DEPARTMENT OF SECONDARY EDUCATION
UNDERGRADUATE PROGRAM HANDBOOK

FOR STUDENTS ENTERING
SECONDARY EDUCATION PROGRAMS GRADES 7-12
ACADEMIC YEAR 2020-2021

COLLEGE OF EDUCATION
WEST CHESTER UNIVERSITY

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 though their program.

Dispositional Expectations
For Secondary Education 7-12 B.S.Ed. Students

PROFESSIONAL DISPOSITIONS AND REQUIREMENTS

The Educator Preparation Programs at West Chester University 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.

Professional Dispositions

- Empathy
- Open-Mindedness
- Responsibility
- Communication

Professional Requirements

- Lifelong Learning
- Professionalism
- Professional Ethics

Please utilize the menus to learn more about the Professional Dispositions and Requirements evaluation process and to access additional resources and forms. Faculty can download Assessing Professional Dispositions for a guided walk-through on how to assess candidates on professional dispositions in a Tk20 course.

Note: A candidate's violation of professional expectations (i.e., academic, behavioral, dispositional) may also be a violation of University-wide policy. In this case, the violation should be filed with the appropriate University or College bodies.

For the Dispositions Handbook, please see https://www.wcupa.edu/education-socialWork/assessmentAccreditation/documents/Professional_Dispositions_Handbook.pdf

Field Placements

All field placements for Secondary courses, including student teaching, are arranged in conjunction with the Department of Secondary Education 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 EDP 250, EDA 304, EDS 306, Specialized Methods, and EDS 411/412.

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.

SECONDARY B.S.ED. PROGRAM REQUIREMENTS
TEACHER EDUCATION POLICIES

This section provides B.S.Ed. students or prospective students with some information on admission to the teacher education program, student teaching prerequisites for Pennsylvania secondary schools, and the Praxis II exams. The requirements derive from directives from our accrediting bodies: the Council for the Accreditation of Educator Preparation (CAEP), National Council of Teachers of English (NCTE), and the Pennsylvania Department of Education (PDE). Students in our program benefit by earning a degree approved by these accrediting bodies; most school districts look for such degrees.

You can find extensive information about tests, certification, etc., on the College of Education and Social Work's site https://www.wcupa.edu/education-socialWork/ and D2L's English Majors Forum.

Policy for Candidacy
All students seeking a teacher education degree or certification must apply for Candidacy in Teacher Education. In order to complete the degree in eight semesters of full-time study, students should apply for Candidacy sometime in their sophomore year. For Candidacy, students must:

1. Complete 48 credits of college-level coursework. Candidacy must be attained before 60 credits earned to progress in program.

> No student may take EDS 306, Specialized Methods, or student teach without Candidacy.

2. **FOR ENGLISH B.S.Ed. ONLY:** Pass the Test of Writing Competency administered by the Secondary Education Department.

3. Achieve a minimum GPA of 2.8.

4. Pass the Basic Skills Testing in reading, writing, and math. Passing scores are defined on the College of Education's website, at https://www.wcupa.edu/education-socialWork/paTests.aspx. You may be exempt from these tests depending on your SATs or ACTs; check the appropriate drop down category.

5. Earned 3 credits in college-level English composition, 3 credits in Literature, and 6 credits in Math.

6. Complete College of Education's application for Candidacy. Completed forms should be handed in to the Department Chair in Anderson 501A for signature.

Clearances
B.S.Ed. students must have criminal background, child abuse, fingerprinting, and TB clearances for EDP 250, EDA 304, Specialized Methods (MAT 350, 354, ENG 390, ENG 392, SCB/SCE 350, SSC 331), EDS 306, EDS 411, and EDS 412.

If you do not have current clearances, you will be removed from these classes at the beginning of the term. To keep up-to-date with current procedures for clearances, please visit the College of Education's clearances page: http://www.wcupa.edu/education-socialWork/clearances.aspx.

Student Teaching prerequisites
To student teach, you must attend the mandatory student teaching meeting **two semesters** before you plan to student teach. Check your WCU email and/or D2L Secondary Education (or the 5th floor of Anderson bulletin board) site for meeting schedule. Please look for details about your student teaching (school assignment policies, expectations, etc.) in your Student Teaching Handbook.

1. Attain required grade in selected classes. See information in second half of this handbook for each certification program's requirements for required grade.

If you receive a lower grade than required in a class, you should retake the course immediately before attempting more advanced courses. Students having difficulty with meeting the required grade in several of the courses should recognize that they may not meet the competency requirements for student teaching and should consider withdrawing from the B.S.Ed. program.

2. Complete **all coursework** (including NGs) before student teaching. Additional coursework or incomplete work will not be permitted during or after student teaching.

3. Attain a "minimum cumulative GPA" of 2.8 for all courses listed on your official transcript. However, mathematically, a GPA of 2.9 for 110 credits is required before student teaching to reach the 3.0 GPA required by the PA Dept. of Education for teacher certification, assuming a grade of A is earned for EDS 411 and 412, both sessions of student teaching. This formula changes depending on the number of credits accumulated. No one will be approved to student teach with a GPA below 2.8. **To graduate with the B.S.Ed. degree, students must achieve a minimum GPA of 3.0 at the end of their program.**

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.

Field course sequence
In order for field experience hours to build logically through levels, students must take these courses in this order:

> Level 1 – EDP 250
> Level 2 – EDA 304
> Level 3 – EDS 306 (requires Candidacy)
> Level 3 – Specialized Methods (pre-requisites: EDS 306 & Candidacy)
> Level 4 – EDS 411 and 412 – Student Teaching (pre-requisites: all Level 3 courses)

*NOTE: Level 3 courses may not be taken in the same semester. They are not taught during summer session.

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 *MyWCU* 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.**

LETTERS OF RECOMMENDATION

This information is primarily for those intending to go to graduate school; however, the general advice also applies to those seeking letters of recommendation for jobs and scholarships.

For most graduate school applications, you will need to include three letters of recommendation from individuals who can address your abilities, suitability, and promise for graduate study. For law, library/information sciences, and other professional school applications, having a recommender who is a professional in the field would work well. For applications to English or similar academic programs, you will probably want to have three letters from academics/faculty members in the field. 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, 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 to gain admission. 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 programs to which you are applying – and the deadlines for the receipt of materials at each school.

- 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 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 for graduate school, your maturity, and/or your reasons for selecting particular programs.

URLs for the recommendation submission websites and any relevant instructions.

B.S.Ed English: Literatures

Name:	Date Major Declared:	Planned Grad Date:

CORE or Pearson PAPA Modules 1- Reading, 2-Math, 3-Writing (Sophomore Year, Required for Formal Admission):

Formal Admission to Teacher Education Program (FATE) req. Pearson PAPA tests, 48+ credits of study & 2.8+ GPA; date:

Praxis ENGLISH Content Knowledge Test (Must take prior to student teaching, and earn passing score to graduate):

Test of Writing Competency:	BSEd Portfolio				
	CREDITS	**COURSE**	**SEMESTER**	**GRADE**	**REP/W****
GENERAL EDUCATION REQUIREMENTS (See approved list)					
FIRST YEAR EXPEREINCE	4				
WRT 120 or 123	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, PHY)	3				
	3				
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3				
	3				
HUMANITIES (Phi and His Course)	3	PHI 180			
	3				
ARTS (see approved courses)	3				
ETHICS "E" COURSE		PHI 180			
SPEAKING "S" COURSE	-	ENG 392			
	-	EDS 411			
	-	EDS 412			
WRITING "W" COURSE	-	ENG 194			
		ENG 295			
		EDS 306			
CAPSTONE	-	EDS 411/412			
EDUCATION REQUIREMENTS					
EDA 103 — Foundations of Special Education	3				
EDP 250 — Educational Psychology (Level 1 Field)	3				
EDF 300 Democracy & Education	3				
EDA 304 — Special Education for Secondary Educators FATE (Level 2 field)	3				
EDR 347 — Literacy Devel & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
EDS 306 — Pr. Tch & Field Exp. Secondary School (W) FATE (Level 3 field)	3				
ENG 392 (Level 3 Field)	3				
ENG 390 (Level 3 Field)	3				
EDS 411 — Student Teaching (Level 4 Field)	6				
EDS 412 — Student Teaching (Level 4 Field)	6				
MATH (6 credits)					
MAT 103 or higher	-	SEE GEN ED			
MAT XXX	3				

Supporting Courses						
ENG/LIN 230		3				
ENG 331		3				
LIT 398		3				
ENGLISH CORE COURSES						
ENG 194		3				
ENG 295 (suggested after 194)		3				
ENG 296 or LIT 206 (suggested after 194)		3				
Intermediate Level Literature Track Courses – 2 must be marked as Early, or "E"						
Genre		3	E?			
U.S. Multi-Ethnic & World		3	E?			
Historical Context		3	E?			
Lit or CLS Elective (no FLM)		3	E?			
Lit or CLS Elective (no FLM)		3	E?			
American:	British:			World:		
Intermediate Level Writings Crossover Courses for Literatures Track						
WRH 325		3				
Writings Elective		3				
Writings Elective		3				
ENG 400 Seminars						
ENG 400		3				
ENG 400		3				

Milestones in the Teacher Education Program			
Candidacy Milestones	Completed?	Student Milestones	Completed?
Basic Skills		Portfolio	
Formal Admission (min. 2.8 GPA)		PRAXIS II – English Content	
Test of Writing Competency (TOWC)		GPA to graduate – min 3.0 required	

BSEd Literatures Track
Suggested Course Sequence

Semester 1

	First Year Experience	4	
WRT 120	Effective Writing	3	
MAT	Must be 103 or above	3	
ENG 194	Conv. Of Reading and Writing	3	
	B & SS #1 PSY 100	3	
		16	

Semester 2

MAT XXX	Required for FATE	3	
WRT 2XX	Research Writing	3	
ENG 295	Histories and Texts	3	
EDA 103		3	
	Gen Ed Sci #1	3	
		15	

Semester 3

	Lit Track	3	
EDP 250	Ed. Psychology	3	
ENG 296	Theory, Meaning & Value	3	
HIST XXX	Ged Ed History	3	
	Lit Track	3	
EDF 300	Dem. & Education	3	
		18	

*Stage I fields: Clearances needed

Semester 4

	Lit Track	3	
EDA 304		3	
WRH 325	Tech in the English Classroom	3	
PHI 180	Intro to Ethics Gen Ed "E"	3	
ENG 382	Teaching ELL	3	
ENG /LIN 230	Intro to Linguistics	3	
		18	

*Stage II fields: Clearances Needed
TOWC completed. Candidacy paperwork submitted by end of 4th semester.

Semester 5

	Writing Crossover	3	
EDR 347	Lit Dev in Sec Students w/disabilities	3	
EDS 306	Princ. Of Teaching	3	
LIT 398	YA Literature	3	
ENG 331	Structure of Modern English	3	
		15	

*Stage III fields: Clearances needed

Semester 6

	Lit Track	3	
ENG 400	Seminar	3	
ENG 392	Writing and the Teaching of Writing	3	
	Writing Crossover	3	
	Gen Ed Science #2	3	
		15	

*Stage III fields: Clearances needed

Semester 7

	Lit Track	3	
ENG 400	Seminar	3	
ENG 390	Teaching Eng. In Sec. Schools	3	
	B & SS #2	3	
	Gen Ed Art	3	
		15	

*Stage III fields: Clearances needed

Semester 8

EDS 411&412	Student Teaching	12	
		12	

Stage IV fields: Clearances needed.

B.S.Ed English: Writings

Name:	Date Major Declared:		Planned Grad Date:		
CORE or Pearson PAPA Modules 1- Reading, 2-Math, 3-Writing (Sophomore Year, Required for Formal Admission):					
Formal Admission to Teacher Education Program (FATE) req. Pearson PAPA tests, 48+ credits of study & 2.8+ GPA; date:					
Praxis ENGLISH Content Knowledge Test (Must take prior to student teaching, and earn passing score for certification):					
Test of Writing Competency:		BSEd Portfolio:			
	CREDITS	**COURSE**	**SEMESTER**	**GRADE**	**REP/W****
GENERAL EDUCATION REQUIREMENTS (See approved list)					
FIRST YEAR EXPEREINCE	4				
WRT 120 or 123	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, PHY)	3				
	3				
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3				
	3				
HUMANITIES (Phi and His Course)	3	PHI 180			
	3				
ARTS (see approved list)	3				
ETHICS "E" COURSE		PHI 180			
SPEAKING "S" COURSE	-	ENG 392			
	-	EDS 411			
	-	EDS 412			
WRITING "W" COURSE	-	ENG 194			
		ENG 295			
		EDS 306			
CAPSTONE	-	EDS 411/412			
EDUCATION REQUIREMENTS					
EDA 103 — Foundations of Special Education	3				
EDP 250 — Educational Psychology (Level 1 Field)	3				
EDF 300 Democracy & Education	3				
EDA 304 — Special Education for Secondary Educators FATE (Level 2 Field)	3				
EDR 347 — Literacy Devel & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
EDS 306 — Pr. Tch & Field Exp. Secondary School (W) FATE (Level 3 Field)	3				
ENG 392 (Level 3 Field)	3				
ENG 390 (Level 3 Field)	3				
EDS 411 — Student Teaching (Level 4 Field)	6				
EDS 412 — Student Teaching (Level 4 Field)	6				
MATH (6 CREDITS)					
MAT 103 or higher	-	SEE GEN ED			
MAT XXX	3				

Supporting Courses					
ENG/LIN 230	3				
ENG 331	3				
LIT 398	3				
ENGLISH CORE COURSES					
ENG 194	3				
ENG 295 (suggested after 194)	3				
ENG 296 or LIT 206 (suggested after 194)	3				
Intermediate Level Writings Track Courses					
Style & Aesthetics	3				
Power & Politics	3				
WRH 325	3		Spring Only		
Writings Elective	3				
Writing Electives	3				
Intermediate Level Literatures Crossover Courses for Writings Track – see lists at end of handbook (ONE MUST BE EARLY)					
American LIT	3		E?		
British LIT	3		E?		
World LIT	3		E?		
ENG 400 Seminars					
ENG 400	3				
ENG 400	3				

Milestones in the Teacher Education Program			
Candidacy Milestones	Completed?	Student Milestones	Completed?
Basic Skills Tests (CORE, PAPE, SAT…)		Portfolio	
Formal Admission (min. 2.8 GPA)		PRAXIS II	
Test of Writing Competency		GPA to graduate – min 3.0 required	

BSEd English Writings Track
Suggested Course Sequence

Semester 1

	First Year Experience	4	
WRT 120	Effective Writing	3	
MAT	Must be 103 or above	3	
ENG 194	Conv. Of Reading and Writing	3	
	B & SS #1 PSY 100	3	
		16	

Semester 2

MAT	Required for FATE	3	
WRT 2XX	Research Writing	3	
ENG 295	Histories and Texts	3	
EDA 103	Found. Of Sp. Ed.	3	
	Gen Ed Sci #1	3	
		15	

Semester 3

	Writing Track	3	
EDP 250	Ed. Psychology	3	
ENG 296	Theory Meaning & Value	3	
HIST XXX	Ged Ed History	3	
EDF 300	Dem. & Education	3	
	Lit Crossover	3	
		18	

*Stage I fields: Clearances needed

Semester 4

	Writing Track	3	
EDA 304	Sp. Ed processes for Sec. Ed	3	
WRH 325	Tech in the English Classroom	3	
PHI 180	Intro to Ethics Gen Ed "E"	3	
ENG 382	Teaching ELL	3	
ENG /LIN 230	Intro. To Linguistics	3	
		18	

*Test of Writing Competency completed. Candidacy paperwork should be completed and submitted by end of 4th semester.
*Stage II fields: Clearances needed

Semester 5

	Lit Crossover	3	
EDR 347	Lit Dev. & Sec. Stu w/disabilities	3	
EDS 306	Princ. Of Teaching	3	
LIT 398	YA Literature	3	
ENG 331	Structure of Modern English	3	
		15	

*Stage III fields: Clearances needed

Semester 6

	Writing Track	3	
ENG 400	English Seminar	3	
ENG 392	Writing and Teaching Writing	3	
	Lit Crossover	3	
	Gen Ed Science #2	3	
		15	

*Stage III fields: Clearances needed

Semester 7

	Writing Track	3	
ENG 400	English Seminar	3	
ENG 390	Teaching English in Schools	3	
	B & SS #2	3	
	Gen Ed Art	3	
		15	

*Stage III fields: Clearances needed.

Semester 8

EDS 411&412	Student Teaching	12	
		12	

*Stage IV fields: Clearances needed

This document will explain the requirements for the Test of Writing Competency (TOWC) and the Writing Portfolio. These are only required for students in the B.S.Ed. and Post-Bac programs, for students pursuing PA Teacher Certification. Students must pass the Test of Writing Competency in order to gain Candidacy to the Teacher Education Program in English. Students with Candidacy must pass the Writing Portfolio requirement to student teach.

TEST OF WRITING COMPETENCY

All B.S.Ed. and Post-Bac students *must* pass the Test of Writing Competency to be attain Candidacy to our teacher education program. The Test is given once each fall and spring semester; test dates and location are posted in the Department of English, with advisors, and on our D2L site. The Test is not given during the summer. Take the Test no later than your second semester with sophomore status; transfer, certification, and graduate students should take the Test as soon as possible.

Procedures:

- You do not need to register for the Test.
- Bring to the Test: blue/black pen(s), 8 ½ X 11 writing paper; dictionary, if desired.
- ***If you do not pass:*** Students who fail the Test of Writing Competency must confer with a member of the Teacher Education Committee during the same semester in which the Test was taken. They should retake the Test the following semester.
- Students whose Test of Writing Competency does not meet Department standards after two submissions will be required to do additional work in writing before they may take the Test a third time. This work may involve taking an offered course or doing independent study in writing supervised by a faculty member.

> Keep alert for the Test of Writing Competency dates on D2L and WCU email! It is only offered once per semester & never

WRITING PORTFOLIOS

All Teacher Certification students entering the program must submit a Writing Portfolio that illustrates their excellence in writing **two semesters before student teaching**. No summer submissions are accepted. Students who submit their Portfolios at least two semesters before student teaching will have plenty of time to resubmit a revised Portfolio the following semester in the event that it does not pass on the first attempt. Students who do not pass and have not submitted their Portfolios at least two semesters prior to student teaching may risk delay in student teaching and graduation.

Requirements:
Portfolios that do not meet all of the following requirements will not be read:

- ***The portfolio consists of four papers (and each paper should be clearly identified)***:
  - ***The Self-Assessment*** is a reflection on your writing and yourself as a writer in which you connect previous pieces of your writing to the writer, reader and thinker that you have become. This piece should help your readers understand why you chose each piece of writing, the assignment for each paper, the writing/composing process, AND what each piece reveals about your ability and/or growth as a writer. Remember that you can choose writing from anywhere in your college

career; the Self-Assessment is your opportunity to demonstrate how you have developed reflective and analytical skills regarding your own writing. This reflection/assessment of your writing should be approximately 3-4 pages long, citing specifics from your writing, and be in essay form. This should be the first paper in your portfolio.

- *__Personal Essay__* includes personal autobiographical narrative as well as fiction, biography, and oral history. The Personal Essay tells a story generated by the writer, not gathered from a secondary source, and may take the form of memoir, literacy narrative, stories (not poems) from creative writing classes, or related type. **Ask yourself: does this piece tell some kind of story about me?**
- *__Research Writing__* incorporates primary and secondary sources and a **recognized citation system (the citations must be correct!!).** It can be a literary research paper, from an English core class, from an ENG 400 seminar, or even from a Gen Ed class.
- *__Persuasive Writing__* paper's purpose is to move readers to form or to change an opinion or to take a specific action. This includes literary analysis and other academic essays intended to prove a thesis, as well as book reviews or other opinion-based writing.

- *Portfolio specifics:*
  - The Portfolio must be in an 8 ½ X 11 manila folder with the writer's full name on the tab.
  - All papers should be in their original form and include grades and comments. Graded papers can come from any university, but must have been written for a college class.
    - **At least one paper must have all preceding notes and drafts.**
    - You may hand in printouts of papers that were electronically graded. If your instructor provided audio comments, you may send them to Dr. Renzi as an email attachment.
    - If you do not have one of the specified modes (personal, research, or persuasive) from a college class, you can write one expressly for your portfolio. This will count as the ONE ungraded paper. Ungraded papers written expressly for the Portfolio must include all drafts and notes. No more than *two* ungraded papers (inclusive of the reflective piece) may be submitted.

Procedures:

- Students should submit and sign-in their Portfolios to the English Department secretary in Main 540. **Late portfolios will not be accepted, so please observe carefully the due date and time specified.**
- *If you do not pass:* Students must confer with their readers, listed in the letter included with the returned Portfolio, during the same semester in which the Portfolio was submitted. Students should resubmit their Portfolios **during the following semester** by the deadline specified. No Portfolios are evaluated during the summer.
- Students whose Portfolios do not meet Department standards after two submissions will be required to do additional work in writing before they may resubmit the Portfolio. This may involve taking a recommended course or doing independent study in writing, supervised by an English faculty member.
- If you have questions, please contact the English B.S.Ed. Coordinator, Dr. Laura Renzi at lrenzi@wcupa.edu. **In order to receive answers to your questions in a timely manner, please contact Dr. Renzi one week (7 days) before the Portfolio is due.**

Remember to submit your Writing portfolio at least **two semesters (one year)** before you hope to student teach.

You must pass **both** the Test of Writing Competency & the Writing Portfolio to attain a B.S.Ed. in Secondary English Education, and PA teaching

PORTFOLIO AND TEST OF WRITING COMPETENCY
HOLISTIC SCORING GUIDE

6	5	4	3	2	1
• sharp, distinct voice • substantial, specific, and/or illustrative content; sophisticated ideas that are particularly well-developed • meaningful organization • writer's voice apparent in tone, sentence structure, and word choice • few mechanical and usage errors	• clear focus • specific and illustrative content • obviously controlled, functional organization • precision and variety in sentence structure and word choice • some mechanical and usage errors	• adequate focus • sufficient content • logical organization • some precision and variety in sentence structure and word choice • mechanical and usage errors not severe enough to interfere significantly with the writer's purpose	• vague focus • content limited to a listing, repetition, or mere sequence of ideas • inconsistent organization • limited sentence variety and word choice • repeated weaknesses in mechanics and usage	• confused focus • superficial content • confused organization • lack of sentence variety and word choice variety • mechanical and usage errors that seriously interfere with the writer's purpose	• absence of focus • absence of relevant content • absence of organization • no apparent control over sentence structure and word choice • mechanical and usage errors so severe that writer's ideas are difficult if not impossible to understand

NOTE: Scores 6 and 5 are "pass." Scores 4 through 1 or OP are "no pass."

NON-SCOREABLE (NS)	OFF-PROMPT (OP)

• is illegible: i.e., includes so many undecipherable words that no sense can be made of the response
    or
• is incoherent: i.e., words are legible but syntax is so garbled that response makes no sense
    or
• is a blank paper
	• is readable but did not respond to the prompt
	
	• contains language or content that is inappropriate for a professional audience
	
	• reflects a lack of awareness of—or sensitivity to—issues of diversity (gender, race/ethnicity, social class, sexuality, age, disability, etc.)

CHARACTERISTICS OF EFFECTIVE WRITING

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
• demonstrates an awareness of audience and task • establishes and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas	• information and details are specific to topic • information and details are relevant to focus • ideas are fully developed	• logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion are evident	• precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types, and lengths	• mechanics: spelling, capitalization, punctuation • usage (e.g., pronoun references, subject-verb agreement) • sentence completeness

B.S.Ed. MATHEMATICS – 122 CREDITS

Name:	Date Major Declared:	Planned Grad Date:

CORE or Pearson PAPA Modules 1- Reading, 2-Math, 3-Writing (Sophomore Year, Required for Formal Admission):

Formal Admission to Teacher Education Program (FATE) req. Pearson PAPA tests, 48+ credits of study & 2.8+ GPA; date:

Praxis 5161 Mathematics Content Knowledge Test (Must take prior to student teaching, and earn passing score to graduate):

	CREDITS	COURSE	SEMESTER	GRADE	REP/W**
GENERAL EDUCATION REQUIREMENTS (See approved list)					
FIRST YEAR EXPEREINCE	4				
WRT 120 or 123	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	-	MAT 161			
DIVERSE COMMUNITIES "J"	-	ENG 382			
INTERDISCIPLINARY "I"	3				
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	PSY 100			
	3				
HUMANITIES (A LIT COURSE AND HIS 444)	3	(REQ for Candidacy)			
	-	HIS 444			
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS "E" COURSE	3	PHI 180			
SPEAKING "S" COURSE	-	MAT 350			
	-	EDS 411			
	-	EDS 412			
WRITING "W" COURSE	-	MAT 350			
	-	MAT 354			
	-	MAT 401			
CAPSTONE	-	EDS411/412			
EDUCATION REQUIREMENTS					
HIS 444 – History of American Education (GE Humanities)	3				
*EDP 250 — Educational Psychology Stage 1 Fields: Clearances Needed	3				
EDA 103 — Foundations of Special Education	3				
*EDA 304 — Special Education for Secondary Educators FATE Stage II Fields: Clearances Needed	3				
EDR 347 — Literacy Devel & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
*MAT 350 Middle School Mathematics Methods Stage III Fields: Clearances Needed	3				
*MAT 360 Middle School Mathematics Field Experiences Stage III Fields: Clearances Needed	1				
*MAT 354 Seconda4ry Mathematics Methods State III Fields: Clearances Needed	3				
*MAT 364 Secondary Mathematics Field Experiences Stage III Fields: Clearances Needed	1				
*EDS 411 — Student Teaching Stage IV Fields: Clearances Needed	6				
*EDS 412 — Student Teaching Stage IV Fields: Clearances Needed	6				

MATHEMATICS COURSES (45 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 331 Geometry	3				
MAT 401 History of Mathematics	3				
MAT 411 Algebra I	3				
MAT 414 Number Theory	3				
MAT 421 Mathematical Statistics I	3				
MAT 441 Real Analysis I	3				
Applied Mathematics Elective	3				
Analysis Elective	3				
Mathematics Elective	3				
COGNATE REQURIEMENTS (11 CREDITS)					
PHY 170 Physics I	4				
PHY 180 Physics II	4				
CSC 141 Intro Computer Science	3				

Advising Comments

BSEd Math
Suggested Course Sequence

Semester 1

	First Year Experience	4	
WRT 120	Effective Writing	3	
MAT 161	Calculus I	4	
PHI 180	Intro to Ethics (E)	3	
	Gen Ed Lit	3	
		17	

Semester 2

MAT 162	Calculus II	4	
WRT 2XX	Research Writing	3	
	Gen Ed B & SS	3	
CSC 141	Intro to Comp. Sci	3	
MAT 200	Nature of Math	3	
		16	

Semester 3

MAT 261	Calculus III	4	
EDP 250	Ed. Psychology	3	
EDA 103	Found. Of Sp Ed	3	
MAT 311	Linear Algebra	3	
PHY 170	Physics I	4	
		17	

Semester 4

MAT 441	Real Analysis 1	3	
MAT	Analysis Elective	3	
PHY 180	Physics II	4	
EDA 304	Spec. Ed For 2nd Schools	3	
PSY 100	Intro to Psych	3	
		16	

**Candidacy paperwork submitted by end of 4th semester.

Semester 5

MAT 411	Algebra I	3	
MAT 421	Math Statistics I	3	
MAT 350	Middle School Math Methods	3	
MATH 360	MAT 350 Field	1	
HIS 444	Hist. of American Ed	3	
	Gen Ed "I" Course	3	
		16	

Semester 6

MAT 331	Geometry	3	
MAT 414	Number Theory	3	
MAT 354	Sec. Math Methods	3	
MAT 364	MAT 354 field	1	
LAN/ENG 382	Teaching ELL	3	
EDR 347	Lit Dev. & Sec. Students	3	
		16	

Semester 7

EDS 411&412	Student Teaching	12	
		12	

Semester 8

MAT 401	History of Math		3	
MAT	Applied Math Elec.		3	
MAT	Elective		3	
	Gen Ed Arts		3	
			12	

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 the both pedagogy courses. Each lesson plan is evaluated individually during the courses and evaluated as a collection in this portfolio.

B.S.Ed. Biology (122 CREDITS)

Name:	Date Major Declared:	Planned Grad Date:			
CORE or Pearson PAPA Modules 1- Reading, 2-Math, 3-Writing (Sophomore Year, Required for Formal Admission):					
Formal Admission to Teacher Education Program (FATE) req. Pearson PAPA tests, 48+ credits of study & 2.8+ GPA; date:					
Praxis - Biology Content Knowledge Test (Must take prior to student teaching, and earn passing score to graduate):					
	CREDITS	**COURSE**	**SEMESTER**	**GRADE**	**REP/W****
GENERAL EDUCATION REQUIREMENTS (33 CREDITS) (See approved list)					
First Year Experience	4				
WRT 120 or 123	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	-	MAT 121			
DIVERSE COMMUNITIES "J" (SCE 350 OR LAN 382)	-	ENG 382			
INTERDISCIPLINARY "I" (require ESS/SCB/ENV 102, or SCB 210)	-	EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO ESS, PHYSICS)	-	ESS 101			
	-	CHE 103			
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3				
	3				
HUMANITIES (A LIT COURSE AND Phi 180))	3	LIT/CLS			
	3	PHI 180			
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
ETHICS "E" COURSE	-	PHI 180			
Capstone	-	EDS 411/412			
SPEAKING "S" COURSE	-	SCB/E 350			
	-	EDS 411			
	-	EDS 412			
WRITING "W" EMPHASIS	-	LIT 165			
	-	EDS 306			
	-	BIO 440			
EDUCATION REQUIREMENTS (36 CREDITS)					
EDA 103 — Foundations of Special Education	3				
EDP 250 — Educational Psychology (Level 1 Field)	3				
EDF 300 Democracy & Education	3				
EDA 304 — Special Education for Secondary Educators FATE (Level 2 Field)	3				
EDR 347 — Literacy Devel & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
EDS 306 — Pr. Tch & Field Exp. Secondary School (W) FATE (Level 3 Field)	3				
SCB/SCE 350 — Sci Ed Secondary School (W, J, S) FATE (Level 3 Field)	3				
EDS 411 — Student Teaching (S) (Level 4 Field)	6				
EDS 412 — Student Teaching (S) (Level 4 Field)	6				

Supporting Courses (23 credits)					
Calculus	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	3				
CRL 231 Exp. Organic Chemistry I	2				
PHY 130 — General Physics I or PHY 170—Physics I	4				
ESS 101 Earth & Space Science	3				
CORE REQUIREMENTS (21 CREDITS) –					
BIO 110 General Biology	3				
Bio 214 General Microbiology (has a lab)	4				
BIO 215 General Botany (has a lab)	3				
BIO 217 General Zoology (has a lab)	3				
BIO 220 Cell Physiology (has a lab)	3				
BIO 230 Genetics	3				
BIO 270 General Ecology (has a lab)	3				
Biology Electives (6 credits)					
Bio Elective (300 level or above- except BIO 307 or 469)	3				
Bio Elective (300 level or above except BIO 307 or 469)	3				

The PDE requires applicants teaching certification to have a minimum GPA of 3.0 at graduation,

**3 classes above must be "W"emphasis.

"I" course cannot be applied as a distributive requirement (Science, Humanities, or Behavioral & Social Science)

Advising Comments

BSEd Biology
Suggested Course Sequence
*Field Course – Clearances Required

Semester 1

FYE	First-Year Experience	4	
WRT 120	Composition	3	
BIO 110	General Biology	3	
CHE 103	General Chemistry I	3	
CRL 103	Gen Chemistry Lab I	1	
MAT 121	Statistics	3	
		17	

Semester 2

WRT 2XX	Research Writing	3	
BIO 215 or 217	General Botany or General Zoology	3	
CHE 104	Chemistry II	3	
CRL 104	Chemistry II Lab	1	
LIT/CLS	Gen Ed Humanities	3	
PHI 180	Gen Ed Ethics	3	
		16	

Semester 3

CHE 231	Organic Chemistry	3	
CRL 231	Organic Chemistry Lab	2	
BIO 215 or 217	General Botany or General Zoology	3	
EDF 300	Democracy & Education	3	
EDP 250	Educational Psychology	3	
	Gen Ed Art	3	
		17	

Semester 4

BIO 214	General Microbiology	4	
MAT 108, 109, or 161		3	
EDA 103	Intro to Spec. Education	3	
BIO 230 or 270	General Genetics or General Ecology	3	
	Directed Elective	3	
		16	

Apply for Candidacy after semester

Semester 5

PHY 130 or 170	General Physics or Physics I	4	
BIO 220	Cell Physiology	3	
BIO 230 or 270	Genetic or General Ecology	3	
EDA 304	Spec. Ed. For Sec. Educators	3	
EDR 347	Lit. Dev. & Sec. Students w/Disabilities	3	
		16	

Semester 6

BIO	Elective	3	
EDS 306	Principles of Teaching	3	
LAN/ENG 382	ELL Teaching	3	
	Behavioral & Social Science Gen ED	3	
	Directed Elective	3	
		15	

Semester 7

	Behavioral and Social Science Gen Ed 2	3	
	Bio Elective	3	
SCB 350*	Sci. Ed in Sec. Schools	3	
ESS 101	Earth and Space Science	3	
		12	

Semester 8

EDS 411&412	Student Teaching	12	
		12	

B.S.Ed Chemistry (121 CREDITS)

Name:	Date Major Declared:	Planned Grad Date:

CORE or Pearson PAPA Modules 1- Reading, 2-Math, 3-Writing (Sophomore Year, Required for Formal Admission):

Formal Admission to Teacher Education Program (FATE) req. Pearson PAPA tests, 48+ credits of study & 2.8+ GPA; date:

Praxis 5245-Chemistry Content Knowledge Test (Must take prior to student teaching, and earn passing score to graduate):

	CREDITS	COURSE	SEMESTER	GRADE	REP/W**
GENERAL EDUCATION REQUIREMENTS (33 credits)					
WRT 120 or 123	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
Math	-	MAT 161			
First Year Experience	4				
DIVERSE COMMUNITIES "J"	-	LAN 382			
INTERDISCIPLINARY "I"	-	EDF 300			
Science (6 credits from Two Areas: Bio, Chem, Physics, ESS)	-	BIO 110			
	-	PHY 170			
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3	PSY 100			
	3				
HUMANITIES (A LIT 165 COURSE AND Phil 180 (E))	3	Lit 165			
	3	Phil 180			
ARTS (ART CINEMATOGRAPHY MUSIC PHOTOGRAPHY THEATRE)	3				
Ethics "E" Course	-	Phil 180			
Capstone	-	EDS 411/412			
Speaking "S" Course	-	SCB/E 350			
	-	EDS 411			
	-	EDS 412			
Writing "W" Emphasis Course	-	EDS 306			
	-	LIT 165			
	3				
EDUCATION REQUIREMENTS (35 credits)					
EDF 300 Democracy & Education	3				
EDP 250 — Educational Psychology	3				
EDA 103 — Foundations of Special Education	3				
EDA 304 — Special Education for Secondary Educators FATE	3				
EDR 347 — Literacy Devel & Sec Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
EDS 306 — Pr. Tch & Field Exp. Secondary School (W) FATE	3				
SCB/SCE 350 — Sci Ed Secondary School (W, J, S) FATE	3				
EDS 411 — Student Teaching (S)	6				
EDS 412 — Student Teaching (S)	6				
MATH (6 credits)					
MAT 161 Calculus 1	4				
MAT 162 Calculus II	4				

SCIENCE COGNATES (11 CREDITS)					
BIO 110 — General Biology	3				
PHY 170 Physics I	4				
PHY 180 Physics II	4				
CORE REQUIREMENTS (30 CREDITS) – AND WHEN OFFERED					
CHE 103 General Chemistry	3				
CRL 103 Exp. Gen Chem. I	1				
CHE 104 General Chemistry II	3				
CRL 104 Exp. Gen Chemistry II	1				
CHE 231 Organic Chemistry	4				
CRL 231 Exp. Organic Chemistry I Lab	2				
CHE 232 Organic Chemistry II	3				
CRL 232 Exp. Organic Chemistry II Lab	2				
CHE 321 Analytical Chemistry I	3				
CRL 321. Analytical Chemistry I Lab	2				
CHE 341 Physical Chemistry I	4				
CRL 341 Exp. Physical Chemistry Lab	2				
CHE 411 Advanced Inorganic Chemistry	3				
CHE 418 Chemical Information	1				
CHE 476 Biochemistry I	3				
CHE 491 Chemistry Seminar	1				

The PDE requires applicants teaching certification to have a minimum GPA of 3.0 at graduation.

**3 classes above must be "W" emphasis.

"I" course cannot be applied as a distributive requirement (Science, Humanities, or Behavioral & Social Science)

Advising Comments

BSEd Chemistry
Suggested Course Sequence
*Field Course – Clearances Required

Semester 1

CHE 103	General Chemistry	3	
CRL 103	Gen Chem Lab	1	
MAT 161	Calculus I	4	
WRT 120	Effective Writing 1	3	
	First-Year Experience	4	
		15	

Semester 2

CHE 104	Gen. Chemistry II	3	
CRL 104	Gen Chem Lab II	1	
MAT 162	Calculus II	4	
EDS 250	Ed. Psychology	3	
PHI 180	Intro to Ethics	3	
WRT 2XX	Research Writing	3	
		17	

Semester 3

CHE 231	Organic Chemistry	4	
CRL 231	Organic Chem Lab I	2	
CHE 321	Analytical Chem I	3	
CRL 321	Analytical Chem Lab I	2	
PHY 170	Physics I	4	
		15	

Semester 4

CHE 232	Organic Chem II	3	
CRL 232	Organic Chem II Lab	2	
PHY 180	Physics II	4	
EDA 103	Found. To Spec. Ed	3	
LIT 165	Intro to Lit	3	
CHE 418	Chemical Information	1	
		16	

*Apply for Candidacy at end of the Semester

Semester 5

CHE 341	Physical Chemistry I	4	
CRL 341	Phys. Chem Lab I	2	
EDF 300	Democracy & Ed	3	
EDA 304	SP. Ed. Processes	3	
	Gen Ed Arts	3	
		15	

Semester 6

CHE 411	Adv. Inorganic Chem	3	
BIO 110	General Biology	3	
EDS 306	Pri Teaching	3	
	Gen Ed S/SS	3	
PSY 100	Intro to Psych	3	
		15	

Semester 7

CHE 476	Biochemistry I	3	
CHE 491	Chemistry Seminar	1	
SCE 350	Sci Ed Sec. School	3	
LAN 382	Teaching ELL	3	
	Gen Ed B/SS	3	
EDR 347	Lit Dev. In Sec. Schools	3	
		16	

Semester 8

EDS 411/412	Student Teaching	12	
		12	

B.S.Ed. EARTH AND SPACE SCIENCE (121 CREDITS)

Name:	Date Major Declared:		Planned Grad Date:		

CORE or Pearson PAPA Modules 1- Reading, 2-Math, 3-Writing (Sophomore Year, Required for Formal Admission):

Formal Admission to Teacher Education Program (FATE) req. Pearson PAPA tests, 48+ credits of study & 2.8+ GPA; date:

Praxis 20571-Earth Science Content Knowledge Test (Must take prior to student teaching, and earn passing score to graduate):

	CREDITS	COURSE	SEMESTER	GRADE	REP/W**
GENERAL EDUCATION REQUIREMENTS (22 CREDITS) (See approved list)					
First Year Experience (FYE)	4				
WRT 120 or 123	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
DIVERSE COMMUNITIES "J" (SCE/SCB 350 OR LAN/ENG 382)	FULFILLED BY SCE/SCB 350 or LAN/ENG 382 BELOW				
INTERDISCIPLINARY "I" (ESS/SCB/ENV 102 or SCB 210)	FULFILLED BY ESS/SCB/ENV 102 or SCB 210 BELOW				
BEHAVIOR & SOCIAL SCI. **(6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)**	3				
	3				
HUMANITIES (A LIT/CLS COURSE AND HIS 444)	3	LIT/CLS			
	FULFILLED BY HIS 444 BELOW				
ARTS	3				
Ethics "E" Course	3	PHI 180			
Speaking "S" Course	FULFILLED BY SCB/SCE 350 BELOW				
	FULFILLED BY EDS 411 BELOW				
	FULFILLED BY EDS 412 BELOW				
Writing "W" Course	FULFILLED BY EDS 306 BELOW				
	FULFILLED BY ESS 201 BELOW				
	FULFILLED BY ESS 204 BELOW				
Capstone	FULFILLED BY EDS 411/412 BELOW				
EDUCATION REQUIREMENTS (36 CREDITS)					
EDA 103 — Foundations of Special Education	3				
EDP 250 — Educational Psychology (Level 1 Field)	3				
HIS 444 – History of American Education (GE Humanities)	3				
EDA 304 — Special Education for Secondary Educators FATE (Level 2 Field)	3				
EDR 347 — Literacy Development & Sec. Students w/Disabilities	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
EDS 306 — Pr. Tch & Field Exp. Secondary School (W) FATE (Level 3 Field)	3				
SCB/SCE 350 — Sci Ed Secondary School (W, J, S) FATE (Level 3 Field)	3				
EDS 411 — Student Teaching (S) (Level 4 Field)	6				
EDS 412 — Student Teaching (S) (Level 4 Field)	6				
MATH (6 CREDITS)					
MAT 115 — Algebra &Trigonometry or **MAT 131**—Pre-	3				
MAT 121 — Statistics I	3				
SCIENCE COGNATES (11 CREDITS)					
BIO 110 — General Biology	3				
CHE 103 — General Chemistry I	3				
CRL 103 — Experimental General Chemistry I	1				
PHY 130 — General Physics I or **PHY 170**—Physics I	4				

CORE REQUIREMENTS (30 CREDITS) – AND WHEN OFFERED					
ESS 101 — Introduction to Geology – both semesters	3				
ESS 201 — Field Geology (W) – both semesters	3				
ESS 204 — Historical Geology (W) – both semesters	3				
ESS 301 — Environmental Geochemistry – both semesters	3				
ESS 302 — Mineralogy – fall	3				
ESS 331 — Paleontology (W) – both semesters	3				
ESS 343 — Geomorphology – both semesters	3				
ESS 405 — Igneous and Metamorphic Petrology – spring	3				
ESS 420 — Structural Geology – spring	3				
ESS 450 — Sedimentology and Stratigraphy – fall	3				
ADDITIONAL REQUIREMENTS (13 CREDITS)					
ESS/SCB/ENV 102 – Humans and the Environment or **SCB**	3				
ESS 311 — Introduction to Astronomy – fall	3				
ESS 330 — Introduction to Oceanography – both semesters	3				
ESS 347 — Seminar – fall	1				
ESS 370 — Introduction to Meteorology – fall	3				

The PDE requires applicants teaching certification to have a minimum GPA of 3.0 at graduation.

- **"I" course cannot be applied as a distributive requirement (Science, Humanities, or Behavioral & Social Science)**

Advising Comments:

BSEd Earth & Space Science

Suggested Course Sequence

*Field Course – Clearances Required

Semester 1

ESS 101	Intro to Geology	3	
FYE	First-Year Exp.	4	
WRT 120	Composition	3	
MAT 115 or MAT 121	Alg./Trig Or Statistics	3	
PHI 180	Gen Ed Ethics	3	
		16	

Semester 2

ESS 102 or SCB 210		3	
MAT 121 or MAT 115	Alg./Trig Or Statistics	3	
HIS 444	History of Ameri. Education	3	
WRT 2XX	Research Writing	3	
EDP 250*	Educational Psychology	3	
		15	

Semester 3

ESS 201	Field Geology	3	
ESS 204	Historical Geology	3	
ESS 311	Introduction to Astronomy	3	
CHE 103	Chemistry I	3	
CRL 103	Chemistry I LAB	1	
ESS 330	Intro to Oceanography	3	
		16	

Semester 4

ESS 301	Environmental Geochemistry	3	
BIO 110	General Biology	3	
EDR 347	Lit. Dev. & Sec. Students w/Disabilities	3	
	Gen Ed Humanities	3	
ESS 343	Geomorphology	3	
EDA 103	Found. Of Spec. Ed	3	
		18	

Apply for Candidacy at end of Semester 4

Semester 5

ESS 302	Mineralogy	3	
ESS 347	Seminar	1	
EDA 304*	Special Ed. For Secondary Educators	3	
LAN 382	ELL Teaching	3	
PHY 130	General Physics I	4	
ESS 370	Meteorology	3	
		17	

Semester 6

	Gen Ed Art	3	
ESS 331	Paleontology	3	
ESS 420	Structural Geology	3	
ESS 405	Petrology	3	
EDS 306	Princ. Of Teaching and Learning	3	
		15	

Semester 7

	Gen Ed Behavioral & Social Science	3	
SCE/SCB 350*	Sci. Ed in Secondary Schools	3	
	Gen Ed Behavioral & Social Science	3	
ESS 450	Sed/Strat	3	
ESS 311	Astronomy	3	
		15	

Semester 8

EDS 411 & 412*	Student Teaching	12	
		12	

B.S.Ed. Physics (122 Credits)

Name:		Date Major Declared:	Planned Grad Date:		
CORE or Pearson PAPA Modules 1- Reading, 2-Math, 3-Writing (Sophomore Year, Required for Formal Admission):					
Formal Admission to Teacher Education Program (FATE) req. Pearson PAPA tests, 48+ credits of study & 2.8+ GPA; date:					
Praxis 20571-Earth Science Content Knowledge Test (Must take prior to student teaching, and earn passing score to graduate):					
	CREDITS	**COURSE**	**SEMESTER**	**GRADE**	**REP/W****
GENERAL EDUCATION REQUIREMENTS (See approved list)					
FIRST YEAR EXPEREINCE	4				
WRT 120 or 123	3				
WRT 200, or 204, or 205, or 206, or 208, or 220	3				
MATH	-	MAT 161			
DIVERSE COMMUNITIES "J" (SCE 350 OR LAN 382)	-	ENG 382			
INTERDISCIPLINARY "I" (require ESS/SCB/ENV 102, or SCB 210)	-	EDF 300			
SCIENCE (6 CREDITS FROM TWO AREAS: CHEM, BIO, ESS, PHYSICS)	-	BIO __			
	-	CHEM 103			
BEHAVIOR & SOCIAL SCI. (6 CREDITS FROM TWO AREAS: ANT SOC PSY ECO GEO PSC)	3				
	3				
HUMANITIES (A LIT COURSE, HIST, PHI)	3	PHI 180			
	3				
ARTS	3				
Ethics "E" Course	-	PHI 180			
Speaking "S" COURSE	-	SCB/E 350			
	-	EDS 411			
	-	EDS 412			
WRITING EMPHSIS "W" COURSE	-	PHY 310			
	-	PHY 320			
	-	EDS 306			
CAPSTONE	-	EDS 411/412			
EDUCATION REQUIREMENTS					
EDA 103 — Foundations of Special Education	3				
EDP 250 — Educational Psychology (Level 1 Field)	3				

EDF 300 Democracy & Education	3				
EDA 304 — Special Education for Secondary Educators FATE (Level 2 Field)	3				
EDR 347 — Literacy Development & Sec Students w/Disabilities in Inclusive Classrooms	3				
LAN/ENG 382 — ELL Strategies for Content Area Teachers	3				
EDS 306 — Pr. Tch & Field Exp. Secondary School (W) FATE (Level 3 Field)	3				
SCB/SCE 350 — Sci Ed Secondary School (W, J) FATE (Level 3 Field)	3				
EDS 411/412 — Student Teaching (Level 4 Field)	12				
Supporting Courses MATHEMATICS (18 CREDITS)					
MAT 161 – Calculus I	4				
MAT 162 Calculus II Prerequisite: MAT 161	4				
MAT 261 Calculus III Prerequisite: MAT 162	4				
MAT 311 Linear Algebra Prerequisite: MAT 162	3				
MAT 343 Differential Equations Prerequisite MAT 162 Or PHY 370 Mathematical Physics Prerequisite: PHY 180, MAT 261	3				
SUPPORTING COURSES IN THE SCIENCES (14 CREDITS)					
CHE Chemistry 103 I	3				
CRL 103 Chemistry I Lab	1				
CHE 104 Chemistry II Prerequisite: CHE 103	3				
CRL 104 Chemistry II Lab Prerequisite: CHE 103	1				
PHY 105 Structure of the Universe Or ESS 111 General Astronomy	3				

Biology Elective	3				
CORE REQUIREMENTS (29 CREDITS) –					
PHY 170 Physics I Prerequisite MAT 161	4				
Or PHY 175 Computational Physics Prerequisites: MAT 161, MAT 162, PHY 170 Co-requisites: MAT 261, Mat 311, PHY 180	3				
PHY 180 Physics II Prerequisite: PHY 170, co-requisite: MAT 162	4				
PHY 240 Modern Physics Prerequisites: PHY 180, MAT 162	3				
PHY 300 Mechanics Prerequisites: PHY 180, MAT 162	3				
PHY 310 Intermediate Lab I Prerequisite: PHY 240	3				
PHY 320 Intermediate Lab II Prerequisite PHY 310	3				
PHY 330 Electronics Prerequisite: PHY 180, MAT 161	3				
PHY 410 Optics Prerequisite: PHY 180, Co-Requisite MAT 262 Or PHY 430 Electricity & magnetism Prerequisite: PHY 300, MAT 343 or PHY 370	3				

The PDE requires applicants teaching certification to have a minimum GPA of 3.0 at graduation. **3 classes above must be "W" emphasis.**
"I" course cannot be applied as a distributive requirement (Science, Humanities, or Behavioral & Social Science)

Advising Comments

BSEd Physics
Suggested Course Sequence
*Field Course – Clearances Required

Semester 1

PHY 105	Structure of the Universe	3	
MAT 161	Calculus I	4	
WRT 120	English Composition	3	
FYE	First-Year Seminar	4	
	Humanities or "E" Course	3	
		17	

Semester 2

PHY 170	Physics I	4	
MAT 162	Calculus II	4	
WRT 200	English Composition	3	
LIT 165	Humanities	3	
	ARTS	3	
		17	

Semester 3

PHY 180	Physics I	4	
MAT 261	Calculus III	4	
MAT 311	Linear Algebra	3	
EDP 250	Ed. Psych*	3	
	Behavioral & Social Sciences	3	
		17	

Semester 4

PHY 175	Computational Physics	3	
PHY 240	Intro. To Modern Physics	3	
MAT 343	Differential Equations	3	
EDA 103	Special Ed I *	3	
EDF 300	Democracy & Education	3	
		15	

Apply for Candidacy at end of Semester 4

Semester 5

PHY 300	Mechanics	3	
PHY 310	Inter. Physics Lab I	3	
CHE 103	Chemistry I	3	
CRL 103	Chemistry I Lab	1	
EDA 304	Special Ed II *	3	
EDR 347	Literacy Development	3	
		16	

Semester 6

PHY 320	Inter. Physics Lab II	3	
CHE104	Chemistry II	3	
CRL 104	Chemistry II Lab	1	
LAN 382	Teaching ELL	3	
EDS 306	Principles of Teaching *	3	
BIO	Biology Elective	3	
		16	

Semester 7

PHY 300	Electronics	3	
PHY 410	Optics	3	
SCB 550	Science Education *	3	
	Behavioral & Social Sciences	3	
	Humanities	3	
		15	

Semester 8

EDS 411& 412	Student Teaching *	12	
		12	

HISTORY B.A. with Social Studies certificate

Advising Sheet: Beginning Fall 2020 [YELLOW]

Name: _____

Student ID_____

Required:

1. 130+ credits total.
2. 2.0 grade point average within the major.
3. At least 50% of credits in major fulfilled at WCU.
4. At least 30.0 of the final 60.0 credits earned at WCU.

General education:

Courses approved to fulfill all general education requirements (Transfer students exempt from FYE, First Year Experience):

https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved- gen-ed-course-list/

FYE 4.0 credits   Course_____   Grade_____   Semester_____

ACADEMIC FOUNDATION (12.0-18.0 credits):

English Composition: "Students must earn 3 credits at the Writing 200 level to fulfill the English composition general education requirement. These 3 credits can be completed via WCU coursework or via earned transfer credit. Students may need to complete prerequisite coursework prior to enrollment into a Writing 200-level course.

WCU is piloting a student-guided self-placement survey to determine the appropriate course sequence for our English Composition requirement. More information about the self-placement survey (the WRITE Survey) can be found below under English Placement. In order to fulfill the requirement, students must complete one of the following course sequences or transfer in credits that fulfill the requirement:"

Sequence A:

Semester 1: WRT 123 (4 credits)   Grade_____ Semester_____

Semester 2: 200-level WRT course (3 credits)   Grade_____ Semester_____

Sequence B:

Semester 1: WRT 120 (3 credits)   Grade_____   Semester_____

Semester 2: 200-level WRT course (3 credits)   Grade_____   Semester_____

Sequence C:

200=level WRT course (3 credits) Course_____   Grade_____ Semester

(The WCU WRITE survey may, in exceptional circumstances, place students into the Advanced sequence if their WRITE survey scores are particularly high and if they have a minimum GPA of 3.8 and a Reading/Writing SAT of 620 or ACT English score of 28.)

Math: 6.0 credits (MAT 103 and greater)

    1. Course_____   Grade_____   Semester_____
    2. Course_____   Grade_____   Semester_____

GENERAL EDUCATION DISTRIBUTIVE REQUIREMENTS (21.0 credits):

Please note that only courses listed on the ["Approved General Education Course List](#)" may be used to meet General Education requirements. https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved- [gen-ed-course-list/](https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/)

Humanities: 6.0 credits – Note that HIS courses cannot be used for the Distributive requirement in humanities. Also note that the application for teacher-candidacy requirements include choosing a LIT/CLS course for one of the two humanities options

    1. LIT/CLS Course_____Grade_____   Semester_____
    2. Course_____   Grade_____   Semester_____

Science: 6.0 credits

    1. Course_____ Grade_____   Semester_____
    2. Course_____ Grade_____   Semester_____

Arts 3.0 credits

    Course_____   Grade_____   Semester_____

Soc. Sci. 6.0 credits

Course PSC 100 Grade _____ Semester_____

Course PSY 100 Grade_____ Semester_____

Speaking emphasis "S": 9 credits

Course: SPK 208   Grade_____ Semester_____

Course_____   Grade_____ Semester_____

Course_____   Grade_____ Semester_____

Ethics "E": 3.0 credits: EDP 355 is a required course in History B.A. with Social Studies Certification and will meet the Ethics requirement.

EDP 355: Grade_____   Semester_____

Diversity "J": 3.0 credits: ENG/LAN 382 is a required course in History B.A. with Social Studies Certification and will meet the Diversity requirement.

ENG/LAN 382 Grade_____   Semester_____

Writing emphasis "W": 9 credits: HIS 300, HIS 400, and SSC 331 are required courses in History B.A. with Social Studies Certification and will meet the Writing Emphasis requirement.

Interdisciplinary "I": 3.0 credits

Course_____   Grade_____   Semester

ADDITIONAL BACCALAUREATE REQUIREMENTS:

For. Lang: 0-12.0 credits (Determined by Language Placement exam.)

1. Course_____   Grade_____Semester_____
2. Course_____   Grade_____Semester_____
3. Course_____   Grade_____Semester_____
4. Course_____   Grade_____Semester _____

HISTORY MAJOR REQUIREMENTS (39.0 credits, including HIS 300 & HIS 400)

Lower-Level Core:

One of: HIS 100, 101, 102

Course_____   Grade_____   Semester_____

One of: HIS 150, 151, 152

Course_____   Grade_____   Semester_____

Any other two 100 or 200-level HIS courses approved by the History Department. ***Check with advisor and with website for the current list.*** At time of printing, HIS 100, 101, 102, 150, 151, 152, 215

1. Course_____Gr.____Sem._____   2. Course_____Gr._____Sem. _____

      HIS 300 Grade_____Semester_____

Upper level courses: 21 credits (300 and 400 level. World, U.S. and Europe – 3 courses in one area, 2 in each of the others). **HIS 444 – History of American Education is required, and** counts toward upper level U.S. area.

    Primary area:

    Course_____   Grade_____   Semester_____

    Course_____   Grade_____   Semester_____

    Course_____   Grade_____   Semester_____

    Secondary area:

    Course_____   Grade_____   Semester_____

    Course _____   Grade_____   Semester_____

Tertiary area:

Course_____   Grade_____   Semester_____

Course _____   Grade_____   Semester_____

HIS 4 Grade_____Semester_____

Cognates: 9.0 credits **These courses are in addition to those taken to fulfill general education requirements).**

Course: GEO 101 or 103   Grade_____   Semester_____

Course: ANT 102 or Soc 100   Grade_____   Semester_____

Course: ECON 111 or 112   Grade_____   Semester_____

CORE EDUCATION COURSES

The secondary social studies teacher certification program requires 37 credits in education. **The following courses must be passed with a grade of "C" or higher** (NOT "C-"): EDP 250, EDA 103, EDA 304, EDP 355, EDR 347, EDM 349, LAN/ENG 382, EDS 306, and SSC 331.

Course #	Title (credits)	*grade*	*semester*
EDP 250 # Educational Psychology (3)		_____	_____
EDA 103 Foundations of Special Education (3)		_____	_____
EDR 347 Literacy Dev. & 2ndary Students in Inclusive Classrooms (3)		_____	_____
EDP 355# Assessment for Learning, 7-12 (3)		_____	_____
LAN/ENG 382 Teaching English Language Learners (3)		_____	_____
EDA 304# Processes and Procedures for General Educators (3)		_____	_____
EDM 349* Educational Technology (1)		_____	_____
EDS 306*# Field Experience (General Methods) (3)		_____	_____

(EDS 306 is a prerequisite for SSC 331 and may *NOT* be taken concurrently.)

> (Students MUST register for and attend the Clinical Experience office's Student Teaching Registration Session TWO SEMESTERS prior to student teaching. That typically means doing so in the semester students take EDS 306. Students will be notified by email.)

SSC 331*# Methods of Teaching Social Studies (3)   _____ _____
    (SSC 331 is a prerequisite for student-teaching and should be taken in the semester prior to student-teaching.)

EDS 411/412*#   Student-Teaching (12)   _____ _____ and _____ _____
    (Students must have taken PRAXIS II *prior to their student-teaching experiences*. *No other courses may be taken while student-teaching*.)

    *Applying for and meeting the "teacher candidacy" milestone (previously, "Formal Admission to Teacher Education" is required *prior* to taking these courses.
    # Course includes a Field Experience component for which students will need to have the relevant clearances, listed on the next page

ADDITIONAL REQUIREMENTS FOR SELECTED EDUCATION COURSES, TEACHER-CERTIFICATION, STUDENT TEACHING, AND CERTIFICATION

For Education Courses Requiring Field Experiences/Observations in Public Schools, you will need to obtain:

1. PA Criminal Background Check
2. PA Child Abuse Clearance
3. FBI Criminal Background Check
4. Tuberculosis Test

These clearances will need to be on file with the Office of Clinical Experiences, 125 West Rosedale Ave., Suite 107, Wayne Hall   https://www.wcupa.edu/education-socialwork/clearances.aspx

To obtain Teacher Candidacy: https://www.wcupa.edu/education-socialWork/teacherCandidacy.aspx

1. Completed at least 48 credits
2. An overall GPA of 2.8 or higher in all courses. Overall GPA_____
3. Achieved passing scores on the Reading, Math, and Writing examinations of either PAPA (Pearson's Pre-Service Academic Performance Assessment) or CORE (ETS's Core Academic Skills for Educators Tests), or by testing out with qualifying ACT or SAT scores. Information on passing scores can be found here https://www.wcupa.edu/education-socialwork/paTests.aspx

   Reading   Date taken _____   Passed_____
   Math   Date taken _____   Passed_____
   Writing   Date taken _____   Passed _____

4. Earned three credits of English Composition_____
5. Earned three credits of Literature _____
6. Earned six credits of Mathematics _____ _____
7. Obtained a recommendation for admission from the Department of History

For admission to Student-Teaching (EDS 411/412), you must:

1. Take PRAXIS II (Social Studies Content Knowledge--#10081) and report scores to your advisor. (Date taken:_____)

For PA Certification in Social Studies, you must complete the required curriculum and . . .

1. Complete both halves of Student-Teaching with grade of "C" or higher (NOT C-);

2. Pass the PRAXIS II (Social Studies Content Knowledge--#10081) (Date passed:

   _____)

   A passing score is 157, potentially subject to the "Sliding Scale" if a student has a sufficiently high GPA. See the Sliding Scale chart for more detail. https://www.wcupa.edu/education-socialwork/documents/SlideingScaleAsOfMarch272017.pdf

3. Attain a GPA of 3.0 or higher upon graduation.

A NOTE TO THE STUDENT

Your teacher-certification program emphasizes content knowledge in the disciplines of **Civics, Economics, Geography, and History**, with secondary attention to Psychology, Sociology, Anthropology, and Religious Studies.

As you take coursework in these disciplines, **you will want to focus on acquiring four sets of intellectual skills that you eventually will be expected to teach** in your classroom. These are the skills of:

- **Developing questions** that lead to productive paths of scholarly inquiry in each particular discipline.

- **Applying the tools and concepts** used in each discipline, in order to explore possible answers to the questions you develop.

- **Evaluating sources and using evidence** appropriate to each discipline, in order to more effectively evaluate your answers to the questions you develop.

- **Communicating your conclusions** in the formats appropriate to each discipline, and using those conclusions to identify ways to **take informed action** as an educated and engaged citizen.

Collectively, those skills create what teachers call the **"Inquiry Arc"** which we

wantyouto master as a scholar, and then be able to teach to your own students.

These goals should guide you in the selection of courses in your academic major and *all* of your electives, including those under General Education requirements. Consider that as a professional secondary social studies educator, you most likely will be teaching United States History, World History, World Cultures and Religions, Geography, United States Civics and Government, and applied Economics and Consumerism. You could also be teaching a Psychology or Sociology course, too! Where you have a choice between different courses to fulfill your requirements, you will want to select the option that best addresses the content and skills identified here.

Depending on your interests and scheduling needs, your choice of courses may also lead you to a second major or a minor in one of the social studies or education disciplines. A minor in Literacy, or Special Education, or Youth Empowerment and Urban Studies can greatly enhance your teaching credentials. Fluency in a foreign language, especially Spanish, also will improve your employment prospects. Consider American Sign Language as another route to meeting your language requirement in a way that boosts your employability as a teacher. Discuss these important options with your advisor.

PROFESSIONAL DISPOSITIONS

The College of Education and Social Work has developed a set of [professional dispositions](#) [and professional requirements](#) that you are expected to demonstrate in all of your interactions with WCU faculty, staff, and students, and that you are expected to model in your life outside of WCU. You want to make sure that you are interacting with the WCU community and conducting yourself in your personal life in ways that inspire confidence that you will be a responsible, thoughtful, compassionate teacher. Failure to do so, at any point in your time at WCU, may result in a faculty or staff person filing a formal report indicating concern with your disposition to the College of Education, which would initiate a review of your conduct and efforts to identify and improve the area of concern.