## EdUCATION-SOCIAL STUDIES

## Grade 5-Adult, Bachelor of Science in Education

SEMESTER 1

| Course | Credits | Grade | $\checkmark$ |
| :--- | :---: | :---: | :---: |
| ENGL 101: Composition \& Rhetoric I | 3 | C* $^{*}$ | $\square$ |
| COMM 101: Fundamentals of Speech | 3 |  | $\square$ |
| HIST 101: History of Civilization | 3 | C | $\square$ |
| General Education Course (Fine Arts) | 3 |  | $\square$ |
| General Education Course (Physical Wellness) | $2-3$ | $\square$ |  |
| UNIV 100: CU Foundations | 1 | $\square$ |  |

15-16
Semester 2

| Course | Credits | Grade |  |
| :--- | :---: | :---: | :---: |
| ENGL 102: Composition \& Rhetoric II | 3 | C* $^{*}$ | $\square$ |
| MATH 101: Quantitative Reasoning | 3 |  | $\square$ |
| EDUC 210: Diversity, Culture \& Education in Society | 3 | C | $\square$ |
| EDSP 303: Introduction to Special Education | 3 | C | $\square$ |
| HIST 102: History of Civilization | 3 | C | $\square$ |

16

SEMESTER 3 ?

| Course | Credits | Grade | $\checkmark$ |
| :--- | :---: | :---: | :---: | :---: |
| EDUC 301: Educational Technology (EPAT) | 3 | C | $\square$ |
| EDUC 305: Psychology of Teaching \& Learning (EPAT) | 3 | C | $\square$ |
| HIST 203: History of the US | 3 | C | $\square$ |
| SOWK 302: Human Diversity | 3 | C | $\square$ |
| General Education Course (Natural Science) | 4 |  | $\square$ |
| General Education Course (Literature) | 3 |  | $\square$ |

19

## SEMESTER 4 ?

| Course | Credits | Grade |  | $\checkmark$ |
| :--- | :---: | :---: | :---: | :---: |
| [ECON 203: Microeconomics] | 3 | C |  | $\square$ |
| GEOG 101: Human Geography | 3 | C |  | $\square$ |
| HIST 204: History of the US | 3 | C | $\square$ | $\square$ |
| HIST 307: WV History, Geography, \& Government | 3 | C |  | $\square$ |
| POSC 104: American Federal Government | 3 | C | $\square$ |  |
| SOC 101: Introduction to Sociology | 3 | C | $\square$ |  |

(3)The Bachelor of Science in Education, Social Studies 5-
Adult degree prepares teacher candidates to teach grade 5Adult students. Concord's Teacher Education Program is designed to provide teacher candidates with opportunities to gain the critical knowledge, skills, and dispositions needed to teach all children.

©MILESTONE COURSES
Courses marked as Milestone Courses are crucial for staying on track to complete your degree in four years. Take them in the recommended semester to stay on track! If you see a recommended minimum grade, this is the grade you need to earn to have the best chance for success in this degree! Grades marked with an asterisk are required to pass.

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## LANDMARKS

Points where you see a landmark icon on the four-year plan indicate you have reached a point of action outside regular coursework! See the Helpful Hints for information on each landmark.

## Helpful Hints

- Semesters 1-4—HIST 101, 102, 203, and 204 can be taken in any order. HIST 203 is fall only, HIST 204 is spring only.
- Semester 2-EDUC 210 and EDSP 303 must be taken concurrently.
- Semester 3 Landmark-Students should take the Praxis Core no later than this semester. Core Praxis prep course available-see your advisor.
- Semester 3—EDUC 301 and EDUC 305 must be taken concurrently.
- Semester 4 Landmark—At this point, you have taken all the necessary coursework to apply to the Teacher Education Program. Note-candidates must have a 2.5 GPA to apply. Check out the application process online!
- Semester 4—Students may take ECON 203 or ECON 204: Macroeconomics.

SEMESTER 5

| Course | Credits | Grade |  |  |
| :--- | :---: | :---: | :---: | :---: |
| *EDUC 418: Content Area Reading | 3 | C | $\square$ |  |
| GEOG 200: Physical Geography | 3 | C | $\square$ |  |
| HIST 318: Contemporary World History | 3 | C | $\square$ | $\square$ |
| HIST 300 or 400 Level Elective | 3 | C | $\square$ |  |
| [POSC 304: Comparative Government] | 3 | C | $\square$ | $\square$ |

15
SEMESTER 6

| Course | Credits | Grade | $\checkmark$ |  |
| :--- | :--- | :--- | :--- | :--- |
| *EDUC 306: Classroom Management \& Instruction | 3 | C | $\square$ |  |
| GEOG 255: Regional Geography (topics vary) | 3 | C | $\square$ | $\square$ |
| HIST 321: History \& Philosophy of Science | 3 | C | $\square$ |  |
| POSC 202: State \& Local Government | 3 | C | $\square$ | $\square$ |
| POSC 329: Politics of the Middle East] | 3 | C | $\square$ | $\square$ |

15

Year-Long Residency

Semester 7

| Course | Credits | Grade |  | $\checkmark$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| *EDSP 409: Strategies for the Secondary Classroom | 3 | C | $\square$ | $\square$ |
|  |  |  |  |  |
| *EDUC 416: Assessment and the Data Informed Teacher | 3 | C | $\square$ | $\square$ |
| *EDUC 450: Clinical Experience Level IV | 6 |  | $\square$ | $\square$ |

12
SEMESTER 8

| Course | Credits | Grade |  |  |
| :--- | :---: | :---: | :---: | :---: |
| *EDUC 460: Student Teaching | 6 | C | $\square$ | $\square$ |
| *EDUC 460: Student Teaching | 6 | C | $\square$ | $\square$ |

12

## ADVISING

When you choose to pursue this degree, you will be assigned two advisors: one who is an expert in the field of Social Studies and one who is an expert in the field of Education. These advisors can help you with course selection, career planning, resume building, and help you with tracking your path to degree completion.

## CAREERS

This degree prepares teacher candidates to teach grade 5-Adult students. Graduates of the Teacher Education Program are eligible for licensure in West Virginia, and in other states through reciprocal agreements.

## Helpful Hints

- Semesters 5 \& 6-Students must take either POSC 304 or 329 , offered every other year in the semesters indicated. A general elective must be taken in the opposite semester.
- Classes with field placements include: EDUC 210, EDUC 305, EDUC 306, and EDSP 409.
- Courses marked with an asterisk (*) require admission to the Teacher Education Program.
- Semester 6 Landmark—Students should take PLT and Praxis II during this semester.
- Semesters 7 \& 8-Year-Long Residency. The social studies program participates in a year-long residency model. This model enables teacher candidates to spend a year in the same classroom with the same students and cooperating teacher. This model has proven to deepen the professional relationships within the school as well provide teacher candidates with more practical experiences over longer periods to of time. Our candidates report feeling more effective and confident during their first year of teaching.

