DEPARTMENT OF SECONDARY EDUCATION

College of Education and Social Work

Overview
501 Anderson Hall
610-436-2899
Department of Secondary Education (https://www.wcupa.edu/education-socialWork/secondaryEducation/default.aspx)
Laura Renzi (lrenzi@wcupa.edu), Chairperson

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 in Secondary Education
• 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 in Secondary Education
• 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 ENG 390 and ENG 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 260</td>
<td>World Literature I</td>
<td>3</td>
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<tr>
<td>CLS 261</td>
<td>World Literature II</td>
<td></td>
</tr>
<tr>
<td>CLS 361</td>
<td>Modern World Drama</td>
<td></td>
</tr>
<tr>
<td>CLS 362</td>
<td>World Lit - Modern Fiction</td>
<td></td>
</tr>
<tr>
<td>CLS 367</td>
<td>Classical Greco Roman Mythology</td>
<td></td>
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<tr>
<td>EDF 300</td>
<td>Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>in Secondary Schools</td>
<td></td>
</tr>
<tr>
<td>ENG 194</td>
<td>Conventions of Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Histories and Texts</td>
<td>3</td>
</tr>
<tr>
<td>ENG 296</td>
<td>Theory, Meaning, Value</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 206</td>
<td>Black Critical Theory</td>
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<tr>
<td>ENG 331</td>
<td>Structure of Modern English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 390</td>
<td>Teaching English in Secondary Schools</td>
<td></td>
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<tr>
<td>ENG 392</td>
<td>Writing and Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secondary English</td>
<td></td>
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<tr>
<td>LAN/ENG 382</td>
<td>Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td>LIT 398</td>
<td>Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>or WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
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</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
<td>3</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
<td>3</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
<td>3</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
<td>3</td>
</tr>
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</table>

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.

Consent: Permission of the Department required to add.

Gen Ed Attribute: Writing Emphasis.

**EDS 411. Student Teaching Sec - 1st Half. 6 Credits.**

Observation and participation in teaching and all other activities related to the teacher’s work in the area of the student’s specialization.

Consent: Permission of the Department required to add.

Typically offered in Fall & Spring.

**EDS 412. Student Teaching Sec - 2nd Half. 6 Credits.**

Observation and participation in teaching and all other activities related to the teacher’s work in the area of the student’s specialization.

Consent: Permission of the Department required to add.

Typically offered in Fall & Spring.

**ENG**

**ENG 390. Teaching English in Secondary Schools. 3 Credits.**

Review of language arts requirements in secondary schools. Special reference to grade-placement with adoption of materials, appraisal of results, and development of programs of study.

Consent: Permission of the Department required to add.

**ENG 391. Teaching Writing in the Middle School. 3 Credits.**

This course instructs future middle school teachers in methods for teaching writing.

Consent: Permission of the Department required to add.
ENG 392. Writing and Teaching Writing Secondary English. 3 Credits.
The course will introduce students to major theorists in composition and literacy theory, including Britton, Emge, Heath, Murray, Moffett, Perl, and Graves. It will provide opportunities to write in all the modes, for all the purposes and audiences, required by most secondary school curricula, and to analyze these writing experiences in terms of sociocultural, cognitive, and other psychological theory and research.
Pre / Co requisites: ENG 392 requires prerequisites of EDS 306 and formal admission into teacher education.

MAT
MAT 350. Techniques of Teaching Middle School Mathematics. 3 Credits.
This course focuses on effective, research-based techniques for teaching children mathematical concepts in middle school. Topics include building pedagogical content knowledge for lesson planning, questioning, formative assessment, and effective integration of technology. Additionally, building mathematical knowledge for teaching of specific topics is addressed in the areas of number sense, ratio, algebra, geometry, probability, and statistics.
Pre / Co requisites: MAT 350 requires prerequisites of MAT 261, EDA 304, Field Clearances, and Formal Admission to Teacher Education. MAT 350 requires a co-requisite of MAT 360.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

MAT 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: MAT 354 requires prerequisites of MAT 350, field clearances, and Formal Admission to Teacher Education. MAT 354 requires a corequisite of MAT 364.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

MAT 360. 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 you to work in a classroom setting to examine how the curriculum is delivered in a middle and high school setting. You 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, you should teach at least one lesson in a classroom setting.
Pre / Co requisites: MAT 360 requires a prerequisite of Formal Admission to Teacher Education. MAT 360 requires a co-requisite of MAT 350.
Typically offered in Fall.

MAT 364. 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 you to work in a classroom setting to examine how the curriculum is delivered in a middle and high school setting. You 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, you should teach at least one lesson in a classroom setting.
Pre / Co requisites: MAT 364 requires prerequisites of MAT 360 and Formal Admission to Teacher Education. MAT 364 requires a co-requisite of MAT 354.
Typically offered in Spring.

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.