

DEPARTMENT OF SECONDARY EDUCATION

College of Education and Social Work

Overview

501 Anderson Hall
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Department of Secondary Education (<https://www.wcupa.edu/education-social-work/secondary-education/default.aspx>)

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Programs of Study

The **B.S.Ed. in Biology** is a program designed to prepare the student for a career in teaching in secondary schools. Professional certification in biology is awarded to the student who completes the program satisfactorily. Students are strongly advised to seek certification in a related area to enhance their employment potential. Such related areas include general science, health, education, athletic training, and environmental education.

The **B.S.Ed. in Chemistry** prepares students for a career in teaching chemistry in secondary schools. The program gives students experience in the major branches of chemistry so that, with proper selection of electives, graduate work in either pure chemistry, chemistry education, or education can be pursued. Sufficient flexibility is provided so that students also may become certified in general science.

The **B.S.Ed. in Earth and Space Sciences** is a professional degree program designed to prepare certified secondary school teachers with an overall science exposure and specialization in the Earth and space sciences. The program meets all guidelines established by the National Council for Accreditation of Teacher Education (NCATE), the Pennsylvania Department of Education (PDE), and the National Science Teachers' Association (NSTA) for Earth and space science certification.

The **B.S.Ed. in English** prepares students to teach in the secondary schools in Pennsylvania under an Instructional I Certificate. These students will in large part satisfy the requirements for a B.A. in English, deriving extensive benefits from participation in a carefully constructed program that emphasizes literature and writing as cultural products and students as active learners. Before receiving permission to student teach, students in this program must satisfy the prerequisites for student teaching.

The **B.S.Ed. in Mathematics** provides students with the mathematical content, pedagogical content knowledge, and professional education preparation required for certification to teach mathematics at the middle school, junior high school, or senior high school levels.

The **B.S.Ed. in Physics** provides a solid background in physics, mathematics, and related sciences for a teaching career at the secondary level and leads to certification to teach physics in the public schools of Pennsylvania.

See the Educator Preparation Programs (<http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>) section of this catalog for an explanation of related requirements pertaining to these programs.

Programs

Majors

- B.S.Ed. in Biology (<http://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/biology-bsed/>)
- B.S.Ed. in Chemistry (<http://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/chemistry-bsed/>)

- B.S.Ed. in Earth and Space Sciences (<http://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/earth-space-sciences-bsed/>)
- B.S.Ed. in English (<http://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/english-bsed/>)
- B.S.Ed. in Mathematics (<http://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/mathematics-bsed/>)
- B.S.Ed. in Physics (<http://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/physics-bsed/>)

Certificate

- Elective Social Studies Teacher Certification (<http://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/elective-social-studies-teacher-certification/>)

Graduate Opportunities

See the graduate catalog for more information on the Secondary Education programs. (<http://catalog.wcupa.edu/graduate/education-social-work/secondary-education/>)

Policies

- See undergraduate admissions information. (<http://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions/>)
- See academic policies. (<http://catalog.wcupa.edu/undergraduate/academic-policies-procedures/>)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

B.S.Ed in English

Student Teaching Prerequisites

Teacher Candidacy

Students should apply for Teacher Candidacy in approximately their sophomore year. Teacher Candidacy allows students to enter advanced methods courses and student teaching, which then lead to teaching certification. Students must achieve passing scores on the Preservice Academic Performance Assessment (PAPA) modules in reading, writing, and math to achieve Teacher Candidacy.

Note: Students must complete EDS 306 prior to SED 390 and SED 392 (no exceptions).

Students may not take advanced methods courses or student teach without Teacher Candidacy including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (<http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>).

Test of Writing Competency

The Department of English requires that students must pass the Test of Writing Competency to achieve Teacher Candidacy. This requirement is in addition to the others noted on the Educator Preparation Programs page (<http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (<http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/>). Students are urged to take the test as early in their program as possible.

Grades on Required Courses

Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher:

Code	Title	Credits
Select one of the following:		
CLS 260	World Literature I	3
CLS 261	World Literature II	
CLS 362	World Lit - Modern Fiction	
CLS 367	Classical Greco Roman Mythology	
EDF 300	Democracy and Education	3
EDP 250	Educational Psychology	3
EDS 306	Teaching Principles and Field Experience in Secondary Schools	3
ENG 201	Introduction to English Studies	3
ENG 230	Introduction to Linguistics	3
ENG 295	Histories and Texts	3
ENG 296	Theory & Criticism in English Studies	3
or ENG 206	Black Critical Theory	
ENG 331	Structure of Modern English	3
SED 390	Teaching English in Secondary Schools	3
SED 392	Writing and Teaching Writing Secondary English	3
LAN/ENG 382	Teaching English Language Learners PK-12	3
LIT 398	Young Adult Literature	3
WRT 120	Effective Writing I	3
WRT 200	Critical Writing and Research	3
or WRT 204	Critical Writing: Approaches to Pop Culture	
WRT 205	Critical Writing: Investigating Experience	3
WRT 206	Critical Writing: Multidisciplinary Imagination	3
WRT 208	Critical Writing: Entering Public Sphere	3
WRT 220	Critical Writing: Special Topics	3

A student receiving a grade of C- or lower for any of these courses should retake the course immediately, before attempting courses in the English or education sequence. A student having difficulty with several of the courses listed above should recognize that they may not be able to meet the competency requirements for student teaching and should consider withdrawing from the B.S.Ed. program.

Grade Point Average

Before receiving Teacher Candidacy, a student must attain an overall GPA of 2.8 or better, including a minimum GPA of 2.75 for all English courses attempted. Students must maintain these GPA requirements to remain formally admitted. Students must also achieve a GPA of 3.0 by the end of their student teaching.

Writing Portfolio

A student in the B.S.Ed. English program must also pass a writing portfolio requirement in order to be eligible to student teach. Preferably two semesters before student teaching, students will submit their writing portfolio to the Department of English for evaluation. Specific requirements of the writing portfolio are listed in the English Majors' Handbook.

Praxis II

All teacher certification candidates must attempt the Praxis II tests required by their program and produce evidence of testing prior to the first day of their student teaching semester.

Faculty

Professors

Karin E. Gedge (kgedge@wcupa.edu) (1997)
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University

Daniel Robert Ilaria (dilaria@wcupa.edu) (2011)
B.A., Drew University; Ed.M., M.S., Ph.D., Rutgers University

Laura Renzi (lrenzi@wcupa.edu) (2008)
Chairperson, Secondary Education
B.A., University of Pittsburgh; M.Ed., Lehigh University; Ph.D., Ohio State University

Assistant Professors

Brett A. Criswell (bcriswell@wcupa.edu) (2019)
B.S., Indiana University of Pennsylvania; M.S., University of Pittsburgh; Ph.D., Pennsylvania State University

Jenifer A Hummer (jhummer@wcupa.edu) (2020)
B.A., Arizona State University; M.A., Brooklyn College; M.S., The College of Saint Rose; Ph.D., University of Delaware

Courses

EDS

EDS 306. Teaching Principles and Field Experience in Secondary Schools. 3 Credits.

Methods and strategies of teaching in secondary schools will be the core of the course. Implications of classroom management, learning, and other related problems will be discussed. Students will observe in a classroom for nine weeks.

Pre / Co requisites: EDS 306 requires prerequisites of EDF 100 or EDF 300 and formal admission into teacher education.

Consent: Permission of the Department required to add.

Gen Ed Attribute: Writing Emphasis.

SCB

SCB 350. Science Education in Secondary School. 3 Credits.

A methods course emphasizing knowledge of curricular development and skill in planning, involving the design and execution of learning activities for all instructional modes.

Pre / Co requisites: SCB 350 requires prerequisites of EDS 306 and formal admission into teacher education.

Typically offered in Fall & Spring.

SED

SED 100. An Exploration of Secondary Education. 3 Credits.

This course will introduce students to the nature of secondary school teaching. This introduction will include looking at some fundamental aspects of the profession like standards, basic lesson planning, and assessment. It will also involve an examination of some critical issues in education such as equity, tracking, standards-based grading, student / teacher voice, etc. Students will be supported in exploring their existing beliefs specifically in relation to issues such as these and generally in relation to teaching and learning. The course will lay a foundation for students to (1) envision best practices for teaching and learning, (2) engage in professional conversations around pedagogical practice, and (3) function as reflective practitioners. Students will leave the course with developing proficiencies in core pedagogical practices identified in the learning outcomes.

Typically offered in Fall & Spring.

SED 200. Learning Environments and Field Experience in Secondary Schools. 3 Credits.

This course builds off of SED 100, as well as introduces the field experience to secondary students. The field experience will be 25 hours in local classrooms. Students will begin examining the connections between adolescent development, 7-12 classrooms, and the teacher's role in facilitating learning in this environment. This course includes a 25-hour field experience. Working with Teacher Candidate Services, students will be placed, in interdisciplinary pairs, in local middle and junior high schools. This field will allow students to begin putting some of the knowledge they have gained from EDP 280 into practice in an actual classroom setting.

Pre / Co requisites: SED 200 requires prerequisites of SED 100 and field clearances, and a prerequisite or corequisite of EDP 280.

Gen Ed Attribute: Speaking Emphasis.

Typically offered in Fall & Spring.

SED 300. Principles of Teaching and Technology in the Secondary Classroom. 3 Credits.

This course provides hands-on technology instruction, including film production, interactive whiteboards, and podcasting, useful to future secondary teachers. The course also focuses on strategies for assessment and methods of teaching including unit plans, including a field component to apply knowledge of technology and assessment. It is an introduction to pedagogies of technology and strategies of assessment, specifically designed for secondary education majors. This class will require students to shift their perspective from primarily a teacher candidate who is an undergraduate student to a professionally engaged teacher who is ready to enter the profession. To accomplish this shift they will discuss theoretical frameworks for integrating technology into the classroom, as well as create projects with a number of different digital composition tools. Along the way, they'll discuss the various assessment concerns that come with teaching with technology, including assessing multimodal projects and designing effective group work.

Pre / Co requisites: SED 300 requires prerequisites of SED 200 and field clearances.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall & Spring.

SED 331. Methods of Teaching Secondary Social Studies. 3 Credits.

Methods and materials of teaching social studies for prospective secondary school teachers. Emphasis is on combining educational theory with social studies content for effective teaching. Course emphasizes exercises and practical application in the field experience.

Pre / Co requisites: SED 331 requires a corequisite of SED 300 and Teacher Candidacy; field clearances.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall & Spring.

SED 350. Techniques of Teaching Middle School Mathematics. 3 Credits.

The purpose of this course is to help students acquire and apply the skills, techniques, and dispositions required to be an effective secondary mathematics teacher. This course will discuss research-based effective strategies for teaching, such as orchestrating mathematical discussion, writing learning progressions, growth-mindset-oriented teaching strategies and the use of technology across middle grades topics. Emphasis will be on teaching overarching concepts and developing the thinking skills of students as described in the NCTM Process Standards and Common Core Standards of Mathematical Practice as they do mathematics. This course will also allow students to work in a classroom setting to examine how the curriculum is delivered in a middle school setting. They will work with students on an individual or group basis, work cooperatively with teachers, and participate in the lesson and assessment planning process. By the end of the course, they should teach at least one lesson.

Pre / Co requisites: SED 350 requires prerequisites of MAT 261, EDA 303, field clearances, and Teacher Candidacy.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall.

SED 351. Field Experiences in Middle School Mathematics. 1 Credit.

The objective of this course is to apply the skills, techniques, and dispositions required to be an effective middle and secondary mathematics teacher. This course will allow students to work in a classroom setting to examine how the curriculum is delivered in a middle and high school setting. They will work with students on an individual or group basis, work cooperatively with teachers, and participate in the lesson and assessment planning process. By the end of the course, they should teach at least one lesson in a classroom setting.

Pre / Co requisites: SED 351 requires a prerequisite of Teacher Candidacy and a corequisite of SED 350. Field clearances required.

Typically offered in Fall.

SED 354. Techniques of Teaching Secondary School Mathematics. 3 Credits.

This course focuses on effective, research-based techniques for teaching children mathematical concepts in secondary school. Topics include building pedagogical content knowledge for writing learning progressions, orchestrating discussion, formative assessment, developing high quality tasks, and effective integration of technology. Additionally, building mathematical knowledge or teaching for specific topics is addressed in the areas of geometry, algebra, discrete math, probability, statistics, trigonometry, and calculus.

Pre / Co requisites: SED 354 requires prerequisites of SED 350, field clearances, and Teacher Candidacy.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Spring.

SED 355. Field Experiences in Secondary School Mathematics. 1 Credit.

The objective of this course is to apply the skills, techniques, and dispositions required to be an effective secondary mathematics teacher. This course will allow students to work in a classroom setting to examine how the curriculum is delivered in a middle and high school setting. They will work with students on an individual or group basis, work cooperatively with teachers, and participate in the lesson and assessment planning process. By the end of the course, they should teach at least one lesson in a classroom setting.

Pre / Co requisites: SED 355 requires prerequisites of SED 350 and Teacher candidacy, and a corequisite of SED 354. Field clearances required.

Typically offered in Spring.

SED 356. Advanced Perspectives of High School Mathematics I. 3 Credits.

The purpose of this course is to deepen students' knowledge of mathematics and connect the teaching of secondary (7-12) mathematics to relevant advanced mathematics content. In this course, they will examine classroom situations from 7-12 mathematics in which a teacher needs to use their deep understanding of mathematics to respond appropriately. The goal of the connections is to build up their teaching practice to properly address the mathematical concepts in the secondary classroom. This course will focus on content from calculus and statistics.

Pre / Co requisites: SED 356 requires a prerequisite or corequisite of MAT 441.

Typically offered in Spring.

SED 357. Advanced Perspectives of High School Mathematics II. 3 Credits.

The purpose of this course is to deepen students' knowledge of mathematics and connect the teaching of secondary (7-12) mathematics to relevant advanced mathematics content. In this course, they will examine classroom situations from 7-12 mathematics in which a teacher needs to use their deep understanding of mathematics to respond appropriately. The goal of the connections is to build up their teaching practice to properly address the mathematical concepts in the secondary classroom. This course will focus on content from number theory, algebra, and geometry.

Pre / Co requisites: SED 357 requires a prerequisite or corequisite of MAT 411.

Typically offered in Fall.

SED 360. Science Education in the Secondary School. 3 Credits.

A methods course emphasizing knowledge of curricular development and skill in planning, involving the design and execution of learning activities for all instructional modes. This course includes a field placement in schools to apply knowledge learned in the classroom.

Pre / Co requisites: SED 360 requires prerequisites of Teacher Candidacy and field clearances.

Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

Typically offered in Fall & Spring.

SED 390. Teaching English in Secondary Schools. 3 Credits.

The purpose of this course is to continue to explore, understand, and apply the dispositions (values, commitments, and ethics), competencies (cultural and canonical), and skills (interpersonal and instructional) central to teacher effectiveness and student achievement in secondary English/Language Arts (ELA) classrooms. This is also a field experience course. Students will be expected to engage in their field placement throughout the course.

Pre / Co requisites: SED 390 requires prerequisites of SED 300 and Teacher Candidacy. Field clearances required.

Typically offered in Fall & Spring.

SED 391. Teaching Writing in the Middle School. 3 Credits.

This course introduces students to seminal theorists in education and the writing process. It provides opportunities to write in a variety of genres and for a variety of purposes and audiences required by most English/language arts curricula. It provides students with the opportunity to design their own writing lessons. The classes are designed to model and teach about writing and writing pedagogy as it relates to the upper elementary and middle school classrooms.

Pre / Co requisites: SED 391 requires prerequisites of MGP 220 and Teacher Candidacy.
Typically offered in Fall & Spring.

SED 392. Writing and Teaching Writing Secondary English. 3 Credits.

This course introduces students to seminal theorists in education and the writing process. It provides opportunities to write in a variety of genres and for a variety of purposes and audiences required by most English/language arts curricula. It provides students with the opportunity to design their own writing lessons. The classes are designed to model and teach about writing and writing pedagogy as it relates to the upper elementary and middle school classrooms.

Pre / Co requisites: SED 392 requires a prerequisite of Teacher Candidacy.
Typically offered in Fall & Spring.

SED 400. Special Topics in Secondary Education. 1-3 Credits.

This course will examine topics of temporal or special interest which are not part of the regular B.S.Ed. program curriculum. Students will be provided an opportunity to pursue specialized research, study or application of knowledge and skills in an applied setting.

Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

SED 411. Student Teaching Sec - 1st Half. 6 Credits.

A semester long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

Pre / Co requisites: SED 411 requires prerequisites of Teacher Candidacy and all coursework required in the major. Field clearances required.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.

SED 412. Student Teaching Sec - 2nd Half. 6 Credits.

A semester long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

Pre / Co requisites: SED 412 requires prerequisites of Teacher Candidacy and all coursework required in the major. Field clearances required.
Gen Ed Attribute: Speaking Emphasis.
Typically offered in Fall & Spring.