CURRICULUM PLAN COLLEGE OF EDUCATION 2019-2020

SECONDARY EDUCATION **GENERAL SCIENCE 5-ADULT** REQUIREMENTS

CORE CURRICULUM The Core Curriculum is designed to foster critical thinking skills and introduce students to basic domains of thinking that transcend disciplines. The Core applies to all majors. Information on specific classes in the Core can be found at marshall.edu/gened.

CORE 1: CRITICAL THINKING				CORE 2:						
CODE	COURSE NAME		HRS	GRADE		CODE 0	COURSE NAME		HRS	GRADE
FYS 100	First Year Seminar	•	3		-	ENG 101	Composition I	٠	3	
GEO 230	Critical Thinking Course	•	3		-	ENG 201	Composition II	٠	3	
	Critical Thinking Course	•	3		-	CMM 103	Fund Speech-Communication	٠	3	
					-	MTH 127 or	r College Algebra	• •	3-5	
Additiona	l University Requirements					130				
	Writing Intensive		3			BSC 120	Principles of Biology	• •	4	
	Writing Intensive		3				Humanities	٠	3	
	Multicultural or International		3				Social Science	٠	3	
CI 450	Student Teaching Capstone		12				Fine Arts	٠	3	

TEACHING SPECIALIZATION

All General Science 5-Adult majors are required to take the following courses:

	CODE	COURSE NAME		HRS	GRADE	CODE	COURSE NAME	HRS	GRADE
-	MTH 127	College Algebra	• •	3-5		CHM 218	Principles of Chemistry II Lab	2	
	or 130					GEO 230	Intro to Meterology (CT)	4	tudy
	MTH 122	Plane Trigonometry	٠	3		GLY 200	Physical Geology	3	of s
	BSC 120	Principles of Biology	• •	4		GLY 210L	Earth Materials Lab	1	plan
	BSC 121	Principles of Biology	٠	4		PHY 201	College Physics I	3	/our
	BSC	BSC 320 or any Environmental	٠	4		PHY 202	General Physics I Lab	1	ein)
		Science course				PHY 203	College Physics II	3	
	CHM 211	Principles of Chemistry I	٠	3		PHY 204	General Physics II Lab	1	this co
	CHM 217	Principles of Chemistry I Lab	٠	2		PS 101	Introductory Astronomy	4	of th
	CHM 212	Principles of Chemistry II	٠	3		PS 325	Dev Scientific Thought	4	ance

PROFESSIONAL EDUCATION CORE

Students who wish to major in General Science 5-Adult must take the following Professional Education Core courses:

	CODE	COURSE NAME		HRS	GRADE	CODE	COURSE NAME		HRS	GRADE
-	CI 350	Inst Tech & Computing	٠	3		CI 401	Middle Childhood Curric	•	3	
	EDF 201	Ed Psych Developing Learner	٠	3		CI 403	Meth Teach Mid Child Grd	٠	3	
	EDF 270	Level I Clinical Exp	٠	0		CI 449	Instr & Clarm Mgt Sec Ed	٠	3	
•	CISP 421	Child with Exceptionailities	•	3		CISP 422	Differentiate Instruction	•	3	
	EDF 435	Classroom Assessment	•	3		CI 415	Int Meth & Mat: Sec Ed	•	3	
	EDF 475	Schools in a Diverse Society	•	3		CI 470	Level II Clinical Exp	•	0	
-	CI 345	Crit Read Writ & Think	٠	3		CI 450	Student Teaching Capstone	•	12	

MAJOR INFORMATION

Admission requirements for ADMI 4: 1. Grade Point Average of 2.80 or higher (both MU and overall), 2. EDF 201 (grade "C" or better) and EDF 270 (credit), 3. Passing scores on the PRAXIS Core exam – all 3 areas (EXEMPT from PRAXIS Core exam with SAT 1240 or ACT composite 26 or higher), 4. Portfolio in LiveText which includes: Self-Assessment, Writing Sample and three Recommendations, 5. 21 ACT composite score, 6. MU students: Completion of 26 credits hours, 7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5:

1.12 hours of completed Professional Education Core courses, 2.2.8 GPA overall, at MU, and in Teaching Specialization, 3. 3.0 GPA in Professional Education Core

Admission requirements for Student Teaching:

1. At least 90% of Teaching Specialization courses completed, 2. Minimum of 100 credit hours completed, 3. 2.8 GPA overall, at MU, and in Teaching Specialization, 4.3.0 GPA in Professional Education Core, 5. Completion of all

Professional Education Core Courses (with the exception of EDF 475) · Many courses require clinical experience in public school during normal

- school hours. Schedule open time accordingly. STUDENTS SHOULD MONITOR THEIR PROGRAM OF STUDY CAREFULLY DUE
- TO ONGOING CURRICULAR CHANGES.
- ALL coursework in Teaching Specialization and Professional Education Core must be completed with a grade of C or better.
- West Virginia law mandates that all persons entering a school or having contact with students must have completed a background check and have not been found on the sexual offender registry prior to entering a school. Each county and school can also use the results of that background check as a basis for admitting or denying admittance. It is the procedure of the Marshall University College of Education and Professional Development that every student will obtain a background check prior to being placed in a school setting.

FOUR YEAR PLAN COLLEGE OF EDUCATION 2019-2020 SECONDARY EDUCATION GENERAL SCIENCE 5-ADULT

The College of Education and Professional Development has the distinction of being the oldest part of Marshall University. The CIF (Curriculum, Instruction, & Foundations) program includes elementary, secondary, educational foundations, and educational computing for pre-service teachers. The secondary programs are designed for those wanting to teach content to middle school and/or high school students. The educational foundations and computing courses are designed for those entering the education field. Students receive broad content knowledge in the core academic area of choice as well as in the art and science of teaching children

			FALL SEMES	TER				SPRING SEMESTER			
		CODE	COURSE NAME			GRADE	CODE	COURSE NAME		HRS	GR
		BSC 120	Principles of Biology	•	4		BSC 121	Principles of Biology	•	4	
		MTH 127/	5 5	•	3-5		MTH 122	Plane Trigonometry	•	3	
ONE		CMM 103	Fund Speech Commu		3		ENG 201	Advanced Composition	•	3	
		ENG 101	Beginning Compositi		Ū			Fine Arts	•	3	
AR		FYS 100	First Yr Sem Critical Th	ninking	3			Social Science (WI)	•	3	
YEAR		UNI 100	Freshman First Class		1						
		TOTAL HO	OURS		17		TOTAL HO	DURS		16	
	Sum	mer Term (op	tional):								
			FALL SEMES	TER				SPRING SEMESTER			
		CODE	COURSE NAME		HRS	GRADE	CODE	COURSE NAME		HRS	GR
		CHM 211	Principles of Chemistry I		• 3		CHM 212	Principles of Chemistry II	۲	3	
		CHM 217	Principles of Chemistry I L	ab	• 2		CHM 218	Principles of Chemistry II Lab	٠	2	
2		CI 350	Inst Tech & Computing		• 3		CISP 421	Child with Exceptionalities	٠	3	
TWO		EDF 201	Ed Psyc Developing Learn	er	• 3		ENG	Any ENG 200 level Humanities (WI)	•	3	
		EDF 270	Level I Clincal Exp		• 0		BSC	BSC 320 or any Environmental	٠	4	
YEAR			Multicultural or Internatio	nal (CT)	• 3			Science Course			
		TOTAL HO	OURS		14		TOTAL HO	DURS		15	
	Sum	mer Term (op	tional):								
		CODE	FALL SEMES	IER	HRS	GRADE	CODE	SPRING SEMESTER	-	HRS	GP
		CI 401	Middle Childhood Curic		• 3	GRADE	CI 345	Crit Read Writ & Think	•	3	GI
		GEO 230	Intro to Meterology (CT)		• 4		 CI 403	Meth Teach Mid Child Grd	•	3	
E		GLY 200	Physical Geology		3		CI 449	Instr & Classroom Mgt Sec Ed	•	3	
HREE		GLY 210L	Earth Materials Lab		1		PHY 203	College Physics II	•	3	
II		PHY 201	College Physics I		3		PHY 204	General Physics II Lab		1	
\mathbf{AR}		PHY 202	General Physics I Lab		1		PS 325	Dev Scientific Thought		4	
ΥE		1111 202			• •		15525	Dev Scientific Hought		•	
		TOTAL HO			15		TOTAL HO	DURS		15	
	Sum	mer Term (op	tional):								
		60.D.E	FALL SEMES	TER	1154	CD405	60.05	SPRING SEMESTER		LUDG	60
		CODE	COURSE NAME			GRADE	CODE	COURSE NAME		HRS	GK
		CI 415	Int Meth & Mat: Sec Ed		 3 		CI 450	Student Teaching Capstone	•	12	
с		CI 470	Level II Clinical Exp		• 0						
Б		CISP 422	Differentiate Instruction		 3 						
FО		EDF 435	Classroom Assessment		 3 						
AR		EDF 475	Schools in a Diverse Socie	ty	• 3						
YEAR FOUR		PS 101	Introductory Astronomy		• 4						
		TOTAL HO	OURS		16		TOTAL HO	DURS		12	

MY ADVISOR'S NAME IS:

INVOLVEMENT OPPORTUNITIES

- Student Government Association
- Campus Activity Board
- JMELI
- Commuter Student Advisory Board
- Club Sports
- Religious Organizations
- Political Organizations
- Residence Hall Association
- Cultural Organizations
- National Society of Leadership and Success
- Greek Life

RELATED MAJORS

- Biological Science
- Biochemistry
- Chemistry
- Environmental Science
- Elementary Education

GRADUATION REOUIREMENTS

- Have a minimum of 120 credit hours (some colleges or majors require more);
- · Have an overall and Marshall Grade Point Average of 2.00 or higher;
- Have an overall Grade Point Average of 2.00 or higher in the major area of study;
- Have earned a grade of C or better in English 201 or 201 H;
- Have met all major(s) and college requirements:
- Have met the requirements of the Core Curriculum;
- · Have met the residence requirements of Marshall University, including 12 hours of 300/400 level coursework in the student's college (see section entitled "Residence Requirements" in the undergraduate catalogue);
- Be enrolled at Marshall at least one semester of the senior year;
- · Have transferred no more than 72 credit hours from an accredited West Virginia twoyear institution of higher education.

Colleges and specific programs may have unique requirements that are more stringent than those noted above. Students are responsible for staying informed about and ensuring that they meet the requirements for graduation.

This academic map is to be used as a guide in planning your coursework toward a degree. Due to the complexities of degree programs, it is unfortunate but inevitable that an error may occur in the creation of this document. The official source of degree requirements at Marshall University is DegreeWorks available in your myMU portal. Always consult regularly with your advisor.

Stay on the Herd Path and come

YEAR ONE

to class! Class attendance is more

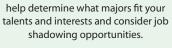
important to your success than

your high school GPA, your class

standing, or your ACT/SAT scores.

Have guestions? Need to talk? You already have a Friend-At-Marshall ready to help you succeed. Find your FAM Peer Mentor here: www.marshall.edu/fam





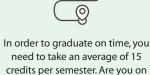


on campus about a particular issue you care about. Marshall has more than 200 student organizations.





Attend an intercultural festival or event on campus or in town.



track? Take 15 to Finish!

Volunteer in local museums,

women's shelters.



GENERAL SCIENCE 5-ADULT – 2019-2020

non-profit agencies, dog shelters, hospitals, libraries, festivals, or



YEAR THREE

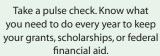
Develop relationships with professors who can serve as future references by attending their office hours.



Stay on the Herd Path and come to class! Class attendance is more important to your success than your high school GPA, your class standing, or your ACT/SAT scores.



Work with a faculty mentor to determine what professional certifications are available to assist you in meeting your career goals.





Inquire about available Teacher-In-Residence opportunities.

YEAR FOUR



This is it! Are you on track to graduate? Meet with your advisor for your Senior Eval to see what requirements you have left.

Stay on the Herd Path and come to class! Class attendance is more important to your success than your high school GPA, your class standing, or your ACT/SAT scores.

____ Integrate knowledge, skills, and dispositions during the Student Teaching internship.



Strengthen your resume and enhance your presentation skills. Present what you've learned at an academic conference off campus.



Want to continue your education and increase your opportunities? Talk to a faculty member about whether graduate school fits your career goals.



Be at the top of your professional game! Prepare a final resume and practice your interview skills with a career coach in Career Education.



YEAR TWO

Are you completing enough credits to graduate on time? Dropping or failing a class can put you behind. Use summer terms to quickly get back on track.



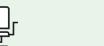
the school board, neighborhood associations, city council, or important state legislative sessions.



Take a pulse check. Know what you need to do every year to keep your grants, scholarships, or federal financial aid.



Plan on taking the Praxis Core Exam and completing the ADMI 4 Portfolio in LiveText



Observe in a P-12 Classroom (Complete Level I Clinical Experience)



Join or create a club or organization

(Da)

Develop relationships with professors

who can serve as future references by

attending their office hours.

Stay on the Herd Path and come

to class! Class attendance is more

important to your success than

your high school GPA, your class

standing, or your ACT/SAT scores.

TRANSFERABLE SKILLS ASSOCIATED WITH THIS MAJOR

- Communication Skills
- Creativity
- Instructional and Curriculum **Development Skills**
- Public Speaking

ASSOCIATED CAREERS

- Middle/High School Science Teacher
- Public Science Center Coordinator
- · Educational Coordinator
- Adult Education Instructor
- School Administrator





Are you on track to graduate? Meet with your advisor for your Junior Eval to make sure you know what requirements you have left.



Apply theory to practice (Complete Level II Clinical Experience).



Networking is key! Attend a Career Expo to seek employment opportunities and network with employers in your field.





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