The College of Education

Programs offered in the College of Education

Department of Educational Professions
- Early Childhood/Elementary Education
- Elementary Education
- Elementary/Middle School Dual Certification
- P-12 Programs (PreK-12)
- Secondary Teacher Education

Department of Kinesiology & Recreation
- Adventure Sports Management
- Coaching
- Exercise & Sport Science
- Exercise Sports Science BS/Athletic Training MS (Combined)
- Health & Physical Education
- Recreation & Parks Management

Vision
The College of Education is recognized for providing experientially based learning opportunities. Its distinctive and distinguished programs contribute to the reputation of Frostburg State University as the premier educational and cultural center for the region and for serving as a catalyst for economic development.

Mission
The mission of the College of Education is to advance the study and best practices in the fields of teaching, kinesiology and recreation and parks management by providing its candidates with rigorous, experientially based programs.

Core Values
- Academic Excellence
- Lifelong Learning
- Diverse Learning Environments
- High Standards of Ethics, Integrity, Responsibility, and Accountability
- Engagement and Collaboration with Community Members and Organizations
- Reflection and Assessment to Make Informed Decisions

Goals
- COE programs provide candidates with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.
- COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.
- COE programs deliver engaging and stimulating experiences to promote professional development and lifelong learning.
- COE is committed to creating supportive learning environments that promote community outreach and collaboration with community needs and future employers.
- COE recruits and retains diverse and high quality students, faculty, staff and administrators.
- COE supports efforts to continually reflect and improve on the operations of the College and departments.

Dr. Boyce Williams
Interim Dean

Dr. Kim Rotruck
Acting Associate Dean
FSU's Teacher Education Report Card

Contextual Information

<table>
<thead>
<tr>
<th>Total number of students admitted into teacher preparation, all specializations</th>
<th>353</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of clock hours required prior to student teaching</td>
<td>40</td>
</tr>
<tr>
<td>Average number of clock hours required for student teaching</td>
<td>700</td>
</tr>
<tr>
<td>Number of full-time equivalent faculty in supervised clinical experience during this academic year</td>
<td>14</td>
</tr>
<tr>
<td>Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE &amp; PreK-12 staff)</td>
<td>14</td>
</tr>
<tr>
<td>Number of students in supervised clinical experience during this academic year</td>
<td>142</td>
</tr>
</tbody>
</table>

Student teaching varies by program with most being 20 weeks in the school.

Aggregate and Summary Institutional-level Pass-rate Data: Regular Teacher Preparation Program

Academic Year: 2016-2017
Number of Program Completers: 96

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Number Taking Assessment</th>
<th>Number Passing Assessment</th>
<th>Institutional Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Totals and Pass Rates</td>
<td>87</td>
<td>85</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

1 The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled “Number Taking Assessment” since a completer can take more than one assessment.

2 Institutions and/or states did not require the assessments within an aggregate where data cells are blank.

3 Number of completers who took one or more tests in a category and within their area of specialization.

4 Number who passed all tests they took in a category and within their area of specialization.

5 Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

See College of Education website for detailed report: www.frostburg.edu/colleges/coe - click on "Unit Assessment Reporting."

Contextual Information

<table>
<thead>
<tr>
<th>Total number of students admitted into teacher preparation, all specializations, AY 2015-2016</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in supervised student teaching</td>
<td>150</td>
</tr>
<tr>
<td>Number of faculty members who supervised student teachers:</td>
<td></td>
</tr>
<tr>
<td>Full-time faculty</td>
<td>13</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>15</td>
</tr>
<tr>
<td>Total faculty student teaching supervisors</td>
<td>28</td>
</tr>
<tr>
<td>Student teacher/faculty ratio</td>
<td>9.7</td>
</tr>
<tr>
<td>The average number of student teaching hours per week required*</td>
<td>40</td>
</tr>
<tr>
<td>The total number of weeks of supervised student teaching required</td>
<td>20</td>
</tr>
<tr>
<td>Average total number of hours required</td>
<td>700</td>
</tr>
</tbody>
</table>

*Student teaching varies by program with most interns spending 20 weeks in the school.
## Individual Assessments completed by 10 or more students  
### 2015-2016

<table>
<thead>
<tr>
<th>TYPE OF ASSESSMENT</th>
<th>FROSTBURG STATE UNIVERSITY</th>
<th>STATEWIDE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number Taking Assessment</td>
<td>Number Passing Assessment</td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td></td>
<td></td>
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<tr>
<td>ELEM ED CONTENT AREA EXERCISES</td>
<td>68</td>
<td>67</td>
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<tr>
<td>Academic Content Areas</td>
<td></td>
<td></td>
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<tr>
<td>EARLY CHILDHOOD: CONTENT KNOWLEDGE</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

### Summary Institutional-level Pass-rate Data:

#### Regular Teacher Preparation Program

- **Academic Year:** 2015-2016
- **Number of Program Completers:** 114

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Number Taking Assessment</th>
<th>Number Passing Assessment</th>
<th>Institutional Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Totals and Pass Rates</td>
<td>113</td>
<td>108</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

See College of Education website for detailed report.

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1. The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled “Number Taking Assessment” since a completer can take more than one assessment.

2. Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

3. Number of completers who took one or more tests in a category and within their area of specialization.

4. Number who passed all tests they took in a category and within their area of specialization.

5. Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.
Educational Professions

Professors: Omstein, Rottruck (Chair), Stephenson
Associate Professors: Boayue, Nichols, Milesen, Rankin, Scarloss, Welsch
Assistant Professors: Bishoff, Hurst, Mattern, McGee
Lecturer: O’Neal

- You may elect to major in one of four areas: Early Childhood/Elementary, Elementary Education, Elementary/Middle Education or Secondary/P12.
- All elementary majors are required to have a concentration.
- Professional education sequences for secondary and P-12 programs are provided in cooperation with other departments (see separate sections of this catalog).
- You cannot minor in education.
- An internship is required.
- You must complete application for each phase of the program. The requirements for entry in phases are described in this section.
- Further information is available in the Education Unit Advisement Center in Framptom Hall 223.

Teacher Education Programs

The Educational Professions Department offers an Early Childhood/Elementary Education major leading to eligibility for certification in PreK through grade 6, an Elementary Education major for certification in grades 1-6, and Elementary Education/Middle School certification in grades 1-9.

The Educational Professions Department also offers approved teacher education programs leading to eligibility for certification in Secondary Education (English, world languages, mathematics, social studies), for grades 7-12 as well as middle school depending on subject area, and P-12 Education (art, music, health and physical education) for grades pre-kindergarten-12.

Requirements for these majors and programs are listed in the catalog under Early Childhood/Elementary Education, Elementary Education, Elementary/Middle School Dual Certification, P-12 Programs, Secondary Teacher Education, and departments offering the areas of content specialization.

The teacher education programs are committed to preparing professionals who are able to provide quality instruction, service, and leadership in a global community. The conceptual framework upon which each program rests focuses on the knowledge, skills and dispositions needed to develop powerful learning communities. The university, the public schools, parents and other community members link together using their hands, heads and hearts to prepare the finest pre-service teacher candidates.

Eligibility for Teacher Certification in Maryland

For eligibility for certification in the Early Childhood/Elementary program, Elementary program or Elementary/Middle, candidates must complete the approved program requirements as listed, university graduation requirements and Praxis testing requirements. Passing Praxis II, demonstrating the knowledge and skills of a specialized content area at the Maryland State Department of Education prescribed score, is required to gain teacher certification. Therefore, candidates must take Praxis II to become program completers and to graduate in an approved teacher education program. Completion of P-12 teacher education programs and the secondary professional sequence also requires taking Praxis II.

Candidates may apply for a certificate of eligibility directly to the Maryland State Department of Education or the personnel office of a county offering employment.

Eligibility for Teacher Certification in Other States

If candidates wish to gain a teaching license in a state other than Maryland, candidates need to check the certification requirements in the state(s) for the program in which they wish to teach, including the passing standard for Praxis in that state. Having a Maryland certificate of eligibility may prove helpful in the out-of-state certification effort.

Approved Program

Since NCATE (National Council for Accreditation of Teacher Education) and the Maryland State Department of Education have approved FSU’s teacher education programs, the Department of Educational Professions authorizes the Registrar’s Office to affix an approved program stamp on your official transcript upon satisfactory completion of all requirements.

Special Admission Criteria

In addition to the requirements set forth in the summaries of requirements for majors in Early Childhood/Elementary, Elementary, Elementary/Middle, Secondary Programs and P-12 Programs (found in separate sections of this catalog), applicants must meet the following phase admission requirements in order to be accepted into and complete an education program.

Application deadlines for Phase I, Phase II and Phase III for all candidates, including transfers, are established in October for spring semester and in May for fall semester by the Office of Unit Assessment.

Accreditation

Teacher Education Programs are accredited by the State of Maryland under the Redesign for Teacher Education and by the National Council for Accreditation of Teacher Education. Further, the education programs are recognized by 14 professional content area associations which offer national recognition for being compliant with national standards. The University will continue to update education programs and discipline requirements in the major or specialization to meet national and state standards and directives, making substitutions when required. Check with the Department of Educational Professions for current information.
Phase I Admission Requirements
(Program Entrance)

1. Completion of at least 45 credit hours.
2. Cumulative GPA of at least 2.5 (including all grades from transfer institutions).
3. Passing scores on PRAXIS CORE as established by the state of Maryland or SAT composite score of 1200 on math and critical reading or math and verbal; or ACT composite score of 24.
4. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
5. Grade of C or above in ENGL 101/111 or equivalent and Math Core Skills course.
7. Twenty (20) documented hours of working with diverse populations.*
8. Declaration of a major.
9. Negative result on current TB test.
10. Completion of Consent and Release form.*
11. Fingerprinting as a background check is required. For more information, contact the Office of Clinical and Field Experiences in Frampton 215.
12. Acceptable rating on professional dispositions evaluation.

Additional Phase I Requirements for Early Childhood/Elementary, Elementary and Elementary/Middle (P-9) Education Majors
1. Grade of C or above in MATH 206.
2. Declaration of specialization or concentration.

Phase II Admission Requirements

1. Completion of at least 60 credit hours (Junior standing).
2. Cumulative FSU GPA of at least 2.5.
3. Cumulative GPA of at least 2.5 in the Professional Education Sequence, designated by program.
4. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
5. Grade of C or better in ENGL 308 or equivalent.
7. Seventy-five percent or 18 credits of specialization or concentration completed (P-9 majors only).
8. Grade of C or better in MATH 207 or transfer equivalent (P-9 majors only).
9. Acceptable rating on professional dispositions evaluation.

Admission Requirements for Professional Development Schools/Internship

1. Successful completion of field work courses.
2. Cumulative FSU GPA of at least 2.5.
3. GPA of at least 2.5 in Block I courses (P-9 only)
4. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
5. Successful completion of an entrance interview/conference.
6. Acceptable rating on professional dispositions evaluation.

Phase III Admission Requirements

1. Completion of at least 90 credit hours (senior standing).
2. Cumulative FSU GPA of at least 2.60.
3. Cumulative GPA of at least 2.75 in the Professional Education Sequence, designated by program.
4. GPA of at least 2.75 in content major or area of specialization/concentration.
5. Grade of C or better (or P) in all required Professional Education Sequence courses, including transfer equivalents, designated by program.
6. Successful completion of Phase II field work.
7. Negative result on current TB test.
8. Recommendation of advisor and approval of program coordinator.
9. Verification of completion or registration for PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education.
10. Acceptable rating on professional dispositions evaluation.

Additional Phase III Admission Requirements
1. Grade of C or better in MUSC 350 and PHEC 309 (P-9 majors only).
2. Passing score on Early Childhood Comprehensive Exam (EC/Elem only).

Program Exit Requirements

1. Successful presentation of a portfolio that meets institutional standards.
2. Successful completion of Phase III field work and seminar.

SPECIAL NOTE:
If you complete EDUC 325, Educational Technology, with a grade of C or better, you will fulfill the University’s technology fluency requirement.

Early Childhood/Elementary Education

MAJOR

Professors: Rotruck, Stephenson
Associate Professors: Boayue, Eirich, McGee, Milleson, Rankin, Scarloss, Welsch
Assistant Professors: Mattern, O’Neal
Lecturer: Park

- The requirements in numbers 1-3 list specific hours required in other departments. These requirements include but go beyond the University GEP. A list of recommended GEP courses is available in the Department of Educational Professions.
- You must complete the 24-hour early childhood specialization.
- If you complete EDUC 325, Educational Technology, with a grade of C or better, you will fulfill the University’s technology fluency requirement.
- You must complete application for each phase of the program.
- The requirements for entry into phases are listed in the Educational Professions section of this catalog.
- The Early Childhood/Elementary Education major (early childhood specialization) can be completed on the Frostburg campus and, in cooperation with area community colleges, at the University System of Maryland at Hagerstown.
A grade of C or better (or P) is required in all specialization or concentration courses taught within the Educational Professions department or transfer equivalent.

Program Requirements

<table>
<thead>
<tr>
<th></th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours Required in Education:</td>
<td>71</td>
</tr>
<tr>
<td>Hours Required in Other Departments:</td>
<td>57-61</td>
</tr>
<tr>
<td>Total Hours Required:</td>
<td>128-132</td>
</tr>
</tbody>
</table>

Requirements for Major in Early Childhood/Elementary Education

A dual certification program

Major

1. Completion of GEP: (41 hours)
   a. Core Skills (9) including MATH 109/110 (3) or MATH 119 (3)
   b. Modes of Inquiry (29-32) including two 4-credit natural science courses

2. Additional Required Courses for Early Childhood/Elementary Majors:
   a. MATH 206 Problem solving for Elementary Teachers I (3)
   b. MATH 207 Problem solving for Elementary Teachers II (3)
   c. 4 credit laboratory science elective (4)
   d. MUSC 350 Music and Creative Interaction for the Elementary Classroom (3)
      or EDUC 333 Integrated Arts in the Elementary Classroom (3)
   e. PHEC 309 Health and Physical Education for the Elementary Classroom (3)

3. Specialization (24 hours; 2 courses satisfy GEP)
   a. ART 110 Visual Imagery (3 hours satisfy GEP Group A)
   b. ECED 150 Early Childhood Foundations (3 hours taken Pre-Phase or concurrent with Phase I)
   c. ECED 293 Early Childhood Learning Environment, Materials and Methods (3 hours taken Pre-Phase or concurrent with Phase I)
   d. ECED 431 Early Childhood Education Curriculum Development, Implementation and Assessment (3 hours taken during Phase II, Block II)
   e. ECED 443 Adults in the Child's World (3 hours taken during Phase II, Block I)
   f. EDUC 390 Field Experience in Early Childhood Education (3 hours taken during Phase I)
   g. PSYC 150/151 General Psychology (3 hours satisfy GEP Group D)
   h. PSYC 210 Child Development or PSYC 208 Introduction to Lifespan Development (3)

4. Professional Education Sequence (56 hours)
   See admission requirements for each phase.

PHASE I: Apprenticeship (7 hours)

EDUC 200 Phase I Teaching and Professional Assessment Laboratory (1)
EDUC 376 Special and Multicultural Education (3)
REED 323 Process and Acquisition of Reading (3)

Course required concurrent with Phase I for Early Childhood/Elementary Candidates enrolled at University System of Maryland – Hagerstown:

EDUC 335 Teaching Frameworks (2) (which replaces EDUC 100 and EDUC 200)

PHASE II: Assistantship (14 hours)

ELED 307 Teaching Assistantship (1)
ELED 401 Assistantship Seminar (1)
ELED 471 Mathematics Curriculum, Methods and Assessment (3)
ELED 474 Science Curriculum, Methods and Assessment (3)
ELED 475 Social Studies Curriculum, Methods and Assessment (3)
REED 473 Reading Instruction (3)

PHASE II: Internship I (13 hours)

ELED 494 Teaching Internship I: P-9 (6)
EDUC 402 Internship I Seminar (1)
REED 420 Assessment for Reading Instruction (3)
REED 425 Materials and Motivations for Reading (3)

PHASE III: Internship II (12 hours)

EDUC 422 Leadership Seminar P-9 (3)
ELED 495 Teaching Internship II: P-9 (9) (Capstone)

5. Other Internship Requirements
   a. Students must complete any school district requirements (application, fingerprinting, background check, drug testing, etc.) to qualify for an internship placement.

6. Other Graduation/Program Exit Requirements
   a. Submission of a Teacher Performance Assessment that meets institutional standards
   b. Successful completion of an exit interview that meets institutional standards.
   c. Completion of the PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education.
   d. Successful completion of required field experiences in early childhood (PreK-K), primary (1-3) and intermediate (4-5) grades.
Elementary Education

MAJOR

CONCENTRATIONS IN
• INTEGRATED ARTS
• LANGUAGE AND LITERACY
• SOCIAL SCIENCE AND CIVICS
• STEM

Professors: Rotruck, Stephenson
Associate Professors: Boayue, Eirich, McGee, Milleson, Rankin, Scarloss, Welsch
Assistant Professors: Mattern, O’Neal
Lecturer: Park

• The requirements in numbers 1-3 list specific hours required in other departments. These requirements include but go beyond the University GEP. A list of recommended GEP courses is available in the Department of Educational Professions.

• If you complete EDUC 325, Educational Technology, with a grade of C or better, you will fulfill the University’s technology fluency requirement.

• You must complete a 24 credit concentration in the listed area or an approved Individualized Specialization.

• A grade of C or better (or P) is required in all specialization or concentration courses taught within the Educational Professions department or transfer equivalent.

• You must complete application for each phase of the program.

• The requirements for each phase of the program are listed in the Educational Professions section of this catalog.

Program Requirements

<table>
<thead>
<tr>
<th>Concentrations:</th>
<th>INTEG. ARTS</th>
<th>LANG. &amp; LIT.</th>
<th>SOC.SCI. &amp; CIV.</th>
<th>STEM</th>
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<tbody>
<tr>
<td>Hours Required in Education:</td>
<td>59</td>
<td>65</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>Hours Required in Other Departments:</td>
<td>69-72</td>
<td>63-66</td>
<td>69-72</td>
<td>63-66</td>
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<td>Total Hours Required:</td>
<td>128-131</td>
<td>128-131</td>
<td>125-128</td>
<td>123-126</td>
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</tbody>
</table>

Requirements for Major in Elementary Education

1. Completion of GEP (38 - 41 hours)
   a. Core Skills (9) including MATH 109/110 (3) or MATH 119 (3)
   b. Modes of Inquiry (29-32) including two 4-credit natural science courses.

2. Additional Required Courses for Elementary Majors (16 hours)
   a. MATH 206 Problem solving for Elementary Teachers I (3)
   b. MATH 207 Problem solving for Elementary Teachers II (3)
   c. 4 credit laboratory science elective (4)
   d. MUSC 350 Music and Creative Interaction for the Elementary Classroom (3) or EDUC 333 Integrated Arts in the Elementary Classroom (3)
   e. PHEC 309 Health and Physical Education for the Elementary Classroom (3)

3. Concentrations (24 hours, at least 2 courses count for GEP or Additional Required Courses)

Requirements for Integrated Arts Concentration (24 hours)

   a. Required courses (17 hours)
      i. ART 110 Visual Imagery (GEP Group A)
      ii. ART 104 Two-Dimensional Design or ART 105 Three-Dimensional Design
      iii. MUSC 100 Introduction to Music Theory or MUSC 101 Music Fundamentals
      iv. DANC 110 Dance Appreciation (GEP Group A) or THEA 110 Introduction to Acting
      v. MUSC 350 Music and Creative Interaction for the Elementary Classroom Teacher
      vi. EDUC 333 Integrated Arts in the Elementary Classroom

   b. Electives (7 hours) May use a course only once

GROUP I Music
   MUSA 111 Class Guitar I
   MUSC 319 University Chorale
   MUSC 329 Marching Band
   MUSC 330 Wind Ensemble
   MUSC 331 Brass Ensemble
   MUSC 335 String Ensemble
   MUSC 336 Guitar Ensemble
   MUSC 337 Woodwind Ensemble
   MUSC 339 Percussion Ensemble

GROUP II Visual Arts
   ART 104 Two Dimensional Design
   ART 105 Three Dimensional Design
   ART 207 Graphic Design
   ART 212 Drawing
   ART 216 Illustration
   ART 221 Painting
   ART 232 Printmaking
   ART 235 Photography
   ART 240 Sculpture
   ART 336 Digital Imaging for the Fine Arts

GROUP III Dance
   DANC 131 Ballet I
   DANC 154 Jazz I
   DANC 165 Tap I
   DANC 305 Improvisation
   DANC 429 Special Topics in Dance
GROUP IV Drama
THEA 104 Theatre
THEA 107 Introduction to Theatrical Vision (GEP Group A)
THEA 204 Stagecraft
THEA 210 Voice and Movement
THEA 315 Creative Dramatics

GROUP V Mass Communication
MCOM 100 Radio Workshop
MCOM 101 Television Workshop
MCOM 213 Audio Production
MCOM 250 Announcing and Performing

Requirements for Language and Literacy Concentration (24 hours)

a. Required courses (6 hours)
i. ENGL 150/250 Introduction to Literature (GEP Group B)
or ENGL 221 Introduction to Literature/Intermediate Composition (GEP Group B)
Intermediate Composition (GEP Group B)
ii. ENGL 308/309/310/312/300/330/338/339 Advanced Composition (GEP Core Skills)
iii. ENGL 221 Introduction to Literature/Intermediate Composition (GEP Group B)

b. Required Advanced Courses (9 hours)
i. REED 440 Children’s Literature
or ENGL 276 Adolescence Literature
ii. EDUC 372 Teaching Writing in the Classroom
iii. ELED 472 Language Arts Methods

c. Supporting Courses (3 hours required; choice of 1 course)
i. ENGL 418 Second Language Acquisition: Theory and Application
ii. SPAN 101 Basic Elements of Spanish I
iii. FREN 101 Basic Elements of French I
iv. MDFL 111 Intercultural Understanding (GEP Group F)

d. Electives (6 hours) Select from two different areas; May use a course only once

GROUP I Reading
ENGL 231 African American Literature
ENGL 260 British Literature: Beowolf to Present
ENGL 261 American Literature: Colonial to Present
ENGL 270 European and Neo-European Literature
ENGL 271 Asian and African Literature
ENGL 280 Mythology and Literature
ENGL 290 Topics in Language and Literature
ENGL 450 Women and Literature
EDUC 490 Special Topics in Education- Festival of Children’s Literature (must be taken 3 times)
ENGL 276 Adolescent Literature
REED 440 Children’s Literature

GROUP II Writing
ENGL 215 Grammar for Writing
ENGL 300 Critical Writing about Literature
ENGL 334 Creative Writing: Fiction
ENGL 335 Creative Writing: Poetry

ENGL 336 Journalistic Writing
ENGL 430 Composing Process

GROUP III Listening, Speaking, Viewing and Visually Representing
CMST 102 Introduction to Human Communication
CMST 122 Introduction to Public Speaking
CMST 215 Small Group Communication
CMST 345 Conflict Management
CMST 350 Intercultural Communication
ENGL 418 Second Language Acquisition: Theory and Application

GROUP IV Teaching English Language Learners
SPAN 101 Basic Elements of Spanish I
SPAN 211 Spanish Grammar, Composition & Conversation
FREN 101 Basic Elements of French I
FREN 102 Basic Elements of French II
MDFL 111 Intercultural Understanding (GEP Group F)
MDFL 190 Selected Topics in Foreign Language and Literature
MDFL 290 Selected Topics in Foreign Language and Literature

Requirements for Social Science and Civics Concentration (24 hours)
a. Required Courses in Social Science (3 hours)
i. HIST 103 History of United States, 1492 to 1876
or HIST 104 History of United States, 1876 to present

b. Additional required courses in Social Science (18 hours)
ii. ECON 200 Basic Economics (GEP Group D)
or ECON 201/211 Principles of Economics (Macro) (GEP Group D)
iii. GEOG 104/114 Human Geography (GEP Group D or F)
or GEOG 110 World Regional Geography- Cultural Diversity (GEP Group D)
iv. HIST 100/111 Contemporary World History (GEP Group B)
v. POSC 110/112 Introduction to American Politics (GEP Group D)
or POSC 113/114 Introduction to World Politics (GEP Group D)
or POSC 131 Introduction to Comparative Politics (GEP Group D)
vi. PSYC 150/151 General Psychology (GEP Group D)
or SOCI 100/111 Introduction to Sociology
vii. HIST 113 World History, Earliest Times to 1500
or HIST 114 World History 1500 to 1900

c. Advanced Electives (3 hours)

GROUP I History
HIST 306 Medieval Europe
HIST 310 Ancient Greece and Rome
HIST 418 Native Peoples of the Americas
HIST 445 History of Maryland
HIST 461 History of Colonial America
HIST 462 Revolutionary America, 1763-1789
HIST 464 History of Civil War and Reconstruction

GROUP II Geography
GEOG 301 Geography of North America
GEOG 302 Geography of Maryland
GEOG 452 Rural Geography
Requirements for STEM Concentration (24 hours)

a. Required courses (7 hours)
   i. BIOL 149 Biology I (GEP Group C)
   ii. MATH 119 College Algebra (GEP Core Skills)

b. Additional required courses in Science (4 hours required; choice of 1 course)
   i. CHEM 150 General, Organic, and Biochemistry (GEP Group C)
   ii. CHEM 201 Chemistry I (GEP Group C)
   iii. PHYS 215 General Physics I (GEP Group C)

c. Additional required courses in Mathematics (6 hours required; choice of 2 courses)
   i. MATH 109 Elements of Applied Probability and Statistics
   ii. MATH 200 An Introduction to Discrete Mathematics
   iii. MATH 340 Fundamental Concepts of Geometry

d. Required courses in STEM Education (4 hours)
   i. EDUC 340 STEM Education Through A Transdisciplinary Approach (Phase I admission)
   ii. EDUC 440 STEM Laboratory (Phase III admission)

e. Electives in Problem Solving (3 hours)

GROUP I Technical
CHEM 100/113 Chemistry and Society
ENES 100 Introduction to Engineering Design
GEOG 205 Descriptive Meteorology
GEOG 208 Earth Systems History
GEOG 324 Urban Geography
GEOG 335 Oceanography
GEOG 360 Food Systems

GROUP II Environmental
CMST 365 Environmental Communication
PHIL 315 Philosophy and the Environment
SOCI 345 Sociology of the Environment
SUST 155 Introduction to Sustainability Studies

GROUP III Global Perspectives
CMST 345 Conflict Management
CMST 350 Intercultural Communication (GEP Group C)
HLTH 125 Health and Culture (GEP Group F)
MDFL 111 Intercultural Understanding (GEP Group C)
SOCI 200 Social Problems

4. Professional Education Sequence (56 hours)

See admission requirements for each Phase

PRE PHASE
EDUC 100 Introduction to Teacher Education (1)
EDUC 201 Students, Teachers, and Learning Environments (3; Pre-Phase or concurrent with Phase I)
EDUC 202 Foundations of Learning and Instruction (3; Pre-Phase or concurrent with Phase I)
EDUC 325 Educational Technology (3 hours taken Pre-Phase or concurrent with Phase I)

PHASE I: Apprenticeship (7 hours; completed over 1 or 2 semesters)
EDUC 200 Phase I Teaching and Professional Assessment Laboratory (1)
EDUC 376 Special and Multicultural Education (3)
REED 323 Process and Acquisition of Reading (3)

PHASE II: Assistantship (14 hours; completed over 1 semester)
ELED 307 Teaching Assistantship (1)
EDUC 401 Assistantship Seminar (1)
ELED 471 Math Curriculum, Methods & Assessment (3)
ELED 474 Science Curriculum, Methods & Assessment (3)
ELED 475 Social Studies Curriculum, Methods & Assessment (3)
REED 473 Reading Instruction (3)

PHASE II: Internship I (13 hours; completed over 1 semester)
EDUC 402 Internship I Seminar (1)
ELED 494 Teaching Internship I: P-9 (6)
REED 420 Assessment for Reading Instruction (3)
REED 425 Materials and Motivations for Reading (3)

PHASE III: Internship II (12 hours; completed over 1 semester)
EDUC 422 Leadership Seminar P-9 (3)
ELED 495 Teaching Internship II: P-9 (9) (Capstone)

5. Other Internship Requirements
   a. Students must complete any school district requirements (application, fingerprinting, background check, drug testing, etc.) in order to qualify for an internship placement

6. Other Graduation/Program Exit Requirements
   a. Submission of a Teacher Performance Assessment that meets institutional standards.
   b. Successful completion of an exit interview that meets institutional standards.
   c. Completion of the Praxis II content knowledge and pedagogy tests required by the Maryland State Department of Education.
   d. Successful completion of required field experiences in primary (1-3) and intermediate (4-5) grades.
Elementary/Middle School Dual Certification

MAJOR

Professors: Rotruck, Stephenson
Associate Professors: Boayue, Eirich, McGee, Milleson, Scarloss, Rankin, Welsch
Assistant Professors: Bishoff, Mattern, O’Neal
Lecturer: Park

- The requirements in numbers 1-3 list specific hours required in other departments. These requirements include but go beyond the University GEP. A list of recommended GEP courses is available in the Department of Educational Professions.
- You must complete an approved 24-hour specialization in a listed area or an approved individualized specialization. Six of those hours will be in middle grades pedagogy (EDUC 316 and EDUC 445).
- A grade of C or better (or P) is required in all specialization or concentration courses taught within the Educational Professions department or transfer equivalent.
- You must complete application for each phase of the program.
- If you complete EDUC 325, Educational Technology, with a grade of C or better, you will fulfill the University’s technology fluency requirement.
- The requirements for entry into phases are described in the Educational Professions section of this catalog.

Program Requirements

<table>
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<th>MAJOR</th>
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<tbody>
<tr>
<td>Hours Required in Education:</td>
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<tr>
<td>Hours Required in Other Departments:</td>
<td>62-69</td>
</tr>
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<td>Total Hours Required:</td>
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</table>

Requirements for Major in Elementary/Middle School Dual Certification

1. Completion of GEP: (41 hours)
   a. Core Skills (9) including MATH 109/110 (3) or MATH 119 (3)
   b. Modes of Inquiry (29-32) including two 4-credit natural science courses

2. Additional Required Courses for Elementary/Middle Majors:
   a. MATH 206 Problem Solving for Elementary Teachers I (3)
   b. MATH 207 Problem Solving for Elementary Teachers II (3)
   c. 4 credit laboratory science elective (4)
   d. MUSC 350 Music and Creative Interaction for the Elementary Classroom Teacher (3)
   e. EDUC 333 Integrated Arts in the Elementary Classroom
   f. PHEC 309 Health and Physical Education for the Elementary Classroom Teacher (3)

3. Specialization: (24 hours; at least 1 course satisfies GEP)

Summary of Requirements for English/Language Arts Specialization (24 hours)

a. Required GEP courses (6 hours)
   i. ENGL 308/309/310/312/300/338/339 Advanced Composition (3; GEP Core Skills)
   ii. ENGL 150/250 Introduction to Literature (3; GEP Group B)

b. Required Content Courses (12 hours required; choice of 4 courses)
   i. ENGL 430: The Composing Process (3)
   ii. EDUC 372: Teaching Writing in the Classroom (3)
   iii. CMST 102 Introduction to Human Communication (3)
   iv. ENGL 276 Adolescent Literature (3)
   v. REED 440 Children’s Literature (3)

c. Middle School Program Requirements (6 hours)
   i. EDUC 316 Early Adolescent Learning and Literacy (3)
   ii. EDUC 445 Strategic Reading and Writing in the Middle Grades (3; Phase II: Internship I)

Summary of Requirements for Mathematics Specialization (25 hours)

a. Required GEP courses (3 hours)
   i. MATH 109/110 Elements of Applied Probability and Statistics (3; GEP Core Skills)

b. Required Elementary Program courses (6 hours)
   i. MATH 206 Problem Solving for Elementary Teachers I (3 credits)
   ii. MATH 207 Problem Solving for Elementary Teachers II (3 credits)

c. Required Content Courses (10 hours)
   i. MATH 200 Discrete Mathematics (3)
   ii. MATH 236 Calculus I (4)
   iii. MATH 340 Fundamental Concepts of Geometry (3)

d. Middle School Program Requirements (6 hours)
   i. EDUC 316 Early Adolescent Learning and Literacy (3)
   ii. EDUC 445 Strategic Reading and Writing in the Middle Grades (3; Phase II: Internship I)
Summary of Requirements for Science Specialization (25 hours)

a. Required GEP courses (12 hours)
   i. BIOL 149 General Biology (4; GEP Group C)
   ii. PHSC 203 Physical Science (4; GEP Group C)
   iii. GEOG 103/113 Physical Geography (4; GEP Group C)

b. Required Content Courses (7 hours)
   i. CHEM 100/113 Chemistry and Society (4) or CHEM 150 General Organic Biochemistry (4) or CHEM 201 General Chemistry (4) or CHEM 103 Foundations of Chemistry (3) and STEM Lab (1)
   ii. PHSC 100 Cosmic Concepts (3) or IDIS 160 Science, Technology and Society (3; GEP Group C)

c. Middle School Program Requirements (6 hours)
   i. EDUC 316 Early Adolescent Learning and Literacy (3)
   ii. EDUC 445 Strategic Reading and Writing in the Middle Grades (3; Phase II: Internship I)

Summary of Requirements for Social Studies Specialization (24 hours)

a. Required GEP courses (6 hours)
   i. GEOG 104/114 Human Geography (3; GEP Group D) or GEOG 110 World Regional Geography (3; GEP Group D)
   ii. POSC 110/112 Introduction to American Politics (3, GEP Group D)

b. Required Content Courses (12 hours)
   i. HIST 100/111 The Contemporary World in Historical Perspective (3, GEP Group B) or HIST 445 History of Maryland (3) or GEOG 302 Geography of Maryland (3)
   ii. HIST 113 World History (Earliest times to 1500)(3) or HIST 114 World History (1500-1900)(3)
   iii. HIST 103 History of the United States (1492-1876)(3) or HIST 104 History of the United States (1876 to present) (3)
   iv. HIST 461 Colonial America, 1607-1763 (3) or HIST 464 Civil War and Reconstruction, 1849 – 1877 (3)

c. Middle School Program Requirements (6 hours)
   i. EDUC 316 Early Adolescent Learning and Literacy (3)
   ii. EDUC 445 Strategic Reading and Writing in the Middle Grades (3; Phase II: Internship I)

4. Professional Education Sequence (56 hours)

See admission requirements for each phase.

**PRE-PHASE**

EDUC 100 Introduction to Teacher Education (1)
EDUC 201 Students, Teachers and Learning Environments (3; Pre-Phase or concurrent with Phase I)
EDUC 202 Foundations of Learning and Instruction (3; Pre-Phase or concurrent with Phase I)
EDUC 325 Educational Technology (3 hours taken Pre-Phase or concurrent with Phase I)

**PHASE I: Apprenticeship (7 hours)**

EDUC 200 Phase I Teaching and Professional Assessment Laboratory (1)
EDUC 376 Special and Multicultural Education (3)
REED 323 Process and Acquisition of Reading (3)

**PHASE II: Assistantship (14 hours)**

ELED 307 Teaching Assistantship (1)
EDUC 401 Assistantship Seminar (1)
ELED 471 Mathematics Curriculum, Methods and Assessment (3)
ELED 474 Science Curriculum, Methods and Assessment (3)
ELED 475 Social Studies Curriculum, Methods and Assessment (3)
REED 473 Reading Instruction (3)

**PHASE II: Internship I (13 hours)**

EDUC 402 Internship I Seminar (1)
ELED 494 Teaching Internship I: P-9 (6)
REED 420 Assessment for Reading Instruction (3)
REED 425 Materials and Motivations for Reading (3)

**PHASE III: Internship II (12 hours, completed over 1 semester)**

EDUC 422 Leadership Seminar: P-9 (3)
ELED 495 Teaching Internship II: P-9 (9) (Capstone)

5. Other Internship Requirements

a. Students wishing to have an internship placement in a middle school must have successfully completed EDUC 316.

b. Students must complete any school district requirements (application, fingerprinting, background check, drug testing, etc.) to qualify for an internship placement.

6. Other Graduation/Program Exit Requirements

a. Submission of a Teacher Performance Assessment that meets institutional standards.

b. Successful completion of an exit interview that meets institutional standards.

c. Completion of the Praxis II content knowledge and pedagogy tests required by the Maryland State Department of Education.

d. Successful completion of required field experiences in primary (1-3), intermediate (4-5) and middle grades (6-8).

**P-12 Programs**

**TEACHING CERTIFICATION**

**Contact:** Dr. Jodi Eirich, Associate Professor

**Associate Professors:** Eirich, Scarloss

**Assistant Professors:** Bosley, Hurst, Mattern, Rankin

- You must complete an application for each phase of the program.
- The requirements for entry into phases are listed in the Educational Professions section of this catalog.
- The courses of study to be followed in academic content areas are established by the individual departments (art, health and physical education, music).
- You cannot major or minor in P-12 education.
Professional Education Sequence for P-12 Programs

ART

| Pre-Phase I | EDUC  202  | Foundations of Learning & Instruction |
|            | EDUC  310  | Diversity and Social Justice in Education |
|            | EDUC  325  | Technology Education |

| Phase I  | EDUC  200  | Phase I Teaching and Professional Assessment |
| Laboratory | REED  417  | Content Area Reading |
| (7 hours) | SPED  451  | Adapting Instruction in Diverse Classrooms |

| Phase II | EDUC  300  | Phase II Teaching and Professional Assessment |
| Laboratory | EDUC  392  | K-12 Field Experience |
| (11 hours) | EDUC  450  | Art Education Methods for the Secondary Teacher |
|           | EDUC  451  | Art Education Methods for the Elementary Teacher |

| Phase III | EDUC  406  | Leadership Seminar |
| (14 hours) | EDUC  497  | Teaching Internship, K-12 Program |

Other Graduation/Program Exit Requirements

a. Successful presentation of a portfolio that meets institutional, Maryland state, and national standards.
b. Verification of taking PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education (before Phase III).

MUSIC

| Pre-Phase I | MUSC  125  | Introduction to Music Education |
| (3 hours)   | MUSC  252  | Early Music Experience |
|            | REED  417  | Content Area Reading |

| Phase I  | MUSC  250  | Early Music Experience |
| (4 hours) | REED  417  | Content Area Reading |

| Phase II | EDUC  300  | Phase II Teaching and Professional Assessment |
| Laboratory | EDUC  392  | K-12 Field Experience |
| (18.5 hours) | MUSC  352  | Choral Music Methods |
|           |           | or MUSC 353 Instrumental Music Methods |
|           | SPED  451  | Adapting Instruction in Diverse Classrooms |
|           | EDUC  452  | General Music Methods in Elementary School |
|           | EDUC  453  | General Music Methods in Secondary School |

| Phase III | EDUC  406  | Leadership Seminar |
| (14 hours) | EDUC  497  | Teaching Internship, K-12 Program |

Other Graduation/Program Exit Requirements

a. Successful presentation of a portfolio that meets institutional, Maryland state, and national standards.
b. Verification of taking PRAXIS II content knowledge and pedagogy tests required by the Maryland State Department of Education (before Phase III).

HEALTH & PHYSICAL EDUCATION

| Phase I  | HPED  310  | Technology in Health and Physical Education |
| (9 hours) | HPED  416  | Curriculum Design in Health and Physical Education |
|           | REED  317  | Content Area Reading |

| Phase II | EDUC  392  | K-12 Field Experience |
| (17 hours) | HPED  402  | Adapted Physical Education |
|           | HPED  404  | Health Instruction |
|           | HPED  408  | Elementary Methods of Physical Education |
|           | HPED  418  | Secondary Methods of Physical Education |

| Phase III | EDUC  422  | Leadership Seminar |
| (15 hours) | HPED  497  | Teaching Internship: K-12 Programs (Capstone) |

Other Graduation/Program Exit Requirements

a. Successful presentation of a portfolio that meets institutional, Maryland state, and national standards.
b. Verification of taking PRAXIS II Health Education and Physical Education: Content and Design required by the Maryland State Department of Education before Phase III.

Secondary Teacher Education

CERTIFICATE OPTION

Contact: Dr. Jodi Eirich, Associate Professor
Associate Professors: Eirich, Scarloss
Assistant Professors: Allen, Bishoff, Bosley, Hurst, Mattern, Rankin

- You must complete an application for each phase of the program.
- The requirements for entry into phases are listed in the Educational Professions section of this catalog.
- Secondary Teacher Education is not a primary major. To meet Maryland State certification requirements, Secondary Teacher Education candidates must select the teacher certification option in one of the following disciplines: English, foreign languages and literature, mathematics or social science. Contact Dr. Jodi Nichols, program coordinator, for details.

Program Requirements

<table>
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<tr>
<th>Hours Required in Education:</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td>37</td>
<td></td>
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</table>
The courses of study to be followed in academic content areas are established by individual departments. You may select the secondary teacher education major's certification option in addition to completing the major in the following fields:

- foreign languages & literature (certification in concentration in Spanish)
- English
- mathematics
- social science

Professional Teacher Education Sequence

**Pre-Phase (10 hours)**

- EDUC 100 Career Analysis in Education (1)
- EDUC 202 Foundations of Learning and Instruction (3)
- EDUC 310 Diversity and Social Justice in Education (3)
- EDUC 325 Educational Technology (3)

**Phase I (7 hours)**

- EDUC 200 Phase I Teaching & Professional Assessment Laboratory (1)
- REED 417 Content Area Reading (3)
- SPED 451 Adapting Instruction in Diverse Classrooms (3)

**Phase II (9 hours)**

- EDUC 300 Phase II Teaching & Professional Assessment Laboratory (1)
- EDUC 391 Teaching Internship I: Secondary Education (2)
- SCED 410 Secondary Methods and Curriculum (3)
- SCED 411 English in the Secondary School (3)
  or SCED 414 Mathematics in the Secondary School (3)
  or SCED 415 Methods of Teaching Modern Foreign Languages (3)
  or SCED 419 Science in the Secondary School (3)
  or SCED 420 Social Studies in the Secondary School (3)

  *May be taken concurrent with Phase III*

**Phase III (8-15 hours)**

- SCED 496 Teaching Internship II: Secondary Education (6-12)
- EDUC 422 Leadership Seminar

Program Requirements

<table>
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<tr>
<td>Hours Required in Kinesiology:</td>
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<tr>
<td>Hours Required in Other Departments:</td>
</tr>
<tr>
<td>Total Hours Required:</td>
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</table>

Requirements for Minor in Coaching

**All of the following: (16 hours)**

- EXSS 305 Care and Prevention of Athletic Injuries
- EXSS 175 Foundations of Resistance Training
- PHEC 405 Psycho-Social Foundations of Sport
- PHEC 412 Principles of Coaching
- PHEC 420 Sports Law and Ethics
- PHEC 481 Field Experience in Coaching

**Two from among: (6 hours)**

- PHEC 360 Theory of Track & Field
- PHEC 361 Theory of Football
- PHEC 362 Theory of Baseball
- PHEC 364 Theory of Basketball
- PHEC 365 Theory of Volleyball
- PHEC 366 Theory of Soccer
- PHEC 369 Theory of Softball

Exercise & Sport Science

**MAJOR**

**Associate Professors:** M. Kentrus

**Assistant Professors:** Wright

**Coordinator:** Brakeall

**Lecturers:** Bennett, Brakeall

- You must complete a 9-credit internship during your senior year after successful completion of all other major requirements. This internship, taken in conjunction with the seminar, may be completed during the fall, spring, or summer.
- You must complete a minimum of 3 credits of EXSS 482. These credits can be split between separate semesters or taken together during one semester.
- You must achieve a C or better in all major courses to count toward graduation requirements.
- Upon completion of degree requirements, you will be eligible to take the National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM) certification exams for various health fitness certifications such personal trainer,
certified strength and conditioning specialist, group exercise instructor and exercise physiologist.

- The EXSS Program is accredited by CoAES (Committee on Accreditation for the Exercise Sciences), a division of CAAHEP (Commission on Accreditation of Allied Health Education Programs).

Program Requirements

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<td>Hours Required in Kinesiology:</td>
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<td>Hours Required in Other Departments:</td>
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<tr>
<td>Electives:</td>
<td>15-17</td>
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<td>Total Hours Required:</td>
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Requirements for Major in Exercise & Sport Science

1. Discipline Core Courses:
   
   (52 hours)

   - EXSS 103 Foundations of Exercise and Sport Science
   - EXSS 115 Methods of Group Exercise Instruction
   - EXSS 175 Foundations of Resistance Training
   - EXSS 200 Nutrition (GEP Group C)
   - EXSS 303 Biomechanics for Exercise and Sport Science
   - EXSS 305 Care and Prevention of Athletic Injuries
   - EXSS 306 Organization & Admin. of Exercise & Sport Science
   - EXSS 315 Nutrition for the Physically Active
   - EXSS 341 Psychology of Physical Activity
   - EXSS 401 Physiology of Exercise
   - EXSS 410 Advanced Strength Training
   - EXSS 411 Evaluation and Prescription in Fitness
   - EXSS 435 Lifespan Health and Fitness
   - EXSS 482 Field Experience in Health Fitness (3 hours)
   - EXSS 492 Seminar in Health Fitness
   - EXSS 495 Internship in Health Fitness (Capstone - 9 hours)

2. Courses Required in Other Departments:
   
   (15 hours)

   - BIOL 149 General Biology I (GEP Group C)
   - BIOL 321 Anatomy and Physiology I
   - BIOL 322 Anatomy and Physiology II
   - MATH 109 Elements of Applied Probability and Statistics (Core Skill 3)

3. Electives:
   
   (15-17 hours)

   Choose at least 15 credits from the following:

   - BUAD 100 Introduction to Business
   - or MGMT 251 Management of Organizations
   - CHEM 150 General, Organic & Biochemistry (GEP Group C)
   - CHEM 201 General Chemistry I (GEP Group C)
   - CHEM 202 General Chemistry II
   - EXSS 300 Advanced Human Nutrition

   - EXSS 330 Exercise Epidemiology
   - EXSS 430 Training for Peak Performance
   - HPED 407 Motor Learning & Performance
   - HSCI 101 Medical Terminology
   - MGMT 315 New Business Ventures
   - PHYS 215 General Physics I (GEP Group C)
   - PHYS 216 General Physics II

Pre-Physical Therapy Option for EXSS Majors

In addition to the discipline core courses, students interested in pursuing a doctoral degree in Physical Therapy should choose the following courses as their program electives. Students are expected to consult the professional school of their choosing to determine any other specific requirements.

- CHEM 201 General Chemistry I
- CHEM 202 General Chemistry II
- PHYS 215 General Physics I
- PHYS 216 General Physics II

Combined Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training

Frostburg State University offers a unique opportunity for students interested in becoming an athletic trainer to pursue a combined Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training program (BS/MSAT). This is an accelerated five-year program where students will earn both degrees in just five years taking a total of 176 credits, instead of the usual six years with 185 total credits. A student can be admitted directly to this program as an entering first-year student or may be admitted as a first-year or sophomore, if the applicant has met all admission requirements for the program. A student in the program will take up to 9 credits of graduate course work while an undergraduate, which will count toward both the undergraduate AND graduate degrees.

Admission Requirements

A high school students applying for the direct entry program as a first-year student must apply to the University and complete the BS/MSAT supplemental application by March 1, which includes a personal statement and two letters of reference. Students must also meet an 1800 SAT-I Composite Score by March 1. Upon submitting all required BS/MSAT supplemental application documents, selected students will be invited for an interview.

FSU first-year or sophomore Exercise & Sport Science major students can apply to the program, submitting all required BS/MSAT program supplemental application documents no later than March 1 prior to the third year of study and will be required to meet the following admission requirements:

a. Cumulative 3.0 GPA.

b. Grade of B or better in all MSAT prerequisite courses:
• Biomechanics for Exercise & Sport Science
• Physiology of Exercise
• Advanced Strength Training
• Evaluation & Prescription in Fitness
• Nutrition
• Biology with lab
• Chemistry with lab
• Physics with lab
• Anatomy & Physiology I
• Anatomy & Physiology II
• General or Introduction to Psychology

C. Selected students will also be required to participate in an interview process to
determine admission.

D. Students admitted to the combined BS/MSAT program will be required to follow
the BS/MSAT plan of study determined by the AT program director, maintain a
3.0 GPA and obtain a B or better in all MSAT prerequisite courses. This BS/MSAT
plan of study includes required summer sessions. Students admitted to the
program will be required to take the following courses that will satisfy the
requirements for the undergraduate Exercise & Sport Science degree. These
credits will also be counted toward the required 65 credits for the Master of
Science in Athletic Training degree.

ATTR 500 Foundations of Injury Management (instead of EXSS 305)
ATTR 530 Athletic Training Administration (instead of EXSS 306)
ATTR 645 Psychosocial Intervention (instead of EXSS 341)

NOTE: Students admitted to the BS/MSAT program must meet all requirements
outlined for progression into the MSAT program prior to matriculation into the
graduate program. Students who do not meet the requirements for matriculation
into the MSAT program can continue in the Bachelor in Exercise & Sport Science to
graduate with a Bachelor of Science in Exercise & Sport Science upon successful
completion of all degree program requirements.

Please refer to the Graduate Catalog for details on the BS/MSAT program
requirements for application, admission, progression and graduation.

Health & Physical
Education

MAJOR WITH TEACHING CERTIFICATION

Assistant Professors: L. Simpson, R. Gallagher
Lecturer: Bosley

- Upon successful completion of the program, you will be eligible to
  apply for PreK health certification and PreK physical education
  certification.
- The Department of Kinesiology also offers majors in athletic
  training and exercise and sport science.
- A minor is offered in coaching (see separate section of this catalog).
  You cannot minor in Health and Physical Education.

Program Requirements

<table>
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<tr>
<th>REQUIREMENTS</th>
<th>MAJOR and TEACHING CERTIFICATION</th>
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<td>Hours Required in Kinesiology:</td>
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<td>Hours Required in Other Departments:</td>
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</table>

Requirements for Major in Health & Physical
Education

1. Discipline Core: (41 hours)
   HPED 103 Foundations of Physical Education
   HPED 104 Foundations of Health Education
   HPED 201 Teaching Fitness
   HPED 202 Teaching Tactical Games I
   HPED 203 Teaching Tactical Games II
   HPED 204 Teaching Dance and Gymnastics
   HPED 205 Teaching Outdoor Adventures and Group Initiatives
   HPED 208 Inclusion Strategies in Health Education
   HPED 230 Assessment in Health & Physical Education
   HPED 232 Teaching Health Content I: ATOD and Safety Education
   HPED 233 Teaching Health Content II: Human Sexuality & Nutrition Education
   HPED 234 Teaching Health Content III: Disease Prevention
   HPED 301 Applied Biomechanics
   HPED 406 Applied Physiology
   HPED 407 Motor Learning and Performance

2. Required Courses in Other Departments: (8 hours)
   BIOL 149 General Biology I (GEP Group C)
   BIOL 211 Essentials of Anatomy and Physiology

3. Recommended Courses in Other Departments:
   GEOG 104 Human Geography
   IDIS 150 Health in America (GEP Group E)
   PSYC 150 General Psychology (GEP Group D)

4. Professional Education Sequence (40 hours)
   Phase I (9 hours)
   HPED 310 Technology in Health and Physical Education
   HPED 416 Curriculum Design in Health and Physical Education
   REED 417 Content Area Reading
   Phase II (18 hours)
   EDUC 392 K-12 Field Experience
   HPED 402 Adapted Physical Education
   HPED 404 Health Instruction
   HPED 408 Elementary Methods of Physical Education
   HPED 418 Secondary Methods of Physical Education
   Phase III (14 hours)
   EDUC 422 Leadership Seminar
   HPED 497 Teaching Internship: K-12 Programs (Capstone)
5. Other Graduation/Program Exit Requirements

- Successful presentation of a portfolio that meets institutional, Maryland state and national standards
- Verification of taking Praxis II Health Education and Physical Education: Content and Design required by the Maryland State Department of Education before Phase III

Requirements for Major in Adventure Sports Management

1. Adventure Sports Courses: (36 credits)
   - ADSP 280 Leadership and Group Dynamics in Adventure Sports
   - ADSP 330 Outdoor Education
   - ADSP 340 Expedition Planning in Adventure Sports
   - ADSP 342 Fitness and Nutrition in Adventure Sports
   - ADSP 348 Adaptive and Inclusive Adventure Sports
   - ADSP 350 Risk Management in Adventure Sports
   - ADSP 360 Entrepreneurship in Adventure Sports
   - ADSP 382 Agency Assessment and Administration in Adventure Sports
   - ADSP 492 Mentorship Project (Internship) (Capstone) and ADSP 495 Mentorship Hours (9 cr.)

2. Recreation and Parks Management Course: (12 credits)
   - RECR 201 Introduction to Recreation and Parks
   - RECR 382 Program Planning
   - RECR 393 History and Philosophy of Outdoor Recreation
   - RECR 394 Environmental Interpretation

3. Skill Courses Outside Department: (13 credits)
   - ASI 110 Backcountry Living Skills*
   - Basic Skills Courses (2 Credits)*
   - Intermediate Courses (3 Credits)*
   - Instructor Level Course (1 Credit)*
   - Rescue Skills Course (1 Credit)*
   - ASI 164 Advanced Level First Aid and CPR (3 Credits)*

4. Completion of one of the following:
   - A second major
   - A minor
   - An associate degree
   - A bachelor's degree from another institution
   - Two additional ASI skills tracks at Garrett College

*Garrett College Courses

Adventure Sports Management

MAJOR

Professor: Kauffman
Associate Professor: Buta
Lecturer: Hershey
Affiliated Faculty: Logsdon, Peterson, Richardson: Garrett College

- The Adventure Sports Management degree program requires courses at both Frostburg State University and at Garrett College.
- Students will participate in a number of experiential education courses that require a significant amount of time outside of the traditional classroom.
- Students will participate in an “immersion semester” that requires full-time enrollment in Adventure Sport Management courses, as well as extended travel.
- The required immersion semester at FSU and outdoor adventure skills courses at Garrett College include additional course fees for equipment use, travel and course support.
- Tuition and fees associated with all Winter Intersession and/or Summer courses are the responsibility of the student.

Program Requirements

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<tr>
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<tbody>
<tr>
<td>Hours Required at Frostburg State University:</td>
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<td>Hours Required at Garrett College:</td>
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<tr>
<td>Total Hours Required:</td>
<td>61</td>
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Requirements for Major in Recreation and Parks Management

1. Discipline Core: (36 hours)
- REC 201 Introduction to Recreation and Parks
- REC 280 Recreation Leadership
- REC 342 Park and Facility Design
- REC 382 Program Planning
- REC 388 Research Methods in Recreation and Parks
- REC 440 Organization and Administration of Recreation and Parks
- REC 443 Issues and Risk Management in Recreation and Parks
- REC 491 Practicum and Professional Seminar
- REC 492 Internship Project (Capstone)
- REC 495 Internship in Recreation
- REC 497 Out-of-class Requirements (see bullets at left)

2. Courses Outside Department: (3 hours)
- COSC 100/110 Intro. to Computer Science (Tech. Fluency)

3. Complete one of the following:
   a. a second major
   b. a minor
   c. an associate degree
   d. a bachelor’s degree from another institution
   e. a concentration within the major as follows:

I. Community Program Delivery Concentration
(27 hours)

A. Recreation: (12 hours)
Select four of the following:
- ADSP 330 Outdoor Education
- EXSS 103 Foundations of Exercise and Sport Science
- EXSS 115 Methods of Group Exercise Instruction
- EXSS 200 Nutrition
- IDIS 150 Outdoor Leadership (GEP Group E)
- RECR 100 Leisure and the Diverse American Culture (GEP Group F)
- RECR 221 Introduction to Therapeutic Recreation
- RECR 230 Introduction to Sport Management
- RECR 332 Sport Media and Communication
- RECR 384 Special Event Management
- RECR 393 History and Philosophy of Outdoor Recreation
- RECR 394 Environmental Interpretation
- RECR 480 Field Experience in Recreation and Parks (3 credits)

B. Psychology: (6 hours)
- PSYC 150 General Psychology (GEP Group D)
- PSYC 210 Child Development
  or PSYC 212 Adolescence and Adulthood

C. Sociology: (6 hours)
- SOCI 100 Intro. to Sociology (GEP Group D)
  And one additional SOCI course at the 200 level or above

D. Communications Studies: (3 hours)
Select one of the following:
- CMST 102/112 Introduction to Human Communications
CMST 122 Introduction to Public Speaking
CMST 215 Small Group Communication

II. Adventure Sports Concentration (27-28 hours)

- Students can enroll in this program at Frostburg State University and take adventure sports courses at Garrett College, or complete their first two years at Garrett College and then transfer to FSU.
- Students who complete the Adventure Sports concentration are eligible to receive an AAS in adventure sports at Garrett College.
- Tuition and fees associated with all Winter Intersession and/or Summer courses are the responsibility of the student.

*Garrett College courses

A. Skills courses outside department: (9 hours)*
- ASI Basic Skills Courses (4 hours)*
- ASI Intermediate Skills Courses (3 hours)*
- ASI Instructors Level Course (1 hour)*
- ASI Rescue Skills Course (1 hour)*

B. Take all of the following: (12 hours)
- ADSP 330 Outdoor Education (or ASI 170)
- ASI 110 Backcountry Living Skills*
- ASI 164 Wilderness First Responder*
- RECR 393 History and Philosophy of Outdoor Recreation
  or HUM 210 Society & the Environment*

*Garrett College courses

C. Select two of the following: (6-7 hours)
- ACCT 211 Financial Accounting
- ADSP 340 Expedition Planning in Adventure Sports
- ADSP 342 Fitness and Nutrition in Adventure Sports
- ADSP 348 Adaptive and Inclusive Adventure Sports
- ADSP 360 Entrepreneurship in Adventure Sports Management
- ADSP 382 Agency Assessment in Adventure Sports
- BIO 110 Natural History (4 credit hours)*
- PSYC 150 General Psychology (GEP Group D)
- PSYC 210 Child Psychology
- PSYC 212 Adolescence and Adulthood
- PSYC 317 Abnormal Psychology
- PSYC 385 Group Processes
- PSYC 386 Drugs and Human Behavior
- PSYC 410 Introduction to Counseling
- RECR 394 Environmental Interpretation

*Garrett College courses

III. Hospitality Management and Tourism Concentration (28 hours)

- The hospitality & tourism concentration is a collaborative program with Allegany College of Maryland (ACM).
- You may enroll in this program at Frostburg State University and take the hospitality courses at ACM, or you may complete your first two years at ACM and then transfer to FSU.

A. Recreation courses: (3 hours)
- RECR 384 Special Events Management
- RECR 448 Principles of Ecotourism

B. Tourism and Hospitality courses: (6 hours)
**HMG 101 Introduction to Hospitality
**HMG 219 Mechanics of Event Management

C. Hotel and Resort courses: (16 hours)
**HMG 110 Food Service Sanitation
**HMG 160 Quantity Food Production or CULA 150 Food Preparation I
**HMG 203 Hospitality Purchasing, Inventory, and Cost Control
**HMG 204 Menu Planning and Food Merchandising
**HMG 205 Food and Beverage Cost Control
**HMG 209 Front Office Management

D. Hospitality choice: (3 hours)
Select one of the following:
**HMG 211 Hospitality Supervision
**HMG 218 Hospitality Marketing
**Allegany College of Maryland courses.

IV. Sport Promotion and Communication Concentration (27 credits)

A. Sport Courses (21 credits)
- MCOM 105 Introduction to Mass Communication
- RECR 230 Introduction to Sport Management
- RECR 332 Sport Media and Communication
- RECR 384 Special Event Management
- PHEC 420 Sports Law and Ethics
- RECR 430 Sport Promotion
- RECR 480 Field Experience in Recreation and Parks

B. Marketing and Communication Courses (6 credits)
Select two of the three marketing courses or two of the three communication courses from:

Marketing Courses
- MKTG 361 Principles of Marketing
- MKTG 363 Advertising
- MKTG 366 Consumer Behavior

Communication Courses
- MCOM 250 Announcing and Performing
- MCOM 326 Writing for Electronic Media
- RECR 432 Computer Mediated Communication

Requirements for Minor in Recreation and Parks Management

1. Required Courses: (6 hours)
- RECR 280 Recreation Leadership
- RECR 382 Program Planning

2. Electives: (15 hours)
Select five additional RECR courses, at least four of which must be at the 300- or 400-level, excluding field experiences and internships (RECR 480, RECR 492 and RECR 495).