

DEPARTMENT OF SECONDARY EDUCATION AND K12 HEALTH AND PHYSICAL EDUCATION

Overview

501 Anderson Hall
610-436-2899

Department of Secondary Education and K12 Health and Physical Education (<https://www.wcupa.edu/education-social-work/secondaryEducation/default.aspx>)

Laura Renzi (lrenzi@wcupa.edu), *Chairperson*

Elizabeth Foster (efoster@wcupa.edu), *Director - Minor in Adapted Physical Activity*

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.

The **B.S. in Health and Physical Education - Teacher Certification**. The Health and Physical Education (HPE) program prepares students to teach K-12 health and physical education in public schools.

See the Educator Preparation Programs (<https://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. in Health and Physical Education - Teacher Certification (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/health-physical-education-bs-teacher-certification/>)
- B.S.Ed. in Biology (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/biology-bsed/>)
- B.S.Ed. in Chemistry (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/chemistry-bsed/>)
- B.S.Ed. in Earth and Space Sciences (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/earth-space-sciences-bsed/>)
- B.S.Ed. in English (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/english-bsed/>)
 - Accelerated B.S.Ed. in English to M.A. in Teaching English to Speakers of Other Languages and ESL Program Specialist Certificate Program (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/english-bsed/>)
- B.S.Ed. in Mathematics (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/mathematics-bsed/>)
- B.S.Ed. in Physics (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/physics-bsed/>)

Minor

- Adapted Physical Activity (<https://catalog.wcupa.edu/undergraduate/education-social-work/secondary-education/adapted-physical-activity-minor/>)

Certification

- Elective Social Studies Teacher Certification (<https://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 and K12 Health and Physical Education programs. (<https://catalog.wcupa.edu/graduate/education-social-work/secondary-education/>)

Policies

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

Requirements for the 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 (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>).

Test of Writing Competency

The Department of Secondary Education and K12 Health and Physical Education 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 (<https://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 Secondary Education and K12 Health and Physical Education and the Department of Educational Foundations and Policy Studies (<https://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:		3
CLS 260	World Literature I	
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 Popular 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 Secondary Education and K12 Health and Physical Education for evaluation. See the department for specific requirements of the writing portfolio.

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.

Approval for Student Teaching and Field Placements

Approval for Student Teaching

Candidates must apply through the Office of Clinical Experiences and Candidate Services for approval for student teaching placements. All candidates must meet the following criteria in order to student teach:

- Achieved Teacher Candidacy
 - Please refer to the complete Teacher Candidacy Policy (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>)
- Completed the following forms¹:
 - Student teaching application (must be submitted within one full year prior to the academic semester in which student teaching is to be scheduled)
 - PA Child Abuse History Certification
 - Criminal Record Check-PA State Police
 - FBI Background Fingerprinting Check
 - TB testing.
 - NOTE: Student teachers will apply for updated clearances a year prior to student teaching. The Office of Clinical Experiences and Candidate Services will notify you when you should apply for clearances.
- Registered for student teaching as they would for any other University courses
- Attended a student teaching pre-registration meeting (The Office of Clinical Experiences and Candidate Services will notify students of preregistration meetings)
- See department webpage and/or handbook for specific programmatic requirements.

¹ Student teachers will apply for updated clearances a year prior to student teaching. The Office of Clinical Experiences and Candidate Services will notify you when you should apply for clearances.

Field Placement in Schools

All field placements, including student teaching, are arranged by the Office of Clinical Experiences and Candidate Services with collaboration from the Field Coordinator. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. All placements

are within one hour of the university. Transportation to and from field placements and student teaching is the responsibility of the individual student.

Accelerated Program Policy

Refer to the Accelerated Programs page (<https://catalog.wcupa.edu/undergraduate/accelerated-programs/>) for more information.

Faculty

Professors

Matthew Cummiskey (mcummiskey@wcupa.edu) (2009)
B.S., Ithaca College; M.S., State University of New York at Cortland;
Ph.D., Temple 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 and K12 Health and Physical Education
B.A., University of Pittsburgh; M.Ed., Lehigh University; Ph.D., Ohio State University

Pauline S. Schmidt (pschmidt@wcupa.edu) (2012)
B.S.Ed., Buffalo State, The State University of Buffalo; M.S.Ed.,
Ph.D., University at Buffalo

Associate Professors

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

Elizabeth A. Foster (efoster@wcupa.edu) (2021)
Graduate Coordinator, Secondary Education and K12 Health and
Physical Education
B.S., West Chester University; M.S., Ph.D., Texas Women's University,
Denton

Assistant Professors

Elizabeth Dlugolecki (edlugolecki@wcupa.edu) (2022)
B.S., West Chester University; M.Ed., Pennsylvania State University;
Ed.D., Immaculata University

Jenna R Fisher (jfisher@wcupa.edu) (2021)
B.S., M.S., East Stroudsburg University; Ph.D., University of South
Carolina

Anne E. Gill (agill@wcupa.edu) (2023)
M.Ed., Monmouth University; Ph.D., St. John's 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

HPE

HPE 102. Adventure and Contemporary Activities. 2 Credits.

Provides future physical educators with the knowledge and skills necessary to instruct, demonstrate, and assess a variety of adventure and contemporary activities. Students will be able to setup, facilitate and process various ground initiatives as well as low and high ropes course elements. Students will also become proficient performing various contemporary or "alternative" activities such as mountain biking, orienteering and tchoukball among others.

HPE 104. Fitness and Wellness I. 2 Credits.

Fitness and Wellness I is designed to provide Physical Education Teacher Education (PETE) students the foundational knowledge needed for teaching a comprehensive K-12 fitness and wellness curriculum. PETE students will gain the knowledge and skills they need to make meaningful and lasting behavior changes needed for living a healthy lifestyle. They will examine contemporary literature and research on fitness and wellness and participate in, design, implement, and assess numerous pedagogical activities.

HPE 105. Fitness and Wellness II. 2 Credits.

This course (FW2) builds upon the information and concepts established in Fitness and Wellness I (FW1). While FW1's foci were on scholastic curriculum and pedagogy, FW2 examines individual subjects commonly taught in public school physical education. In this course students will a) examine best instructional practices, b) study developmentally appropriate content, and c) apply pedagogical content knowledge by planning, teaching, and assessing fitness and wellness content. The goal of this course is to provide Physical Education Teacher Certification students with contemporary content and methods necessary to teach meaningful and effective classes.

HPE 105 Prerequisite: Successful completion of HPE 104 with minimum grade of D-.

HPE 108. Introduction to School Wellness Education. 6 Credits.

Students will gain an introduction to school wellness education and basic foundational knowledge that will be used in succeeding coursework. School Wellness Education is defined as interdisciplinary approach to promoting comprehensive well-being through home, school and community interventions. The course will focus on collaborative approaches to wellness, best practices in wellness education and quality wellness programming in schools. Students will have multiple opportunities to develop lesson plans and teach those plans at a local elementary school. Topics also include Whole School, Whole Child, Whole Community (WSCC), advising, clearances, ethics, sub-disciplines and the history of wellness education. Clearances must be presented during the first week of classes to remain enrolled (see the College of Education).

HPE 140. Aquatic Fundamentals/ Emergency Water Safety. 2 Credits.

Review of aquatic skills with advanced stroke techniques, safety, and survival techniques. Successful completion of all skills will possibly earn the student American Red Cross (ARC) Level 6 classification in the three areas of Swimming, Diving, and Fitness Swimming. Emphasis is placed on lead-up skills and teaching progressions of aquatic skills. This is not a beginner swimming course.

HPE 140 Prerequisite: Students must be able to swim proficiently in shallow and deep water.

HPE 186. Motor Development and Motor Learning. 3 Credits.

Understanding how children and adolescents acquire motor skills and become a skillful movers requires an integration of knowledge from the fields of motor development and motor learning. Motor development focuses on the progressive age-related changes in motor behavior attributed to growth, development and maturation. Motor learning focuses on the relatively permanent changes in motor behavior brought about by practice and experience. The focus of motor development and motor learning each provides a unique aspect to understanding the motor behavior of the moving child and adolescent; however it is the relationship between the aspects that provide a rich understanding of how both acquire motor skills. Physical education teachers must be able to use motor development knowledge to design goals appropriate for the developmental stage and perceptual motor abilities of the learner; and use motor learning knowledge to design appropriate movement tasks and practice conditions for the type of skill.

HPE 201. Developmental Gymnastics and Dance. 2 Credits.

The purpose of this two-credit course is to provide health and physical education teacher candidates with the appropriate methods, materials, and skills needed for teaching gymnastics and dance in the K-12 physical education curriculum. Focus will be placed on the development of skills and concepts as they relate to gymnastics and dance.

HPE 202. Invasion Games. 2 Credits.

The course will incorporate three elements throughout the semester: teaching, performance, and analysis. The Tactical Games Approach for all subjects will be utilized along with a clear focus on an Invasion Game concept, will be used to develop a clear and logical teaching approach to various physical education subjects. With this approach the students will learn each sport in its entirety, not just the specific skills used when in possession of the ball or disc. Students will be required to develop fundamental demonstration skills for each sport while simultaneously learning the skill progression for each. After learning each skill, the students will then perform systematic analyses on their classmate's performance on various motor skill elements.

HPE 203. Net and Wall Games. 2 Credits.

The course provides future physical educators with the knowledge and skills necessary to instruct, demonstrate, and assess the lifetime sports of tennis, badminton, volleyball, and pickleball. The Tactical Games Approach for all subjects will be utilized along with a clear focus on the Invasion Games concept and will be used to develop a clear and logical teaching approach to various physical education topics. With this approach students will learn the different sports in their entirety, not just specific skills used when in possession of the ball. Students will be required to develop fundamental demonstration skills for each sport while simultaneously learning the skill progression for each. After learning each skill, the students will then perform systematic analyses on their classmate's performances on various motor skill elements.

HPE 205. Curriculum and Instruction: Inclusion in Health & Physical Education. 3 Credits.

To provide Health and Physical Education majors with the skills, knowledge and attitudes: 1) to provide individuals with disabilities appropriate physical education/activity in inclusive setting, 2) to prepare participants with disabilities for lifetime physical activity and fitness pursuits in the school and community settings, 3) to advocate for appropriate physical activities for individuals with disabilities; 4) to modify the environment for participation of individuals with disabilities to the maximal extent possible in the general physical education class/community based settings; 5) to assess students with disabilities and make recommendations for goals, objectives, specially designed instruction, placement, and modifications to curriculum, equipment, and other support services; 6) to work as a team player on the multidisciplinary team.

HPE 205 Prerequisite: KIN 103 and HPE 186, with minimum grades of D-; and field clearances. Corequisite: HPE 206.

HPE 206. Adapted PE & Health for Students with Disabilities. 3 Credits.

Through classroom and hands-on teaching experiences this course will provide health and physical education teacher certification majors with the skills, knowledge and attitudes to meet the needs of students with disabilities in inclusive and segregated health and physical education classes and to meet the NASPE beginning teacher standards and the PA chapter 49.13 special education standards.

HPE 206 Prerequisite: KIN 103 and HPE 186, with minimum grades of D-; and field clearances. Corequisite: HPE 205.

HPE 300. Curriculum and Instruction Elementary PE. 3 Credits.

Students in this course will examine the design, implementation and assessment of an elementary physical education program.

HPE 300 Prerequisite: Successful completion of HPE 186 and KIN 103, with minimum grades of D-.

HPE 302. Curriculum and Instruction Mid-Sec PE. 3 Credits.

This third course in pedagogy will relate all topics to the middle and secondary physical education setting. Intended to give students a comprehensive overview of topics that relate to the planning, execution and reflection of lessons presented in the physical education setting.

HPE 302 Prerequisite: Successful completion of HPE 186 and KIN 103, with minimum grades of D-.

HPE 304. Secondary School Wellness Education. 6 Credits.

Teacher candidates will learn to positively impact the wellness of K-12 students through the Whole School, Whole Child and Whole Community framework. As part of the course, students will learn to plan and implement effective middle and high school wellness education lessons, follow developmentally appropriate practices, demonstrate best practices, describe an effective secondary wellness program and design a school wellness policy as required by Federal law. The course addresses the Center for Disease Control and Prevention's (6) risk behaviors which lead to premature death and disability.

HPE 304 Prerequisite: Successful completion of HPE 186 and HPE 108, with minimum grades of D-.

Gen Ed Attribute: Writing Emphasis (select both)

HPE 305. Pedagogy and Critical Issues in Urban School Wellness Education. 3 Credits.

This course affords teacher candidates the opportunity to gain the experience, confidence and pedagogical skills to effectively teach school wellness education in an urban setting. The course will examine critical issues such as the social, cultural, historical, political, and economic forces that have shaped their development and that of urban schools. An emphasis will be placed on analyzing and reflecting critically on past and present educational reform initiatives and how they impacted the students, teachers, families and the community. Finally, topics such as the racial achievement gap, immigration, deindustrialization, suburbanization, crime and relevant community institutions will be explored.

HPE 305 Prerequisite: Successful completion of HPE 186 and HPE 108, with minimum grades of D-.

Gen Ed Attribute: Writing Emphasis (select both)

HPE 347. Software Applications and Assessment HPE. 3 Credits.

Students apply word processing and graphics software to produce knowledge tests, worksheets, skill checklists, certificates of merit, and public relations handouts. Spreadsheet software will be applied to budget and inventory projects. Grading, crossword puzzle, computer-assisted instruction, and physical fitness assessment software also will be applied. Students also will learn e-mail.

HPE 402. Physical Education Practicum. 3 Credits.

Field-based teaching experience in K-12 health and physical education.

HPE 402 Prerequisite: Successful completion of HPE 205, HPE 206, HPE 300, and HPE 302, with minimum grades of D-; field clearances; and Teacher Candidacy.

HPE 403. School Wellness Education Practicum. 6 Credits.

Teacher candidates will acquire the knowledge and skills to promote a culture of wellness in the classroom and throughout the school based upon the ten components of the Whole School, Child and Community Model. Teacher candidates will a) demonstrate best instructional practices in wellness education, b) study developmentally appropriate content, c) implement the whole school, whole child and whole community framework, d) analyze and reflect upon their own and others' teaching, and e) apply pedagogical content knowledge by planning, implementing, assessing and reflecting upon teaching experiences in wellness education. The ultimate goal of this course is to effectively implement these strategies through the successful completion of planned instruction.

HPE 403 Prerequisite: Successful completion of HPE 300 and HPE 304, with minimum grades of D-; and Teacher Candidacy.

HPE 489. Student Teaching - Elementary. 6 Credits.

Within this course the goal is to immerse teacher candidates into the world of public school education and challenge them to apply both content knowledge and pedagogical content knowledge within the elementary school setting. It focuses on developing teacher candidates' oral communication skills. Teacher candidates will specifically be challenged to design and effectively deliver both skills-based health education and physical education instruction. Student teaching will emphasize their ability to: differentiate instruction, design developmentally appropriate learning progressions, integrate technology, assess student learning, demonstrate proficient oral communication skills, advocate for health and physical education, design and implement a Comprehensive School Physical Activity Program (CSPAP), and design a professional growth plan.

HPE 489 Prerequisite: Successful completion of HPE 205, HPE 206, HPE 300, HPE 304, and HPE 403, with minimum grades of C; field clearances; Teacher Candidacy; and successful completion of the PRAXIS II test.

Gen Ed Attribute: Speaking Emphasis

HPE 490. Student Teaching - Secondary. 6 Credits.

Within this course the goal is to immerse teacher candidates into the world of public school education and challenge them to apply both content knowledge and pedagogical content knowledge within the elementary and secondary school setting. It focuses on developing teacher candidates' oral communication skills. Teacher candidates will specifically be challenged to design and effectively deliver both skills-based health education and physical education instruction. Student teaching will emphasize their ability to: differentiate instruction, design developmentally appropriate learning progressions, integrate technology, assess student learning, demonstrate proficient oral communication skills, advocate for health and physical education, design and implement a wellness intervention based on the Whole School, Whole Community, Whole Child (WSCC) initiative, construct a professionalism project, and design a professional growth plan.

HPE 490 Prerequisite: Successful completion of HEA 304, HEA 306, HEA 440, and HPE 402; field clearances; Teacher Candidacy; and successful completion of the PRAXIS II test.

Gen Ed Attribute: Speaking Emphasis

KIL**KIL 363. Adapted Physical Activity Practicum. 1 Credit.**

Practicum experience working in an adapted physical activity setting. Includes writing and implementing lessons and individual goals.

KIL 363 Prerequisite: Successful completion of HPE 205 and HPE 206, with minimum grades of D-.

KIN**KIN 253. Adapted Aquatics, Lifetime Sport, and Fitness. 3 Credits.**

This course is designed to increase knowledge and skills in providing appropriate and safe adapted aquatics, sports, and fitness activities to individuals with disabilities. Outside hours required.

KIN 254. Disability Studies: An Interdisciplinary Introduction. 3 Credits.

A study of the psychological and social implications of physical disabilities.

Gen Ed Attribute: ASL CC (select both), Diverse Community(select both)

Distance education offering may be available.

KIN 360. Path for Adapted Phys Act Specialists. 3 Credits.

Study of common disabling conditions with regard to anatomical and physiological changes and the modifications needed to be made during physical activity to be safe, successful and follow best practice.

KIN 362. Assessment and Programming Adapt Phy Act. 3 Credits.

For students who want to specialize in adapted physical education. To improve students' understanding of evaluation and programming in the psychomotor domain for special populations. Principles of therapeutic exercise, and guidelines for exercise programs for those disabilities commonly seen in schools and fitness centers.

KIN 400. Professional Seminar - Adapted Physical Activity. 3 Credits.

Issues and current events in the professional development of adapted physical activity specialists including communication and collaboration with related personnel; understanding requirements for job applications, resume building, and grant writing; professionalism; and current topics such as certification, ethics, and public relations.

KIN 400 has recommended prerequisites of HPE 205, HPE 206, and KIN 362 but does not require them.

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.

SCB 350 Prerequisite: Teacher Candidacy.

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.

Distance education offering may be available.

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.

SED 200 Prerequisite: Successful completion of SED 100, with a minimum grade of D-.

Prerequisite or Corequisite: EDP 280. Field clearances.

Gen Ed Attribute: Speaking Emphasis

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.

SED 300 Prerequisite: Successful completion of SED 200, with a minimum grade of D-, Teacher Candidacy, and field clearances.

Gen Ed Attribute: Writing Emphasis (select both)

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.

SED 331 Prerequisite: Successful completion of EDS 306 or SED 300, with minimum grades of D-, Teacher Candidacy, and field clearances.

Gen Ed Attribute: Writing Emphasis (select both)

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.

SED 350 Prerequisite: Successful completion of EDA 303 and MAT 261, with minimum grades of D-, Teacher Candidacy, and field clearances.

Gen Ed Attribute: Writing Emphasis (select both)

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.

SED 351 Prerequisite: Teacher Candidacy and field clearances. Corequisite: SED 350.

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.

SED 354 Prerequisite: Successful completion of SED 350, with minimum grade of D-, Teacher Candidacy, and field clearances.

Gen Ed Attribute: Writing Emphasis (select both)

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.

SED 355 Prerequisite: Successful completion of SED 350, with a minimum grade of D-, field clearances, and Teacher Candidacy. SED 355 Corequisite: SED 354.

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.

SED 356 Prerequisite or Corequisite: MAT 441.

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.

SED 357 Prerequisite or Corequisite: MAT 441.

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.

SED 360 Prerequisite: Teacher Candidacy and field clearances.

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.

SED 390 Prerequisite: Successful completion of SED 300, with minimum grade of D-, Teacher Candidacy, and field clearances.

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.

SED 391 Prerequisite: Successful completion of MGP 220, with minimum grade of D-, and Teacher Candidacy.

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.

SED 392 Prerequisite: Teacher Candidacy.

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.

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.

SED 411 Prerequisite: Teacher Candidacy and field clearances.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

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.

SED 412 Prerequisite: Teacher Candidacy and field clearances.

Gen Ed Attribute: Speaking Emphasis