

Department of Secondary Education
&
Health and Physical Education



Departmental Handbook
25-26

COLLEGE OF EDUCATION & SOCIAL WORK

MISSION, VISION, & CONCEPTUAL FRAMEWORK

MISSION

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

VISION

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

CONCEPTUAL FRAMEWORK

Educator Preparation Programs

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

- **Teaching:** We value excellence in our academic and instructional pursuits. We are committed to applying research and theory in practice facilitated through meaningful engagement with Candidates.
- **Research and Scholarship:** We believe in engaging Candidates in scholarly excellence and research that contributes to the field of education, schools, and communities.
- **Local and Global Partnerships:** We commit to working cooperatively in establishing meaningful partnerships with P-12 educational systems as well as university, local, and national communities to improve the educational outcomes, economic vitality, and well-being of everyone.
- **Leadership:** We believe in fostering the leadership skills of all Candidates.

- **Service:** We believe meaningful learning occurs when Candidates engage in personal and professional development in serving the needs of others.
- **Innovative Practice:** We believe in creating innovative experiences and approaches to advance new knowledge, solve problems, and improve our practice.
- **Ethics and Values:** We strive to uphold the highest ethical standards and strive for personal and professional integrity.

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

- **Lifelong Learners** who have an enduring purpose to become a better professional with high expectations for themselves and others.
Scholars who actively engage with the discovery of new knowledge or broaden and deepen existing knowledge and apply knowledge to affect improvement.
- **Evidence-Based Decision Makers** who use data-driven facts and intellectual standards to make informed decisions.
- **Reflective and Skilled Practitioners** who have the ability to analyze, assess, and revise practice in light of students' performance, learning theory, research, and constructive feedback.
- **Social Justice Advocates** who have the knowledge, skills, and dispositions to confront social inequality and promote equity within their sphere of influence (Adams, 2010).
- **Innovators of Applied Technology** who have the ability to use and leverage technology to address the needs of all learners.

Developing professional behaviors is essential to the EPPs. The EPPs take pride in developing the Professional Dispositions and Requirements essential to the professional field. The EPPs are committed to Candidates. Our programs not only educate Candidates, but they monitor those behaviors and provide strategic support as Candidates matriculate through their program.



Faculty

Department Chairperson
Dr. Laura Renzi, Professor
Anderson 501A, (610) 436-1040
[**lrenzi@wcupa.edu**](mailto:lrenzi@wcupa.edu)

Dr. Matthew Cummiskey, Professor Health and Physical Education
Sturzebecker 318, (610) 430-4199
mcummiskey@wcupa.edu

Dr. Dan Ilaria, Professor Math Education
Anderson 506, (610) 436- 3248
dilaria@wcupa.edu

Dr. Pauline Schmidt, Professor English Education
Anderson 503, (610) 436-2202
pschmidt@wcupa.edu

Dr. Beth Foster, Associate Professor Health and Physical Education
Sturzebecker 306, (610) 436-2189
efoster@wcupa.edu

Dr. Brett Criswell, Associate Professor Science Education
Anderson 509, (610) 436 - 2898
bcriswell@wcupa.edu

Dr. Jen Hummer, Associate Professor Math Education
Anderson 505, (610) 436-3247
jhummer@wcupa.edu

Dr. Jen Butz, Assistant Professor Health and Physical Education
Sturzebecker
jbutz@wcupa.edu

Dr. Liz Dlugolecki, Assistant Professor Health and Physical Education
Sturzebecker 307, (610) 436-2183
EDlugolecki@wcupa.edu

Dr. Jenna Fisher, Assistant Professor Health and Physical Education
Sturzebecker 304, (610) 436-2179
jfisher@wcupa.edu

Dr. Anne Gill, Assistant Professor Social Studies Education

Anderson 507, (610) 436-2971
agill@wcupa.edu

ADMINISTRATION AND STAFF

Department Office Coordinator Ms. Amber Junkins	Anderson Hall 501 ajunkins@wcupa.edu	(610) 436-2899
COESW Dean Dr. Desha Williams	Recitation 301 Dwilliams@wcupa.edu	(610) 436-2321
COESW Associate Dean Dr. Maria Stetter	Recitation 301 MStetter@wcupa.edu	(610) 436-2321
Certification Dr. Ashley Rowe	Recitation 301 arowe@wcupa.edu	(610) 436-2321
Director of Candidate Services and Clinical Experiences Dr. Maryann Beaver	Wayne Hall, 107 mbeaver@wcupa.edu	(610) 436- 2999

DEPARTMENTS

Biology Department Dr. Jen Chandler (BIO)	Schmucker Science N 281 jchandler@wcupa.edu	(610) 436-2538
Chemistry Department Dr. Mahruhk Azam (CHE, CRL)	Schmucker S. 119A mazam@wcupa.edu	(610) 436-2631
Earth and Space Science Dr. Howell Bobbyshell (ESS)	Merion Science Center 205 hbobbyshell@wcupa.edu	(610) 436-2727
Educational Foundations and Policy Studies Department Dr. John Elmore (EDF, EDP, ERM, EDT)	Wayne Hall 902 jelmore@wcupa.edu	(610) 436-2958
English Department Dr. Michael Burns (ENG)	Main Hall 500 mburns@wcupa.edu	(610) 436-2822
History Department	Wayne Hall 704	(610) 436- 2201

Dr. Robert Kodosky (HIS)	rkodosky@wcupa.edu	
Kinesiology Department Dr. Craig Stevens (KIN & EXE)	Sturzebecker, Room 206 wstevens@wcupa.edu	(610) 436-2386
Literacy Department Dr. Diane Santori (EDR)	Recitation 108B dsantori@wcupa.edu	(610) 436-2877
Math Department Dr. Allison Kopas (MAT)	25 University Room 101 akopas@wcupa.edu	(610) 436-2440
Physics Department Dr. Matthew Waite (PHY)	SECC 367 mwaite@wcupa.edu	(610) 436-2497
Special Education Department Dr. Beatrice Adera (EDA)	Recitation 304 badera@wcupa.edu	(610) 436-2579

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

STUDENT SUCCESS

The faculty are here to support you as you strive to become an exceptional teacher. College is challenging from both an academic and personal standpoint. There are many resources available at the university to help you be successful. Please review the [Student Success](#) and [Campus Resources](#) websites. Selected resources are listed here:

- [Academic Success Workshops](#) – provides videos and PowerPoints on nine common topics and issues.
- [Counseling & Psychological Services](#) – provides individual and group counseling from licensed psychologists.
- [Office of Services for Students with Disabilities](#) – provides accommodation letters, a proctoring center, and a wide range of services.
- [Success Coaches](#) – offers personalized support from trained graduate students.
- [Tutoring Center](#) – offers free tutoring for selected general education courses (MAT, BIO, etc.)
- [Writing Center](#) – offers both online and face-to-face feedback to improve writing.

UNIVERSITY POLICIES & PROCEDURES

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

Academic Dishonesty Policy

[Academic dishonesty](#) is prohibited, and violations may result in disciplinary action up to and including expulsion from the University.

Sexual Misconduct Policy (Title IX)

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

Sexual Harassment and Misconduct Policy (non-Title IX)

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

Student Code of Conduct Policy

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

Academic Integrity Policy

The Department of Secondary Education regards incidents of academic dishonesty (including, but not limited to, cheating and plagiarism*) to be violations of the Department Code of Conduct as well as violations of the University [Academic Integrity Policy](#)

University Grading Policies

Information regarding grading systems, pass/fail policy, cumulative grade point average, grade reports, change of grade policy, grade appeals, and Dean's list can be found in the [Undergraduate](#) and [Graduate](#) Catalogs under Academic Policies and Procedures: Grade Information.

Students with Disabilities

IF YOU HAVE A DISABILITY THAT REQUIRES ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITIES ACT (ADA), PLEASE PRESENT YOUR LETTER OF ACCOMMODATIONS AND MEET WITH ME AS SOON AS POSSIBLE SO THAT I CAN SUPPORT YOUR SUCCESS IN AN INFORMED MANNER. ACCOMMODATIONS CANNOT BE GRANTED RETROACTIVELY. IF YOU WOULD LIKE TO KNOW MORE ABOUT WEST CHESTER UNIVERSITY'S SERVICES FOR STUDENTS WITH DISABILITIES (OSSD), PLEASE VISIT THEM AT 223 LAWRENCE CENTER. THEIR PHONE NUMBER IS 610-436-2564, THEIR FAX NUMBER IS 610-436-2600, THEIR EMAIL ADDRESS IS OSSD@WCUPA.EDU, AND THEIR WEBSITE IS AT [HTTPS://WWW.WCUPA.EDU/UNIVERSITYCOLLEGE/OSSD/](https://www.wcupa.edu/universitycollege/ossd/).

ACADEMICS

This section provides an overview of the academic programs.

Degree Programs

To graduate from West Chester University, you must earn a minimum of 120 credits; however, all the BS/ED programs in this dept require MORE than 120 credits. These credits are broken up into two parts: General Education courses and courses in your major. Both parts will be discussed in the following pages.

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

General Education

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

Workload

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

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

Second Degree Students

Second degree students have already earned a previous bachelor's degree. Therefore, they do not need to complete WCU's general education requirements. They must complete all coursework in the major and all PDE required classes (see Degree Audit). They do not need a second math class or an additional LIT/CLS class. Second degree student must complete a program of study in consultation with their advisor.

ADVISING

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

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

If you have a concern about your advisor (they are not responding to emails etc.) please contact the dept chair.

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

Responsibilities of the **Academic Advisor** include:

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

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

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

Scheduling classes for the next semester

To schedule the next term's courses on RamPortal, your advisor must “lift the hold” on your account.

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

Your advisor may ask request the following:

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

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

Registration occurs on RamPortal.

Degree Audit: The degree audit lists all requirements you must fulfill in order to graduate. It is the “official” record of your degree progress. Degree requirements are listed as “not satisfied” or “satisfied.” When all requirements are listed as satisfied, you graduate. Currently enrolled courses and scheduled/planned courses are listed as “satisfied” even though they are not yet completed. When completing general education requirements, consult the Degree Audit or Undergraduate Catalog for a listing of what classes qualify. For example, not all history classes fulfill gen ed requirements. ****SPECIAL NOTE:** Fall 2024 is the first time that we are using the Degree Audit system (since we changed to RamPortal). The Dept suggests that you also keep a physical copy of your advising sheet with which to keep track of your degree progress.

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

Adding a Closed/Full Class

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

Adding a Minor

First, discuss your plans with your advisor. Consider any additional requirements and time will be involved in adding minor. Once you decide to add a minor, you can do this via RamPortal. You may add more than one minor; however, doing so might add time to your degree completion. Minors must be completed when your degree is conferred, you cannot come back after graduation to complete unfinished minor classes.

Changing a Major

First, discuss your plans with your advisor. Consider any additional requirements and time will be involved in

changing your major. You can meet with or transfer to a special program in Exploratory Studies that will allow you to work on meeting any entrance requirements for your new major. Once you decide to change your major, you can request a change of major through your RamPortal.

Policies Related to Practicum and Student Teaching For Health and Physical Education Majors.

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

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

Graduation

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

TEACHER CANDIDACY INFORMATION

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

****HPE teacher candidates must have achieved teacher candidacy in order to register for HPE 403, HPE 489 and HPE 490.**

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

Please refer to this [link](#) for information about achieving teacher candidacy. The requirement to pass the [basic skills tests](#) **has been suspended until July 8, 2025**. If you achieve teacher candidacy before that date, you do not need to pass the basic skills test.

Teacher Candidacy Requirements

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

Link to [teacher candidacy application](#).

Teacher Candidacy Revoked

Teacher Candidacy can and will be revoked with the teacher candidate falls below the GPA threshold. Having your teacher candidacy revoked will prevent you from taking coursework that requires candidacy and can delay your progress in the program.

TEACHER CANDIDATE CLEARANCES

CANDIDATE SERVICES - CLEARANCES for Educator Preparation/Educator Specialists

Pennsylvania state law requires that all persons who interact with children in schools must have clearances for their field courses. See the list of [Courses Requiring Clearances](#). There are four clearances – FBI, State Police, Child Abuse and TB Test. Clearances must be on file with the Office of Candidate Services.

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

Clearances are due June 10th for fall classes and Jan. 2 for spring classes. If you do not have your clearances in, you can and will be removed from any field courses.

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

CANDIDATE SERVICES - CLEARANCES FOR EDUCATOR PREPARATION/EDUCATOR SPECIALISTS

Pennsylvania state law requires that all persons who interact with children in schools must have clearances for their field courses. Clearances must be on file with the Office of Candidate Services. See the list of [Courses Requiring Clearances](#). Clearances are due in July for the Fall semester and early January for the Spring semester. Students will be notified of clearance deadlines for Summer Sessions by email.

Candidate Services

Wayne Hall, Suite 107
125 W. Rosedale Avenue
West Chester, PA 19383

TEACHER CANDIDATE DISPOSITIONS

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

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

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

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

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

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

Evaluation of the Professional Dispositions of Teacher Candidates

The evaluation of Professional Dispositions of candidates is conducted online. The evaluation is administered to candidates in every education course every semester. In courses where there is a field experience, the faculty member collaborates with the mentor teacher when evaluating each candidate's dispositions. The faculty member has the option to submit a dispositional concern. Additional actions may include the development of

an action plan, meeting with university faculty members and administrators and possible dismissal from the HPE program.

Email Etiquette Policy

One common reason for a dispositions conversation is email etiquette. Since university professors and staff use email to communicate with students, it is imperative that you learn to communicate professionally in your email.

What is email etiquette?

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

Why is email etiquette important?

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

Strike the right tone:

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

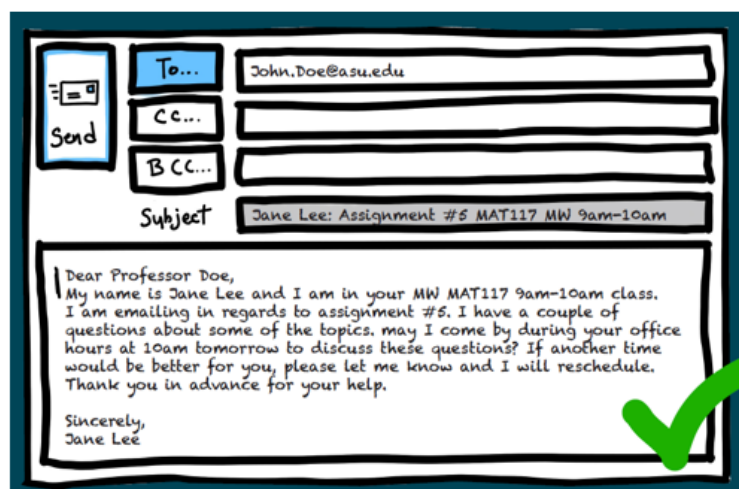
Formatting:

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

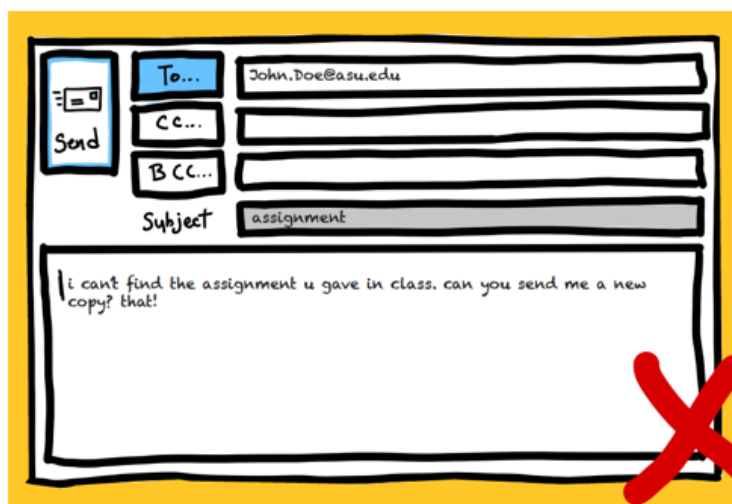
Other tips:

- Allow 48 weekday hours before following up on an email for which you have not received a reply. This

Example of a Proper Email



Example of an Improper Email



excludes weekends.

2. Respond to emails from a professor in a timely manner, again within 48 hours.
3. Only “cc” (carbon copy) individuals directly involved in the conversation.
4. To protect your privacy, only use your WCU email to communicate with anyone on campus.

Sources: Arizona State and San Jose State Universities

Field Placements

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

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

Student Teaching

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

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

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

Policies Applicable to Student Teaching

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

Praxis Testing

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

Praxis II requirement

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

PREPARING FOR GRADUATION

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

1. Meet with your **major and minor advisors** at least a year prior to your anticipated graduation date to review unmet requirements. Your advisor can also look at general education requirements but are best reviewed by the Registrar.
2. Count your credits! WCU cannot grant any degree without a **minimum of 120 credits**. (And just because you have 120 credits does not mean that you earn a degree; you also must satisfy the degree's course requirements.) B.S.Ed. programs are often higher than 120 credits.
3. Visit your *RamPortal* page and click on "Apply for Graduation" to apply for graduation analysis (see the pages that follow for instructions). This triggers a request to the Registrar (as well as putting you on the department's list of prospective graduates at the end of your anticipated graduation semester). **You should apply a year before you anticipate graduation**. This will permit you to make adjustments to your course selections in your final semesters that will prevent any delay in your graduation date.
4. The Registrar's Office will provide an evaluation of your general education requirements. After several weeks to a few months (depending on urgency and time of semester), the Registrar's Office will send you an email **at your WCU email address only**, with your evaluation report attached. You will be asked to come to the Registrar's office and review the evaluation with the designated Registrar staff member (determined by Major/College). Specific days/times are identified. **You must check your WCU email account to learn of your graduation status!**
5. Consult with any minor advisors the first week of your last semester to verify that you will complete all requirements of minor programs.
6. **Meet with your advisor first week of your last semester** so that you can check requirements one more time, when you still have time to adjust your schedule during the Drop/Add period.

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

How NOT to graduate!

The most common problems:

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

Please do not expect either the Registrar or the department to process your graduation request a couple of weeks before you intend to graduate.
Apply at least a year ahead of when you plan to graduate.

ASKING FOR LETTERS OF RECOMMENDATION

For most applications (jobs, graduate school, scholarships, etc.), you will need to include three letters of recommendation from individuals who can address your abilities, suitability, and promise for the stated goal. In selecting faculty members to approach for a letter, you should consider who knows you and your work best. Those who know you well and have ties with a particular university or program to which you are seeking admission are particularly good to approach – as are those who are well-known in the field you wish to enter.

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

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

- A list of jobs or programs to which you are applying – and the deadlines for the receipt of materials.
- Any forms that should be included with the letter. Complete all portions of the form that ask for your personal information. **Be sure to check the box that waives your right to see the letter.** If you do not waive your rights to see the material, the letter will hold less weight.
- A draft of your teaching philosophy, personal statement, or essay that you are sending with your application.
- A copy of your resume.
- A statement in which you offer a brief summary of the work you completed for the course(s) you took with the recommender and the grades you earned. Such information will jog the recommender's memory and allow the person to add specific details that will enhance the letter. Feel free to include any information (course-related or otherwise) that you feel would help the recommender highlight your talents, your maturity, and/or your reasons for selecting this position or school.

URLs for the recommendation submission websites and any relevant instructions.

Secondary Programs Advising Sheets

English BSED

Math BSED

Biology BSED
Chemistry BSED
Earth and Space BSED
Physics BSED

Social Studies Elective Certification
History BA w/certification
Political Science BA w/certification
Geography BA w/certification

B.S.Ed. ENGLISH - 123 CREDITS

Name:	Date Major Declared:	Grad Date:			
Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025)					
Test of Writing Competency – offered once at the beginning of the semester					
Candidacy Req: 48 credits, 3 credits lit, 3 credits comp, 6 credits math, 2.9 GPA, Basic Skills Testing					
Praxis English Content Knowledge (take before student teaching, pass for certification)					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W**
GENERAL EDUCATION REQUIREMENTS (61 less 27 Attributed to Major Requirements = 31 credits)					
FIRST YEAR EXPERIENCE	4				
WRT 120	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	3				
DIVERSE COMMUNITIES “J”		ENG 382			
INTERDISCIPLINARY “I”		EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS)	3				
	3				
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3				
	3				
HUMANITIES (A LIT COURSE is required for candidacy)	3				
		CLS 260 or CLS 261			
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS “E” COURSE		ERM 355			
SPEAKING “S” COURSE		SED 200			
		EDS 411			
		EDS 412			
WRITING “W” COURSE		ENG 194			
		SED 300			
		ENG 296			
CAPSTONE		SED 411			
		SED 412			
ADDITIONAL PDE REQUIREMENTS (3 CREDITS)					
MAT 103 or higher	-	SEE GEN ED			
MAT 103 or higher	3				
EDUCATION CORE REQUIREMENTS (29 credits)					
EDF 300 Democracy and Education “I”	3				
EDP 280 — Developmental and Psychological Perspectives in Education	3				
EDA 103 — Foundations of Special Education	3				
**EDA 304 — Special Education for Secondary Educators (pre-req EDA 103)	2				
EDR 347 — Literacy Development & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E”	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Secondary Field Experience. “S”	3				
**SED 300 Principles of Teaching and Field Experience “W”	3				

ENGLISH EDUCATION REQUIREMENTS (6 credits)					
**SED 390 Teaching English in Secondary Schools (pre-req SED 300)	3				
**SED 392 Writing and Teaching Writing in Secondary Schools (Pre-req SED 300)	3				
ENGLISH COURSES - CORE (12 CREDITS)					
ENG 201 Introduction to English Studies	3				
ENG 202 Research Methods for English Studies Seminar	3				
ENG 296 Theory, Meaning and Value "W" or ENG 206	3				
ENG 230 Intro. To Linguistics	3				
ENG 331 Structure of Modern English	3				
ENGLISH COURSES – EDUCATION CORE, ELECTIVES, & SEMINARS (30 CREDITS)					
World Literature (CLS 260 or 261)	3				
American Literature (CLS 255, 333, LIT 213, 200, 201, 202, 203)	3				
British Literature (LIT 335, 336, 230, 231)	3				
Poetry (CRW 301, 302, LIT 274, 333, 307)	3				
JRN Elective (JRN 272,312,315,225, 335)	3				
WRH Elective (see WRH courses)	3				
English Elective	3				
ENG 400 Senior Seminar	3				
ENG 400 Senior Seminar	3				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	123				

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

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

English BSED 2021+
Suggested Course Sequence
***Field Course – Clearances Needed**

Semester 1

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

Semester 2

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

Semester 3

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

Semester 4**

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

*Stage I & II fields: Clearances needed

Semester 5

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

*Stage III fields: Clearances needed

Semester 7

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

Semester 6

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

Semester 8

EDS 411&412*	Student Teaching	12
		12

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

Name:	Date Major Declared:	Planned Grad Date:			
Basic Skills Testing Requirement for Candidacy (Requirement suspended through July 2025)					
Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis 5161 Mathematics Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification):					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W* *
GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)					
FIRST YEAR EXPERIENCE	4				
WRT 120	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	-	MAT 161			
DIVERSE COMMUNITIES “J”	-	ENG 382			
INTERDISCIPLINARY “I”	-	EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS)	-	PHY 170			
	-	CSC 141			
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3				
	3				
HUMANITIES (A LIT COURSE is required for candidacy)	3	LIT (<i>REQ for Candidacy</i>)			
	3				
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS “E” COURSE	-	ERM 355			
SPEAKING “S” COURSE	-	SED 200			
	-	SED 411			
	-	SED 412			
WRITING “W” COURSE	-	SED 350			
	-	SED 354			
	-	MAT 401			
CAPSTONE	-	SED 411/412			
EDUCATION CORE REQUIREMENTS (29 credits) *					
EDF 300 Democracy and Education “I”	3				
EDP 280 — Developmental and Psychological Perspectives in Education	3				
EDA 103 — Foundations of Special Education	3				
EDA 304 — Special Education for Secondary Educators	2				
EDR 347 — Literacy Development & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E”	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Secondary Field Experience. “S”	3				
SED 300 Principles of Teaching and Field Experience “W”	3				
MATHEMATICS EDUCATION REQUIREMENTS (12 credits) *					
SED 350 Middle School Mathematics Methods “W”	3				
SED 354 Secondary Mathematics Methods “W”	3				
SED 356 Advanced Perspectives of High School Mathematics I	3				
SED 357 Advanced Perspectives of High School Mathematics II	3				
MATHEMATICS COURSES - CORE (27 CREDITS) *					
MAT 161 Calculus	4				
MAT 162 Calculus II	4				

MAT 200 Nature of mathematics	3				
MAT 261 Calculus III	4				
MAT 311 Linear Algebra	3				
MAT 411 Algebra I	3				
MAT 421 Mathematical Statistics I	3				
MAT 441 Real Analysis I	3				
MATHEMATICS COURSES – EDUCATION CORE & ELECTIVES (15 CREDITS) *					
MAT 331 Geometry	3				
MAT 343 Differential Equations	3				
MAT 401 History of Mathematics “W”	3				
Applied Mathematics Elective	3				
Mathematics Elective	3				
COGNATE REQUIREMENTS (7 CREDITS) *					
PHY 170 Physics I	4				
CSC 141 Intro Computer Science	3				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	127				

*must attain a C- or higher in all coursework

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

**B.S.Ed. Mathematics
Sample Schedule
Fall 2021**

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

Advising Comments

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

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

Math Program Assessments

Mathematics Pedagogy Knowledge Portfolio

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

Lesson plan portfolio

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

B.S.Ed. Biology (127 Credits)

Name:	ID#	Grad Date:			
Basic Skills Requirement for Candidacy (requirement suspended through July 2025)					
Candidacy req: 48 credits, 3 comp, 3 lit, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis II – Biology Content Test (take before student teaching, pass for certification)					
	CREDIT S	COURSE	SEMESTER	GRADE	REP/W**
GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)					
First Year Experience	4				
WRT 120 Effective Writing	3				
WRT 200, or 204, 205, 206, 207, 208 Critical Writing	3				
Math	-	MAT 121			
Diverse Communities (J)	-	ENG 382			
Interdisciplinary (I)	-	EDF 300			
Ethics Course (E)	-	ERM 355			
Science (6 credits from two areas: CHEM, BIO, ESS, PHY, CSC)	-	ESS 101			
	-	CHE 103			
Behavior & Social Science (6 credits from two areas: ANT, SOC, PSY, ECO, GEO PSC)	3				
	3				
Humanities (must take a LIT course)	3	LIT 165 (<i>REQ for Candidacy</i>)			
	3				
Art	3				
Speaking Emphasis Courses (s)		SED 200			
		SED 411			
		SED 412			
Writing Emphasis Courses (w)		LIT 165			
		SED 300			
		BIO 211			
CAPSTONE	-	SED 411/412			
EDUCATION CORE REQUIREMENTS (29 credits)					
EDF 300 Democracy in Education “I”	3				
EDP 280 Dev. And Psychological Perspectives in Education	3				
EDA 103 Foundations in Special Education	3				
EDA 304 Special Education for Secondary Educators	2				
EDR 347 Lit. Development and Students with Disabilities	3				
LAN/ENG 382 ELL Strategies for Content Area Teachers	3				
ERM 355 Ethical and Effective Assessment for 7-12 Learning “E”	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Learning Environments & Field Experience in Secondary Schools. “S”	3				
SED 300 Principles of Teaching and Technology in Secondary Education “W”	3				
SCIENCE EDUCATION REQUIREMENTS (3 credits)					
SED 360 Science Education in the Secondary Schools	3				
BIOLOGY COURSES - CORE 33 CREDITS) *					
BIO 110 General Biology I	4				
BIO 111 General Biology II	4				
BIO 210 Genetics	3				
BIO 210L Genetics	1				
BIO 211 Cell Biology “W”	4				
BIO 214 General Microbiology w/Lab	4				

BIO 270 General Ecology w/ Lab	3				
BIO 412 Organic Evolution	3				
BIO Elective (300 level or above – except Bio 307 or 469)	3				
COGNATE REQUIREMENTS (25 CREDITS) *					
MAT 121 Statistics	3				
Calculus (MAT 143 or 161)	3/4				
CHE 103 General Chemistry I	3				
CRL 103 Exp General Chemistry I	1				
CHE 104 General Chemistry II	3				
CRL 104 EXP Chemistry II	1				
CHE 231 Organic Chemistry I	3				
CRL 231 Exp. Organic Chemistry I	1				
PHY 130 General Physics I or PHY 170 Physics I	4				
ESS 101 Introduction to Geology	3				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	127				

*Must attain a C- or higher in all coursework

Semester	Suggested Courses	Credits
Year 1		
One (15 cr.)	BIO 110 General Biology I CHE 103 General Chemistry I CHE 103L General Chemistry I Lab MAT 121 Introduction to Statistics I FYE 100X First Year Experience	4 3 1 3 4
Two (17 cr.)	BIO 111 General Biology II CHE 103 General Chemistry II CHE 103L General Chemistry II Lab SED 100 Introduction to Secondary Education EDP 280 Educational Psychology WRT 120 Effective Writing I	4 3 1 3 3 3
Year 2		
Three (16 cr.)	BIO 214 General Microbiology w/ Lab CHE 231 Organic Chemistry I CHE 231L Organic Chemistry I Lab EDA 103 Foundations of Special Education WRT 2XX 200-level Writing Course	4 4 2 3 3
Four (15 / 16 cr.)	BIO 210 Genetics BIO 210L Genetics Lab MAT 143 Brief Calculus OR MAT 145 Calculus for the Life Sciences OR MAT 161 Calculus I SED 200 Field Experience for 7-12 Secondary Teachers EDA 303 Special Education for Secondary Educators	3 1 3 / 4 3 3 2
Year 3		
Five (17 cr.)	BIO 211 Cell Biology w/ Lab PHY 130 General Physics I OR PHY 170 Physics I SED 300 Principles of Teaching and Field Experience in Secondary Schools LIT 165 Topics in Literature Humanities Elective	4 4 3 3 3
Six (18 cr.)	BIO 270 Ecology BIO 412 Organic Evolution EDF 300 Democracy & Education ERM 355 Ethical and Effective Assessment for 7-12 Learning	3 3 3 3

	Behavioral & Social Science Elective	3
	2nd Behavioral & Social Science Elective	3
Year 4		
Seven (18 cr.)	BIO XXX Biology Elective (300 level or above – except Bio 307 or 469)	3
	ESS 101 Introduction to Geology	3
	SED 360 Science Education in the Secondary Schools	3
	LAN/ENG 382 ELL Strategies for Content Area Teachers	3
	EDR 347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms	3
	Arts Elective	3
Eight (12 cr.)	EDS 411 Student Teaching Secondary – 1 st half	6
	EDS 412 Student Teaching Secondary – 2 nd half	6

B.S.Ed. Chemistry

Name:	Date Major Declared:		Planned Grad Date:		
Basic Skills Testing Requirement for Candidacy (Requirement suspended through July 2025)					
Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis Chemistry Content Test (Must take prior to student teaching, and earn passing score for certification):					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W*
GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)					
FIRST YEAR EXPERIENCE	4				
WRT 120	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	-	MAT 161			
DIVERSE COMMUNITIES "J"	-	ENG 382			
INTERDISCIPLINARY "I"	-	EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS)	-	PHY 170			
	-	CSC 141			
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3				
	3				
HUMANITIES (A LIT COURSE is required for candidacy)	3	LIT (<i>REQ for Candidacy</i>)			
	3				
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS "E" COURSE	-	ERM 355			
SPEAKING "S" COURSE	-	SED 200			
	-	SED 411			
	-	SED 412			
WRITING "W" COURSE	-	SED 350			
	-	SED 354			
	-	MAT 401			
CAPSTONE	-	SED 411/412			
EDUCATION CORE REQUIREMENTS (29 credits) *					
EDF 300 Democracy and Education "I"	3				
EDP 280 — Developmental and Psychological Perspectives in Education	3				
EDA 103 — Foundations of Special Education	3				
EDA 304 — Special Education for Secondary Educators	2				
EDR 347 — Literacy Development & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
ERM 355 Ethical and Effective Assessment for Learning 7 – 12 "E"	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Secondary Field Experience. "S"	3				
SED 300 Principles of Teaching and Field Experience "W"	3				
CHEISTRY/SCIENCE EDUCATION REQUIREMENTS (12 credits) *					
SED 360 Science Education in the Secondary Schools	3				
CHEMISTRY COURSES - CORE (27 CREDITS) *					
CHE 103 General Chemistry I					
CRL 103 General Chemistry LAB I	1				
CHE 104 General Chemistry II	3				
CRL 104 General Chemistry Lab II	1				

CHE 231 Organic Chemistry	4				
CRL 231 Organic Chemistry Lab	2				
CHE 232 Organic Chemistry II	3				
CRL 232 Organic Chemistry Lab II	2				
CHE 321 Analytical Chemistry	3				
CRL 321 Analytical Chemistry Lab	2				
CHE 341 Physical Chemistry I	4				
CRL 341 Physical Chemistry I Lab	2				
CHE 409 Descriptive Inorganic Chemistry	3				
CHE 418 Chemical Information	1				
CHE 476 Biochemistry I	3				
CHE 491 Chemistry Seminar	1				
REQUIRED SUPPORTING MATH AND SCIENCE COURSEWORK *					
MAT 161 Calculus I	4				
MAT 162 Calculus II	4				
BIO 110 General Biology I	4				
PHY 170 Physics I	4				
PHY 180 Physics II	4				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	127				

*Must attain a C- or higher in all coursework

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

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

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

Name	ID#	Grad Date:			
Basic Skills Requirement for Candidacy (requirement suspended through July 2025)					
Candidacy req: 48 credits, 3 comp, 3 lit, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis II – Earth and Space Science Content Test (take before student teaching, pass for certification)					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W**
GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)					
First Year Experience	4				
WRT 120 Effective Writing	3				
WRT 200, or 204, 205, 206, 207, 208 Critical Writing	3				
Math	-	MAT 121			
Diverse Communities (J)	-	ENG 382			
Interdisciplinary (I)	-	EDF 300			
Ethics Course (E)	-	ERM 355			
Science (6 credits from two areas: CHEM, BIO, ESS, PHY, CSC)	-	BIO 110			
	-	CHE 103			
Behavior & Social Science (6 credits from two areas: ANT, SOC, PSY, ECO, GEO PSC)	3				
	3				
Humanities (must take a LIT course)	3	LIT (REQ for Candidacy)			
	3				
Art	3				
Speaking Emphasis Courses (s)		SED 200			
		EDS 411			
		EDS 412			
Writing Emphasis Courses (w)		LIT 165			
		SED 300			
		ESS 201			
Capstone		SED 411			
		SED 412			
EDUCATION CORE REQUIREMENTS (29 credits)					
EDF 300 Democracy and Education “I”	3				
EDP 280 — Developmental and Psychological Perspectives in Education	3				
EDA 103 — Foundations of Special Education	3				
EDA 304 — Special Education for Secondary Educators	2				
EDR 347 — Literacy Development & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E”	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Learning Environments & Field Experience in Secondary Schools. “S”	3				
SED 300 Principles of Teaching and Technology in Secondary Education “W”	3				
SCIENCE EDUCATION REQUIREMENTS (3 credits)					
SED 360 Science Education in the Secondary Schools	3				
EARTH & SPACE SCIENCE COURSES - CORE (40 CREDITS) *					
ESS 101 Introduction to Geology	3				
ESS 201 Field Geology “W”	3				

ESS 204 Historical Geology "W"	3				
ESS 301 Environmental Geochemistry	3				
ESS 302 Mineralogy	3				
ESS 343 Geomorphology	3				
ESS 405 Igneous and Metamorphic Petrology	3				
ESS 439 Hydrogeology	3				
ESS 450 Sedimentology and Stratigraphy	3				
ESS/SCB/ENV 102 Humans and the Environment OR SCB 210	3				
ESS 311 Introduction to Astronomy	3				
ESS 330 Introduction to Oceanography	3				
ESS 347 Seminar	1				
ESS 370 Introduction to Meteorology	3				
COGNATE REQUIREMENTS (18 CREDITS)					
MAT 115 Algebra & trigonometry or MAT 131 Pre-Calculus	3				
MAT 121 Statistics I	3				
BIO 110 General Biology I	4				
CHE 103 General Chemistry I	3				
CRL 103 EXP General Chemistry I	1				
PHY 130 General Physics I or PHY 170 Physics I	4				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	127				

*must attain a C- or higher in all coursework

Semester	Suggested Courses	Credits
Year 1		
One (16 cr.)	ESS 101 Introduction to Geology	3
	MAT 115 Algebra, Functions, and Trigonometry OR MAT 121 Introduction to Statistics I	3
	WRT 120 Effective Writing I	3
	Behavioral & Social Science Gen Ed	3
	FYE 100X First Year Experience	4
Two (15 cr.)	ESS 102 Humans and the Environment OR SCB 102 The Origin of Life and the Universe	3
	MAT 115 Algebra, Functions, and Trigonometry OR MAT 121 Introduction to Statistics I	3
	WRT 2XX 200-level Writing Course	3
	SED 100 Exploration of Secondary Education	3
	EDP 280 Educational Psychology	3
Year 2		
Three (16 cr.)	ESS 201 Field Geology	3
	ESS 204 Historical Geology	3
	CHE 103 General Chemistry I	3
	CRL 103 General Chemistry I Lab	1
	EDA 103 Foundations of Special Education	3
Four (18 cr.)	EDF 300 Democracy & Education	3
	ESS 301 Environmental Geochemistry	3
	ESS 311 Introduction to Astronomy	3
	BIO 110 General Biology I	4
	SED 200 Learning Environments & Field Experience in Secondary Schools. "S"	2
Year 3	EDA 303 Special Education for Secondary Educators	3
	Humanities Gen Education (LIT COURSE)	

Five (17 cr.)	ESS 302 Mineralogy	3
	ESS 330 Introduction to Oceanography	3
	ESS 347 Earth & Space Science Seminar	1
	PHY 130 General Physics I	4
	SED 300 Principles of Teaching and Technology in Secondary Education "W"	3
	Behavioral & Social Science Gen Ed 2	3
Six (15 cr.)	ESS 343 Geomorphology	3
	ESS 405 Igneous and Metamorphic Petrology	3
	ESS 439 Hydrogeology	3
	LAN/ENG 382 ELL Strategies for Content Area Teachers	3
	ERM 355 Ethical & Effective Assessment for K-12 Learning	3
Year 4		
Seven (18 cr.)	ESS 370 Introduction to Meteorology	3
	ESS 450 Sedimentation & Stratigraphy	3
	SED 360 Science Education in the Secondary School	3
	EDR 347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms	3
	Arts Gen Ed.	3
	Humanities Gen Education	3
Eight (12 cr.)	EDS 411 Student Teaching Secondary – 1 st half	6
	EDS 412 Student Teaching Secondary – 2 nd half	6

B.S.Ed. Physics (129 credits)

Name:	ID#	Grad Date:			
Basic Skills Requirement for Candidacy (Requirement suspended through July 2025)					
Candidacy req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis II – Physics Content Test (take before student teaching, pass for certification)					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W**
GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 25 credits)					
First Year Experience	4				
WRT 120 Effective Writing	3				
WRT 200, or 204, 205, 206, 207, 208 Critical Writing	3				
Math	-	MAT 161			
Diverse Communities (I)	-	ENG 382			
Interdisciplinary (I)	-	EDF 300			
Ethics Course (E)	-	ERM 355			
Science (6 credits from two areas: CHEM, BIO, ESS, PHY, CSC)	-	Bio Elec			
	-	CHE 103			
Behavior & Social Science (6 credits from two areas: ANT, SOC, PSY, ECO, GEO PSC)	3				
	3				
Humanities (must take a LIT course)	3	LIT (REQ for Candidacy)			
	3				
Art	3				
Speaking Emphasis Courses (S)		SED 200			
		SED 411			
		SED 412			
Writing Emphasis Courses (W)		SED 300			
		PHY 310			
		PHY 320			
CAPSTONE	-	SED 411/412			
EDUCATION CORE REQUIREMENTS (29 credits)					
EDF 300 Democracy in Education	3				
EDP 280 Dev. And Psychological Perspectives in Education	3				
EDA 103 Foundations in Special Education	3				
EDA 304 Special Education for Secondary Educators	2				
LAN/ENG 382 ELL Strategies for Content Area Teachers	3				
EDR 347 Lit. Development and Students with Disabilities	3				
ERM 355 Ethical and Effective Assessment for 7-12 Learning	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Learning Environments & Field Experience in Secondary Schools. “S”	3				
SED 300 Principles of Teaching and Technology in Secondary Education “W”	3				
SCIENCE EDUCATION REQUIREMENTS (3 credits)					
SED 360 Science Education in the Secondary Schools	3				
PHYSICS COURSES - CORE (29 CREDITS) *					
PHY 170 Physics I	4				
PHY 175 Computational Physics	3				
PHY 180 Physics II	4				

PHY 240 Introduction to Modern Physics	3				
PHY 300 Mechanics	3				
PHY 310 Intermediate Physics Lab I "W"	3				
PHY 330 Electronics	3				
PHY 410 Optics or PHY 430 electricity and Magnetism	3				
PHY 455 Advanced Physics Lab: Experimental Methods & Scientific Communication	3				
COGNATE REQUIREMENTS (29 CREDITS) *					
MAT 161 Calculus I	4				
MAT 162 Calculus II	4				
MAT 261 Calculus III	4				
MAT 315 Differential Equations and Linear Algebra	3				
CHE 103 General Chemistry I	3				
CRL 103 EXP General Chemistry	1				
CHE 104 General Chemistry II	3				
CRL 104 EXP General Chemistry II	1				
PHY 105 Structure of the Universe or ESS 311 General Astronomy	3				
Biology Elective	3				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	127				

*must attain a C- or higher in all coursework

Semester	Suggested Courses	Credits
Year 1		
One (17 cr.)	PHY 105 Structure of the Universe	3
	MAT 161 Calculus I	4
	WRT 120 Effective Writing I	3
	FYE 100X First Year Experience	4
	Humanities General Education	3
Two (17 cr.)	PHY 170 Physics I	4
	MAT 162 Calculus II	4
	SED 100 Exploration of Secondary Education	3
	EDP 280 Educational Psychology	3
	WRT 200 Critical Writing and Research	3
Year 2		
Three (17 cr.)	PHY 180 Physics II	4
	MAT 261 Calculus III	4
	EDA 103 Foundations of Special Education	3
	EDF 300 Democracy & Education	3
	LIT 165 Topics in Literature	3
Four (15 cr.)	PHY 175 Computational Physics	3
	PHY 240 Introduction to Modern Physics	3
	MAT 315 Differential Equations and Linear Algebra	3
	SED 200 Learning Environments & Field Experience in Secondary Schools. "S"	3
	EDA 303 Special Education for Secondary Educators	3
	Behavioral & Social Science Elective	
Year 3		
Five (16 cr.)	PHY 300 Mechanics	3
	PHY 310 Intermediate Physics Lab I	3
	CHE 103 General Chemistry I	3
	CHE 103L General Chemistry I Lab	1

	SED 300 Principles of Teaching and Technology in Secondary Education "W"	3
	EDR 347 Lit. Development & Sec. Students with Disabilities	3
Six (16 cr.)	PHY 455 Advanced Physics Lab: Experimental Methods & Scientific Communication	3
	PHY 330 Electronics	3
	CHE 103 General Chemistry II	3
	CHE 103L General Chemistry II Lab	1
	LAN/ENG 382 ELL Strategies for Content Area Teachers	3
	ERM 355 Ethical and Effective Assessment for 7-12 Learning	3
Year 4		
Seven (16 cr.)	PHY 410 Optics	3
	BIO 110 General Biology I	4
	SED 360 Science Education in the Secondary Schools	3
	Behavioral & Social Science Elective	3
	Arts General Education Elective	3
Eight (12 cr.)	EDS 411 Student Teaching Secondary – 1 st half	6
	EDS 412 Student Teaching Secondary – 2 nd half	6

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

Name:	Date Major Declared:	Planned Grad Date:			
Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025)					
Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis 5081 Social Studies Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification):					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W*
GENERAL EDUCATION REQUIREMENTS (61 less 36 Attributed to Major Requirements = 34 credits)					
FIRST YEAR EXPERIENCE	4				
WRT 120	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	3	MAT 103 or above			
DIVERSE COMMUNITIES “J”	-	ENG 382			
INTERDISCIPLINARY “I”	-	EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS)	3				
	3				
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3	PSC 100			
	3	PSY 100			
HUMANITIES (A LIT COURSE is required for candidacy)	3	LIT or CLS (<i>REQ for Candidacy</i>)			
	3	PHI 150, 206, 220			
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS “E” COURSE	-	ERM 355			
SPEAKING “S” COURSE	-	SED 200			
	-	SED 411			
	-	SED 412			
WRITING “W” COURSE	-	SED 331			
	-	HIS 300			
	-	HIS 400			
CAPSTONE	-	SED 411/412			
LANGUAGE & CULTURE REQUIREMENT (0-12 credits)					
Language Choice 101, 102, 201, 202 <i>OR language 202</i>					
Additional MAT required for certification (3 credits)					
MAT	3	MAT 104			
HISTORY CORE COURSES (18 CREDITS)					
HIS 100/101/102 (one World Civilizations course)	3				
HIS 150/151/152 (one US History course)	3				
HIS 100-200 (two additional courses)	6				
HIS 300 Varieties of History	3				
HIS 400 Research Seminar	3				
HISTORY UPPER-LEVEL COURSES (21 CREDITS among World, US, and Europe areas)					
HIS 3xx-4xx (Three courses in one area)	9				
HIS 3xx-4xx (Two courses in another area)	6				
HIS 3xx-4xx (Two courses in a third area)	6				
EDUCATION CORE REQUIREMENTS (29 credits)					
EDF 300 Democracy and Education “I”	3				
EDP 280 — Developmental and Psychological Perspectives in Education	3				
EDA 103 — Foundations of Special Education	3				
EDA 304 — Special Education for Secondary Educators	2				
EDR 347 — Literacy Development & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area	3				

Teachers “J”					
ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E”	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Secondary Field Experience. “S”	3				
SED 300 Principles of Teaching and Field Experience “W”	3				
SOCIAL STUDIES EDUCATION REQUIREMENTS (3 credits)					
SED331 Teaching Secondary Social Studies Methods	3				
COGNATE REQUIREMENTS (9 CREDITS)					
GEO 101 or 103	3				
ECO 111 or 112	3				
SOC 100 or ANT 102 (or above)	3				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	141				

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

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

Name:	Date Major Declared:	Planned Grad Date:			
Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025)					
Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis 5081Social Studies Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification):					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W* *
GENERAL EDUCATION REQUIREMENTS (61 less 42 Attributed to Major Requirements = 28 credits)					
FIRST YEAR EXPERIENCE	4				
WRT 120	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	3				
DIVERSE COMMUNITIES “J”	-	ENG 382			
INTERDISCIPLINARY “I”	-	EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS)	3				
	3				
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	-	PSY 100			
	-	SOC 100			
HUMANITIES (A LIT COURSE is required for candidacy)	3	LIT or CLS (REQ for Candidacy)			
	3				
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS “E” COURSE	-	ERM 355			
SPEAKING “S” COURSE	-	SED 200			
	-	SED 411			
	-	SED 412			
WRITING “W” COURSE	-	SED 331			
	-	CLS 165			
CAPSTONE	-	SED 411/412			
LANGUAGE & CULTURE REQUIREMENT (12 credits)					
Option 1: Language Choice 101, 102, 201, 202 4 courses					
Option 2: Language Choice 101, 102, and 3 Culture Cluster Courses (PSC340 recommended if taking Spanish)					
FREE ELECTIVES (3 credits)					
Elective 1 - Mathematics Course (PDE Requirement)	3				
Elective 2 - HIS 102 History of Civilization II	-				
Elective 3 - HIS 152 US History II	-				
POLITICAL SCIENCE COURSES - CORE (21 CREDITS)					
PSC 100 American Government	3				
PSC 200 Political Analysis	3				
PSC 202 Public Administration	3				
PSC 213 Intro to International Relations	3				
PSC 230 Intro to Political Thought	3				
PSC 240 Comparative Politics	3				
PSC 401 Senior Project OR PSC 357 if not taken in concentration	3				
POLITICAL SCIENCE COURSES – CONCENTRATION COURSES (21 CREDITS)					
Two courses in the Institutional Area: PSC 324, 338, 350, 352, 355, 359, or 371	6				
Two courses in the Behavioral Area: PSC 301, 322, 323, 325, 329, or 353	6				
Two courses in Public Policy: PSC 304, 320, 351, 354, 356, 357, 358, or 370	6				
One additional PSC course at the 300 level or 3 credits of an approved PSC Internship (PSC 412).	3				

EDUCATION CORE REQUIREMENTS (29 credits)					
EDF 300 Democracy and Education “I”	3				
EDP 280 — Developmental and Psychological Perspectives in Education	3				
EDA 103 — Foundations of Special Education	3				
EDA 304 — Special Education for Secondary Educators	2				
EDR 347 — Literacy Development & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers “J”	3				
ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E”	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Secondary Field Experience. “S”	3				
SED 300 Principles of Teaching and Field Experience “W”	3				
SOCIAL STUDIES EDUCATION REQUIREMENTS (3 credits)					
SED 331 Teaching Secondary Social Studies Methods “W”	3				
COGNATE REQUIREMENTS (18 CREDITS)					
HIS 102 History of Civilization II	3				
HIS 152 US History II	3				
Two Additional Courses: ECO 111 or 112; GEO 101 or 103	6				
SOC 100 Introduction to Sociology	3				
PSY 100 Introduction to Psychology	3				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	147				

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

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

Name:	Date Major Declared:	Planned Grad Date:			
Basic Skills Testing Requirement for Candidacy (requirement suspended through July 2025)					
Candidacy Req: 48 credits, 3 lit, 3 comp, 6 math, 2.9 GPA, Basic Skills Testing					
Praxis 5081 Social Studies Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification):					
	CREDITS	COURSE	SEMESTER	GRADE	REP/W*
GENERAL EDUCATION REQUIREMENTS (34 credits)					
FIRST YEAR EXPERIENCE	4				
WRT 120	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH (103 or above)	3				
DIVERSE COMMUNITIES "J"	-	ENG 382			
INTERDISCIPLINARY "I"	-	EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS)	3				
	3				
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3	PSY 100			
	3	PSC 100			
HUMANITIES (A LIT COURSE is required for candidacy)	3	CLS 165			
	3	HIS 150			
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS "E" COURSE	-	ERM 355			
SPEAKING "S" COURSE	-	SED 200			
	-	EDS 411			
	-	EDS 412			
WRITING "W" COURSE	-	SED 331			
	-	SED 300			
		CLS 165			
CAPSTONE	-	SED 411/412			
NO LANGUAGE & CULTURE REQUIREMENT					
FREE ELECTIVES (9 credits)					
<i>Elective 1</i>	3	MAT (103 or above)			
<i>Elective 2</i>	3	HIS ???			
<i>Elective 3</i> OPTIONAL???	3	HIS or GEO			
GEOGRAPHY EDUCATION TRACK COURSES - CORE (33 CREDITS)					
GEO 102 Physical Geography	3				
GEO 225 Maps/Remote Sens	3				
GEO 230 Envir Cons and Sustainability	3				
GEO 310 Population Geography	3				
GEO 324 Intro to GIS	3				
GEO 326 Geographic Analysis	3				
GEO 400 Senior Seminar	3				
GEO 404 Senior Project	3				
GEO 301 US/Canada	3				
GEO 213, 215, 328, 424 (tech competency)	3				
GEO 101, 103, 214, 230, 302, 303, 318, 332	3				
EDUCATION CORE REQUIREMENTS (29 credits)					
EDF 300 Democracy and Education "I"	3				
EDP 280 — Developmental and Psychological Perspectives in Education	3				
EDA 103 — Foundations of Special Education	3				
EDA 304 — Special Education for Secondary Educators	2				
EDR 347 — Literacy Development & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area	3				

Teachers “J”					
ERM 355 Ethical and Effective Assessment for Learning 7 – 12 “E”	3				
SED 100 An Exploration of Secondary Education	3				
SED 200 Secondary Field Experience. “S”	3				
SED 300 Principles of Teaching and Field Experience “W”	3				
SOCIAL STUDIES EDUCATION REQUIREMENTS (3 credits)					
SED331 Teaching Secondary Social Studies Methods “W”	3				
COGNATE REQUIREMENTS (12 CREDITS)					
Two additional courses from World History: HIS 100, 101, 102	6				
Two Additional Courses: ECO 111 or 112; SOC 100 or ANT 102	6				
CAPSTONE EXPERIENCE (12 CREDITS)					
*SED 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*SED 412 — Student Teaching Stage IV Fields: Clearances Needed	6				
TOTAL	132				

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

Health and Physical Education Advising Sheets

B.S. Health and Physical Education – Teacher Certification

Second Degree Bachelor Candidates in Health and PE

Adapted Physical Activity Minor

B.S. in Health & Physical Education – Teacher Certification

Course Record Sheet - effective Fall 2023 onward



Full Name: _____ WCU ID#: _____

Semester/Year Entering: _____ Advisor: _____

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

GENERAL EDUCATION REQUIREMENTS (must receive D- or above)

Category (# credit hours)	Title/Number Course Information	Credit Hours	Grade or "T"
FIRST YEAR EXPERIENCE (4) Required for less than 24 credits transferred	FYE 100D	4	
ACADEMIC FOUNDATIONS			
A. English Composition (6 or 7)	WRT 120 or 123 depending on placement test:	3 or 4	
	WRT 200, 204, 205, 206, 208, or 220	3	
B. Mathematics (6) Can do second MAT course pass/fail	MAT 103 or higher	3	
	MAT 103 or higher	3	
C. Interdisciplinary "I" (3)	EDF 300 Democracy in Education	3	
D. Diverse Communities "J" (3)	KIN 254 Disability Studies	3	
E. Extra PDE & Teacher Education Requirements (* clearances required)	EDP 250 Educational Psychology*	3	
	LAN/ENG 382 Teaching Eng, Lang. Learners*	3	
F. ETHICS Recommended: PHI 180 (also 2nd humanities), PSY 100 or PSC 201 (also behavioral/social sci)		3	

DISTRIBUTIVE REQUIREMENTS

A. Science (6) See DPR for classes	NTD 303	3	
		3	
B. Behavioral / Social Sciences (6) See DPR for classes	We recommend PSY 100 (also ethics)	3	
	OR We recommend PSC 201 (also ethics)	3	
C. Humanities (6) See DPR for classes	LIT 165 OR CLS 165 (humanities, W, & PDE)	3	
	PHI 180 (also ethics)	3	
D. Arts (3) See DPR for classes		3	

ADDITIONAL BACCALAUREATE REQUIREMENTS

A. WRITING EMPHASIS COURSES "W" (9 credits) See catalog for approved courses. Students who transfer 70+ credits must complete one 300-400 level 3 credit "W" class, students with 40-70 transfer credits must complete 6 credits of "W" classes, students with fewer than 40 credits, must complete 9 credits of "W" classes. "W" courses may also be used to satisfy other gen ed or HPE requirements. HPE 304 and HPE 305 are "W" classes.	HPE 304 (6 credits)
	HPE 305 (3 credits)
B. SPEAKING EMPHASIS COURSES "S" (9 credits) See catalog for approved courses. Students who transfer 70+ credits must complete one 300-400 level 3 credit "S" class, students with 40-70 transfer credits must complete 6 credits of "S" classes, students with fewer than 40 credits, must complete 9 credits of "S" classes. "S" courses may also be used to satisfy other gen ed or HPE requirements. HPE 489 and HPE 490 are "S" classes.	HPE 489 (6 credits)
	HPE 490 (6 credits)

HEALTH & PHYSICAL EDUCATION TEACHER CERTIFICATION REQUIREMENTS

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

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

Course Record Sheet

Second Bachelor's Degree Candidates in Health and PE
Only for Students with Earned Bachelor's Degree (Revised 5/2021)

Full Name: _____ WCU ID#: _____ Date Enrolled: _____

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

Signature of Teacher Candidate

Date

Signature of HPE Program Coordinator

Date

ADAPTED PHYSICAL ACTIVITY MINOR: ADVISING SHEET

Name

Student ID#

Date Entered Program

Requirements (18 credits)

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

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

Optional (1-3 credits)

<i>Course Number</i>	<i>Course Name</i>	<i>Credits</i>	<i>Grade</i>
KIN 400	Internship in Adapted Physical Activity	3 can be repeated	

OTHER MINORS

Minor In Coaching

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

- [Undergraduate catalog link](#)

Minor in Dance (21 credit hours)

The Department of Theatre and Dance offers a minor in Dance. This minor could be beneficial to those Exercise Science students interested in pursuing a career in dance, exercise science, or therapy. There are specific participation requirements. The student should check with the Dance minor coordinator for specifics. Course requirements include: DAN 344, two of three core/performance electives (DAN 315, DAN 441, or DAN 442); four technique courses (DAN 210, DAN 232, DAN 233, DAN 234, DAN 235, DAN 332, DAN 333, DAN 334, DAN 335); and both DAN 346 & DAN 446

- [Undergraduate catalog link](#)

Minor in Health Science (18 credit hours)

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

- [Undergraduate catalog link](#)

Minor in Nutrition and Dietetics (18 credit hours)

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

- [Undergraduate catalog link](#)

Transfer Credit

Bucks County Community College – Approved Courses which Transfer:

HPE 203 – KIN 188

HPE 104 – KIN 170

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

PPE Hours - 2023/2024

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

PRE-PROFESSIONAL EXPERIENCE (PPE) GUIDELINES Health and Physical Education-Teacher Certification (HPE-TC)

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

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

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

- SHAPE America National Convention
- State conventions – SHAPE PA, NJAHPERD, SHAPE DE, NYAHPERD
- Local SHAPE PA Workshops

5 hours maximum flex

- Local school district professional development days
- Approved HPE Club and APA Club events

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

Submitting Documentation to your Professor

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

Expectations at conferences

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

Professional Development (PD) Log Sheet

WCU Student's Name: _____ ID# _____

Total Number of Hours (add 3rd column): _____

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

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

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

Submit for EACH conference attended:

- Convention registration receipt(s)
- Convention name tag(s)

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

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

Submit for EACH conference attended:

- Convention registration receipt(s)
- Convention name tag(s)

HEALTH & PHYSICAL EDUCATION ATTIRE

Physical Education

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



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

Appropriate Clothing for Physical Education K-12 Teaching Experiences



“Khaki” style shorts for men and women (must be mid-thigh or longer)



Exercise pants/joggers – may not be tight



Polo shirt – must have WCU logo or Ram



“Khaki” style pants: must not be tight



Quarter Zip – must have WCU logo or Ram



Footwear – professional looking **athletic** sneakers that **lace up.**

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

[Men's HPE T-shirt](#) (Item: W001976) – different color options are available

[Men's HPE Polo](#) (Item: W001977)

[Women's HPE T-Shirt](#) (Item: W001974) – different color options are available

[Women's Black HPE Polo](#) (Item: W001975)

[Quarter zips and other polos](#)

Health Education

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

Mixed Schedules – (teaching both health and physical education in the same day)
You may wear appropriate physical education clothing into the health classroom.

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



Dress Pant (may not be tight)



Button down (men and women)



Blouse



Skirt with blouse



Dress shoes (not sneakers)

Other acceptable items: blazer, full-length dress, polo shirt

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



Mesh/dry fit shorts of any kind, color or length



Baggy sweatpants



T-shirts of any kind including dry-fit or cotton ones



Leggings/spandex/tights or any kind or tight/form fitting clothing



Running shorts or short shorts (above mid-thigh)



Baseball caps – **not acceptable in any major-related classes**

Inappropriate footwear: slips ons, flip flops, sandals, dirty/stained sneakers, “fashion” or casual sneakers that are not appropriate for physical activity.

Grooming: Perfume, cologne and aftershave must be unobtrusive. Tattoos must be covered. Men must be clean shaven. Beards are acceptable so long as they are neat and close-trimmed; “bushy” beards are not permitted. Hair should not be greasy or wet. Visible piercing are permitted only in the ears.