MATH2551	STRUCTURE OF REAL NUMBERS	3
MATH2552	DATA ANALYSIS AND GEOMETRY.....	3
MATH3553	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 Requirements34 SEM. HRS.

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 2201 (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		
ENGL 2220/21 or 2230/31 (Required by Major).....	3	
Outcome 10- Health:		
EDUC 2203 (Satisfied in Major)	X	
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)		

* 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.

OPTIONAL SPECIALIZATIONS10-25 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 Courses39 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 Education39 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
- 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 5-ADULT
- PHYSICAL EDUCATION PRE K-ADULT
- PHYSICS 9-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

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.)

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 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 Education39 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.

Outcome 1 – Critical Analysis:

ENGL 1102 (Institutional Requirement)	3
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Outcome 2 - Quantitative Literacy:

MATH 1507/1407 or higher (Required by Major).....	3
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Outcome 3 - Written Communication:

ENGL 1101 (Institutional Requirement).....	3
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Outcome 4 - Teamwork:

COMM 2200 or 2201 (Required by Major. Provide foundation for communicating with clients/patients)	3
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Outcome 5 - Information Literacy:

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

EDUC 2201 (Satisfied in Major).....	X
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Outcome 7 - Oral Communication:

COMM 2200 or 2201*	X
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Outcome 8 - Citizenship:

HIST 1107 or HIST 1108*.....	3
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Outcome 9- Ethics

SOCY 1110*	3
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Outcome 10- Health:

PHED 1100 (Required by Major)	2
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Outcome 11- Interdisciplinary:

GEOG 2210 or GEOG 3315 or GEOG 3330*	3-4
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Outcome 12 - Arts:

Any course listed in Outcome 12	3
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Outcome 13 - Humanities:

HIST 1107 or HIST 1108*.....	3
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Outcome 14 - Social Sciences:

SOCY 1110*	3
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Outcome 15 - Natural Science:

SCIE 1100 or SCIE 1110*.....	4-5
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Outcome 16 - Cultural Awareness:

GEOG 2210 or GEOG 3315 or GEOG 3330*	3
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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.
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Physical Education Curriculum	50 SEM. HRS.
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General Studies Requirements	30 SEM. HRS.
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Professional Education Courses	39 SEM. HRS.
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Free Electives 1 SEM. HRS.

• Physical Education Curriculum43 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
-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	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 Education39 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 Requirements36 SEM. HRS.

Outcome 1 - Critical Analysis:

ENGL 1102 (Institutional Requirement)	3
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Outcome 2 - Quantitative Literacy:

MATH 1507 or 1407 or higher in Outcome 2	3
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Outcome 3 - Written Communication:

ENGL 1101 (Institutional Requirement)	3
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Outcome 4 - Teamwork:

COMM 2200 or 2201*	3
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Outcome 5 - Information Literacy:

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

EDUC 2201 (Satisfied in Major)	X
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Outcome 7 - Oral Communication:

COMM 2200 or 2201 (Met in Outcome 4)	X
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Outcome 8 - Citizenship:

HIST 1107 or 1108*	3
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Outcome 9- Ethics

Recommended SOCY 1110.....	3
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Outcome 10- Health:

PHED 1100 (Satisfied in Major)	X
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Outcome 11- Interdisciplinary:

Any course in Outcome 11	3
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Outcome 12 - Arts:

Any course listed in Outcome 12	3
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Outcome 13 - Humanities:

HIST 1107-1108*.....	X
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Outcome 14 - Social Sciences:

SOCY 1110 (Met in Outcome 9).....	X
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Outcome 15 - Natural Science:

Any Course in Outcome 15	4
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Outcome 16 - Cultural Awareness:

Any course in Outcome 16	3
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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.

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
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	
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

• General Studies Requirements

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 SCIENCE20 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 EDUCATION120 SEM. HRS.
Community Health Education.....61 SEM. HRS.
General Studies Requirements46-47 SEM. HRS.
Free Electives 12-13 SEM. HRS.

• Community Health Education Curriculum61 SEM. HRS.

Required Courses (56 hrs.)

PHED 1100 Fitness & 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
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, 3) Exercise Science or 4) Nutrition. 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)

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 9 credit hours.

• General Studies Requirements 46-47 SEM. HRS.

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

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 in Outcome 16..... 3

Additional General Studies Hours:

HLTA 2203 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.

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 (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

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 I.....	2
RECR 1155	RECREATION FIELD WORK II*	2
RECR 1199	SPECIAL TOPICS IN RECREATION	1-6
RECR 2250	SELECT TOPICS IN CERTIFICATIONS	2

* Course not offered regularly. Check with department for current listing.