



Date: October 9th, 2019

Attendees: Head Coaches

Agenda

- **Andrea Campbell**
- My Playbook
 - Open until next Tuesday
 - Tech Problems
 - Report on Status
- EADA Reports
- Homecoming
- Success Rate Report
- Official Visit /Paper Work Requirements
- Signing Dates/URL
- Update your Rosters
- Vans need to be cleaned out after trips
- Budget
 - Higher Education
 - Budget Cuts

Signing Day

- NLI November
- GIA

Reminders

- Check Arbiter
- Study Table and GRIP
- Housing Arrangements
- Gas for vans
- Cargo Door

Announcements

Game Day

Compliance

Sports Information

Athletic Training

SAAC

Academics

↩ Reply ✎ Delete 🗑 Junk 🚫 Block ...

RE: meeting with coaches



Kevin Garrett

Wed 10/9/2019 10:50 AM

Andrea Campbell ✉



2019 Oct 9 Meeting Agenda....

61 KB

Andrea,

Here you go....and thank you for the information and willingness to work with athletics.

Coach Kevin Garrett

Director of Athletics/Head Baseball Coach

Office: 301A Carter Athletic Center

Office Ph: 304-384-5340



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From: Andrea Campbell

Sent: Wednesday, October 9, 2019 10:32 AM

To: Kevin Garrett <coachgarrett@concord.edu>

Subject: Re: meeting with coaches

Kevin,

Thank you for allowing me to have a few minutes of time with the coaches this morning. Could you please forward me a copy of the agenda so that I may have it as evidence I did actually speak with the athletic department? I apologize for not asking for a copy while I was there.

I also appreciated the dialogue. The education faculty love our athletes and look forward to continuing to support current and future mountain lions!

Thanks again,

Andrea

Andrea Campbell, Ed.D

Chair, Department of Education

Director of Teacher Education

Professor of Education

Concord University



Memorandum of Understanding

Between

Concord University and West Virginia Department of Education's Career Technical Education Program

The purpose of this Memorandum of Understanding (MOU) is to establish a collaborative relationship between the WVDOE's Careers in Education Program and Concord University's Department of Education. Both parties to this MOU share the goal of collaboration and shared responsibility of developing high quality teacher candidates. This agreement applies to students who have applied and been admitted to Concord University, and have also completed the state-approved Careers in Education program.

August 2019

The MOU will cover the following proposals:

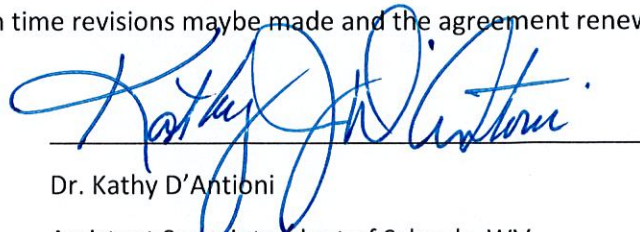
- Completers of the Careers in Education program will receive, upon enrollment, credit for Concord University's EDUC 210 – Diversity, Culture, and Education in a Pluralistic Society (3 hours).
- Completers of the Careers in Education program pursuing Special Education or Elementary Education, will receive, upon enrollment, course credit for Concord University's EDSP 265 – Child and Adolescent Development (3 hours).
- Completers of Careers in Education program will be waived from the following requirements for admission to the Teacher Education Program:
 - o Admission to teacher education portfolio
 - o Documentation of 75 volunteer hours working with children
- Completers of Careers in Education program are required to present passing Praxis Core scores, complete a minimum of 40 course hours (19 hours from General Education Program) with a minimum of 2.75 GPA, and a Teacher Education program application for admission to the Teacher Education Program. This application should be submitted while enrolled in Psychology of Teaching and Learning (EDUC 305).
- This agreement is valid for any Career in Education completer within 3 years of their completion date.

This MOU will be reviewed annually by both parties at which time revisions may be made and the agreement renewed.



Dr. Kendra S. Boggess, Ph.D.

President, Concord University



Dr. Kathy D'Antoni

Assistant Superintendent of Schools, WV

FOUR-YEAR PLAN

Education: Elementary K-6, B.S. Ed.

15% Finish



Semester 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3	C		<input type="checkbox"/>
MATH 101: Quantitative Reasoning	3			<input type="checkbox"/>
General Education Course (Fine Arts)	3			<input type="checkbox"/>
General Education Course (Physical Wellness)	2-3			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>

15-16

Semester 2

Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
EDUC 210: Diversity, Culture & Education in Society	3	C		<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3	C		<input type="checkbox"/>
MATH 103: College Algebra	3			<input type="checkbox"/>
PHSC 104: Concepts in Physical Science: Chemistry/Physics	4			<input type="checkbox"/>

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Semester 3

Course	Credits	Grade		✓
BIOL 101: General Biology I with Lab	4			<input type="checkbox"/>
EDUC 301: Educational Technology (EPAT)	3	C		<input type="checkbox"/>
EDUC 305: Psychology of Teaching & Learning (EPAT)	3	C		<input type="checkbox"/>
HIST 203: History of the US	3			<input type="checkbox"/>
List 1 Elective	3-4			<input type="checkbox"/>

16-17

Semester 4

Course	Credits	Grade		✓
EDUC 304: Developmentally Appropriate Practices	3	C		<input type="checkbox"/>
GEOG 101: Human Geography	3			<input type="checkbox"/>
HIST 204: History of the US	3			<input type="checkbox"/>
POSC 104: American Federal Government	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>

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The Bachelor of Science in Education, Elementary K-6

degree prepares teacher candidates to teach in the K-6

classroom. Elementary Education majors are prepared in all subject areas taught in the K-6 classroom. 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.



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

- Semester 2—You may choose either PHSC 104 or GEOL 101: Earth Processes, Resources, and the Environment.
- Semester 2—EDUC 210 and EDSP 303 must be taken together.
- 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.
- Classes with field placements include: EDUC 210, EDUC 304, EDUC 305, EDUC 306, EDUC 315, EDSP 415.

Semester 5

Course	Credits	Grade		✓
*EDUC 306: Classroom Management & Instruction	3	C	🚩	<input type="checkbox"/>
EDUC 307: Language Arts & Writing Across the Curriculum	3	C	🚩	<input type="checkbox"/>
EDUC 308: Reading in the Early Years (K-2)	3	C	🚩	<input type="checkbox"/>
EDUC 309: Reading in the Intermediate Years (Grades 3-6)	3	C	🚩	<input type="checkbox"/>
EDUC 315: Understanding Reading Problems	3	C	🚩	<input type="checkbox"/>
List 2 Elective	3			<input type="checkbox"/>

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Semester 6

Course	Credits	Grade		✓
ART 200: Art for the Classroom Teacher	1	C	🚩	<input type="checkbox"/>
BIOL 110: Biology for Elementary Teachers	4			<input type="checkbox"/>
EDSP 415: Co-Teaching, Consultation, & Collaboration	3	C	🚩	<input type="checkbox"/>
MATH 305: Mathematics for the Public School	3			<input type="checkbox"/>
MUS 204: Music Skills & Materials for Classroom Teachers	1	C	🚩	<input type="checkbox"/>
P ED 401: Physical Education, Health, & Wellness for Elementary Teachers	1	C	🚩	<input type="checkbox"/>
General Education Course	3			

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Semester 7

Course	Credits	Grade		✓
*EDUC 412: Elementary Teaching Methods in Science & Social Studies	3	C	🚩	<input type="checkbox"/>
*EDUC 413: Elementary Teaching Methods in	3	C	🚩	<input type="checkbox"/>
*EDUC 414: Elementary Teaching Methods in Literacy	3	C	🚩	<input type="checkbox"/>
*EDUC 416: Assessment and the Data Informed Teacher	3	C	🚩	<input type="checkbox"/>

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Semester 8

Course	Credits	Grade		✓
EDUC 460: Student Teaching	6	C	🚩	<input type="checkbox"/>
EDUC 460: Student Teaching	6	C	🚩	<input type="checkbox"/>

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ADVISING

When you choose to pursue this degree, you will be assigned an advisor who is an expert in the field of Elementary Education. This advisor 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 in the K-6 classroom. Graduates of the Teacher Education Program are eligible for licensure in West Virginia, and in other states through reciprocal agreements.

Helpful Hints

- See the [Academic Catalog](#) for List 1 and List 2 Elective course options.
- 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 5—EDUC 308 and EDUC 309 must be taken concurrently.
- Semester 6 Landmark—Students should take PLT, Praxis II, and Teaching of Reading exams. These may take more than one semester.
- Semester 7 Landmark—Elementary Methods Block. These courses must be taken concurrently. All other coursework except EDUC 460 must be completed before taking the block courses.
- Semester 8 Landmark—Your last semester will be Supervised Student Teaching! An overall GPA of 2.75 is required for admission to Student Teaching.

FOUR-YEAR PLAN

Education—English 5-Adult, B.S. Ed.

15% Finish



Semester 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C		<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>

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Semester 2

Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C		<input type="checkbox"/>
MATH 101: Quantitative Reasoning	3			<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	4			<input type="checkbox"/>
General Education Course	2			<input type="checkbox"/>

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Semester 3

Course	Credits	Grade		✓
EDUC 210: Diversity, Culture & Education in Society	3	C		<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3	C		<input type="checkbox"/>
ENGL 203: World Literature I	3	C		<input type="checkbox"/>
ENGL 301: The Study of Literature	3	C		<input type="checkbox"/>
ENGL 325: Survey of British Literature II	3	C		<input type="checkbox"/>
ENGL 420-429: Advanced Mini (1 hour each, take 3)	3	C		<input type="checkbox"/>

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Semester 4

Course	Credits	Grade		✓
EDUC 301: Educational Technology (EPAT)	3	C		<input type="checkbox"/>
EDUC 305: Psychology or Teaching & Learning (EPAT)	3	C		<input type="checkbox"/>
ENGL 204: World Literature II	3	C		<input type="checkbox"/>
ENGL 308: Advanced Composition	3	C		<input type="checkbox"/>
ENGL 324: Survey of British Literature I	3	C		<input type="checkbox"/>
General Education Course	3	C		<input type="checkbox"/>

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The Bachelor of Science in Education, English 5-Adult

degree prepares teacher candidates to teach grade 5-Adult 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! A grade of C or better is required for all courses within the major.



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

- Semester 3 Landmark—Students should take the Praxis Core no later than this semester. *Core Praxis prep course available—see your advisor.*
- Semester 3—ENGL 301 is prerequisite (or co-requisite) to most upper-level English courses. During this semester, you will take your Qualifying Writing Assessment and Diagnostic LLKSE. For more details see your English advisor.
- Semester 3—EDUC 210 and EDSP 303 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—EDUC 301 and EDUC 305 must be taken concurrently.

FOUR-YEAR PLAN Education: English 5-Adult, B.S. Ed.

Semester 5

Course	Credits	Grade		✓
*EDUC 306: Classroom Management & Instructional Strategies	3	C		<input type="checkbox"/>
ENGL 261: Creative Writing	3	C		<input type="checkbox"/>
ENGL 311: Study of the English Language	3	C		<input type="checkbox"/>
ENGL 327: Survey of American Literature I	3	C		<input type="checkbox"/>
ENGL 331: Young Adult Literature	3	C		<input type="checkbox"/>
ENGL 420-429: Advanced Mini	1	C		<input type="checkbox"/>
ENGL 421: Advanced Mini—Shakespeare	1	C		<input type="checkbox"/>





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Semester 6

Course	Credits	Grade		✓
ENGL 310: The Teaching of Reading	3	C		<input type="checkbox"/>
ENGL 313: English Grammars	3	C		<input type="checkbox"/>
ENGL 326: Survey of British Literature III	3	C		<input type="checkbox"/>
ENGL 328: Survey of American Literature II	3	C		<input type="checkbox"/>
ENGL 414: Special Methods in Teaching ELA	3	C		<input type="checkbox"/>
ENGL 415: Practicum in Teaching ELA	1	C		<input type="checkbox"/>
ENGL 420-429: Advanced Mini	1	C		<input type="checkbox"/>

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Semester 7

Course	Credits	Grade		✓
*EDSP 409: Strategies for the Secondary Classroom	3	C		<input type="checkbox"/>
*EDUC 414: General Secondary Methods	3	C		<input type="checkbox"/>
*EDUC 416: Assessment & the Data Informed Teacher	3	C		<input type="checkbox"/>
*EDUC 418: Content Area Reading	3	C		<input type="checkbox"/>
*ENGL 413A: ELA Professional Seminar	2	C		<input type="checkbox"/>

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Semester 8

Course	Credits	Grade		✓
*EDUC 460: Student Teaching	6	C		<input type="checkbox"/>
*EDUC 460: Student Teaching	6	C		<input type="checkbox"/>

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You're FINISHED!!

ADVISING

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

CAREERS

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

The skills developed during your studies in English Education also equip you for a variety of graduate and professional schools, perhaps leading to other careers such as: **Lawyer, Librarian, College Professor, Editor, Writer, Reading Specialist, Educational Administrator, or School Counselor.**

STUDENT ORGANIZATIONS

Sigma Tau Delta
Reflexes

Helpful Hints

- Advanced Mini Courses—Students are required to take a total of six (6) courses from ENGL 420-429, including Shakespeare, Women, and Minority Writers.
- ENGL 310—Only offered during Spring semester of even-numbered years.
- 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.
- Semester 7 Landmark—Secondary Methods Block. All courses must be taken concurrently. All other coursework except EDUC 460 must be completed before taking the block courses. During this semester, you will take your Capstone Writing Assessment and LLKSE. For more details see your English advisor.
- Semester 8 Landmark—Your last semester will be Supervised Student Teaching! An overall GPA of 2.75 is required for admission to Student Teaching.

FOUR-YEAR PLAN

Education: General Science 5-Adult, B.S. Ed.

15% Finish



Semester 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
MATH 103: College Algebra	3	C		<input type="checkbox"/>
BIOL 101/L: General Biology with Lab	4	C		<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	2-3			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>

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Semester 2

Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
EDUC 210: Diversity, Culture, & Education in Society	3	C		<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3	C		<input type="checkbox"/>
BIOL 102/L: General Biology II with Lab	4	C		<input type="checkbox"/>

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Semester 3

Course	Credits	Grade		✓
EDUC 301: Educational Technology (EPAT)	3	C		<input type="checkbox"/>
EDUC 305: Psychology of Teaching & Learning (EPAT)	3	C		<input type="checkbox"/>
CHEM 101/111: General Chemistry with Lab	4	C		<input type="checkbox"/>
General Education Course	3	C		<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>

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Semester 4

Course	Credits	Grade		✓
CHEM 102/112: General Chemistry II with Lab	4	C		<input type="checkbox"/>
MATH 104: College Trigonometry	3	C		<input type="checkbox"/>
PHYS 105: Introductory Astronomy	4	C		<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>

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The **Bachelor of Science in Education, General Science 5-Adult** degree prepares teacher candidates to teach grade 5-Adult

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.



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

- MATH 103 & 104 may be waived for students establishing equivalent proficiency.
- 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 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!

FOUR-YEAR PLAN

Education: General Science 5-Adult, B.S. Ed.

Semester 5

Course	Credits	Grade		✓
EDSP 415: Co-Teaching, Consultation, & Collaboration	3	C		<input type="checkbox"/>
*EDUC 306: Classroom Management & Instruction	3	C	🚩	<input type="checkbox"/>
CHEM 210: Chemical Laboratory Safety	1	C	🚩	<input type="checkbox"/>
GEOL 101/L: Earth Process, Resources, & the Environment with Lab	4	C	🚩	<input type="checkbox"/>
PHYS 101/L/D: Introductory Physics	4	C	🚩	<input type="checkbox"/>

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Semester 6

Course	Credits	Grade		✓
GEOL 202: Evolution of Earth Systems	4	C	🚩	<input type="checkbox"/>
MATH 105: Elementary Statistics	3	C	🚩	<input type="checkbox"/>
PHYS 102: Intermediate Physics	4	C	🚩	<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>

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Semester 7

Course	Credits	Grade		✓
*EDSP 409: Strategies for the Secondary Classroom Inclusive Environment	3	C	🚩	<input type="checkbox"/>
*EDUC 410: Secondary Content Methods	3	C	🚩	<input type="checkbox"/>
*EDUC 416: Assessment and the Data Informed Teacher	3	C	🚩	<input type="checkbox"/>
*EDUC 418: Content Area Reading	3	C	🚩	<input type="checkbox"/>

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Semester 8

Course	Credits	Grade		✓
*EDUC 460: Student Teaching	6	C	🚩	<input type="checkbox"/>
*EDUC 460: Student Teaching	6	C	🚩	<input type="checkbox"/>

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ADVISING

When you choose to pursue this degree, you will be assigned two advisors: one who is an expert in the field of General Science 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

- GEOL 202 & PHYS 105—Only offered every other Spring.
- CHEM 210—Students are encouraged to check with the Natural Sciences department to see when this course is offered.
- MATH 105—This is a recommended course.
- 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.
- Semester 7 Landmark—Secondary Education Methods Block. These courses must be taken concurrently. All other coursework except EDUC 460 must be completed before taking the block courses.
- Semester 8 Landmark—Your last semester will be Supervised Student Teaching! An overall GPA of 2.75 is required for admission to Student Teaching.

FOUR-YEAR PLAN

Education—Music PreK-Adult, B.S. Ed.

15% Finish



Semester 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
MUS 106 & 106A: Music Theory I & Aural Theory I	4	B		<input type="checkbox"/>
MUS 161: Class Piano I	1			<input type="checkbox"/>
Applied Lessons	1			<input type="checkbox"/>
Large Ensemble	1			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>

Semester 2

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Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
MATH 101: Quantitative Reasoning	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
MUS 107 & 107A: Music Theory II & Aural Theory II	4	B		<input type="checkbox"/>
MUS 162: Class Piano II	1			<input type="checkbox"/>
Applied Lessons	1			<input type="checkbox"/>
Large Ensemble	1			<input type="checkbox"/>

Semester 3



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Course	Credits	Grade		✓
General Education Course	3			<input type="checkbox"/>
EDUC 210: Diversity, Culture & Education in Society	3			<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3			<input type="checkbox"/>
MUS 206 & 206: Music Theory III & Aural Theory III	4	B		<input type="checkbox"/>
Applied Lessons	1			<input type="checkbox"/>
Large Ensemble	1			<input type="checkbox"/>

Semester 4



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Course	Credits	Grade		✓
General Education Course	3			<input type="checkbox"/>
MUS 301: Methods in Music Technology	3			<input type="checkbox"/>
EDUC 301: Educational Technology (EPAT)	3			<input type="checkbox"/>
EDUC 305: Psychology of Teaching & Learning (EPAT)	3			<input type="checkbox"/>
MUS 329: Music Theory IV: Scoring & Arranging	3	B		<input type="checkbox"/>
Applied Lessons	1			<input type="checkbox"/>
Large Ensemble	1			<input type="checkbox"/>

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The Bachelor of Science in Education, Music PreK-Adult

degree provides students with fundamental knowledge, skills, and licensure to teach general, instrumental, and choral music grades preK-12. Students will take applied lessons, participate in ensembles, and take core music courses in theory, history, and teaching methods. The degree culminates with a semester of supervised student teaching.



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.



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

- 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 210 and EDSP 303 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—EDUC 301 and EDUC 305 must be taken concurrently.

FOUR-YEAR PLAN Education: Music PreK-Adult, B.S. Ed.

Semester 5

Course	Credits	Grade	✓
General Education Course	3-4		<input type="checkbox"/>
General Education Course	3		<input type="checkbox"/>
*EDUC 306: Classroom Management	3		<input type="checkbox"/>
MUS 302: History & Analysis of Music I	3	B	<input type="checkbox"/>
MUS 303 Music Education I—General	3	B	<input type="checkbox"/>
Large Ensemble	1		<input type="checkbox"/>

16-17

Semester 6

Course	Credits	Grade	✓
General Education Course	3		<input type="checkbox"/>
General Education Course	3		<input type="checkbox"/>
MUS 304: Music Education II—Choral	3	B	<input type="checkbox"/>
MUS 305: Music Education III—Instrumental	3	B	<input type="checkbox"/>
MUS 306: History & Analysis of Music II	3	B	<input type="checkbox"/>
Large Ensemble	1		<input type="checkbox"/>

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Semester 7

Course	Credits	Grade	✓
*EDSP 409: Strategies for the Secondary Classroom	3		<input type="checkbox"/>
*EDUC 416: Assessment and the Data Informed Teacher	3		<input type="checkbox"/>
MUS 410: Conducting & Rehearsal Techniques	3		<input type="checkbox"/>
*EDUC 418: Content Area Reading	3		<input type="checkbox"/>

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Semester 8

Course	Credits	Grade	✓
*EDUC 460: Student Teaching	6		<input type="checkbox"/>
*EDUC 460: Student Teaching	6		<input type="checkbox"/>

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You're FINISHED!!

ADVISING

When you choose to pursue this degree, you will be assigned two advisors: one who is an expert in the field of Music 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

With a degree in Music Education, you will be qualified to teach Elementary, Middle, and High School music, or pursue other music careers such as: Independent Music Contractor, Armed Forces Musician, or Church Music Director. You could also go on to graduate school to pursue fields such as Music Recording and Production or Music Therapy.

STUDENT ORGANIZATIONS

NAfME

ACDA

COMPLEMENTARY MINORS

Public Relations

Theater

Helpful Hints

- MUS 302 and 306 can be taken in any order, but it is recommended you take MUS 302 first.
- MUS 303, 304, and 305 can be taken in any order, and will be offered on a two-semester rotation.
- 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.
- Semester 7 Landmark—Secondary Education Methods Block. These courses must be taken concurrently. All other coursework except EDUC 460 must be completed before taking the block courses. MUS 410 is only offered in the Fall.
- Semester 8 Landmark—Your last semester will be Supervised Student Teaching! An overall GPA of 2.75 is required for admission to Student Teaching.

FOUR-YEAR PLAN

Education: Social Studies 5-Adult, B.S. Ed.

15% Finish



Semester 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
HIST 101: History of Civilization	3	C		<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	2-3			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>

15-16

Semester 2

Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
MATH 101: Quantitative Reasoning	3			<input type="checkbox"/>
HIST 102: History of Civilization	3	C		<input type="checkbox"/>
SOC 101: Introduction to Sociology	3	C		<input type="checkbox"/>
General Education Course	4			<input type="checkbox"/>

16

Semester 3

Course	Credits	Grade		✓
EDUC 210: Diversity, Culture, & Education in Society	3	C		<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3	C		<input type="checkbox"/>
GEOG 101: Human Geography	3	C		<input type="checkbox"/>
HIST 203: History of the US	3	C		<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>

15

Semester 4

Course	Credits	Grade		✓
EDUC 301: Educational Technology (EPAT)	3	C		<input type="checkbox"/>
EDUC 305: Psychology of Teaching & Learning (EPAT)	3	C		<input type="checkbox"/>
HIST 204: History of the US	3	C		<input type="checkbox"/>
POSC 104: American Federal Government	3	C		<input type="checkbox"/>
PSY 101: General Psychology	3			<input type="checkbox"/>

15



The Bachelor of Science in Education, Social Studies 5-Adult

degree prepares teacher candidates to teach grade 5-Adult 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.



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 3 Landmark—Students should take the Praxis Core no later than this semester. *Core Praxis prep course available—see your advisor.*
- Semester 3—EDUC 210 and EDSP 303 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—EDUC 301 and EDUC 305 must be taken concurrently.

Semester 5

Course	Credits	Grade		✓
*EDUC 306: Classroom Management & Instruction	3	C		<input type="checkbox"/>
GEOG 200: Physical Geography	3	C		<input type="checkbox"/>
GEOG 255: Regional Geography (topics vary)	3			<input type="checkbox"/>
HIST 307: WV History, Geography & Government	3	C		<input type="checkbox"/>
HIST 321: History & Philosophy of Science	3	C		<input type="checkbox"/>
Elective	3			<input type="checkbox"/>

18

Semester 6

Course	Credits	Grade		✓
ECON 203: Principles of Microeconomics	3	C		<input type="checkbox"/>
GEOG 321: Cultural Anthropology	3	C		<input type="checkbox"/>
HIST 318: Contemporary World History	3	C		<input type="checkbox"/>
POSC 202: State & Local Government	3	C		<input type="checkbox"/>
SOWK 302: Human Diversity	3	C		<input type="checkbox"/>

15

Semester 7

Course	Credits	Grade		✓
*EDSP 409: Strategies for the Secondary Classroom Inclusive Environment	3	C		<input type="checkbox"/>
*EDUC 410: Secondary Content Methods	3	C		<input type="checkbox"/>
*EDUC 416: Assessment and the Data Informed Teacher	3	C		<input type="checkbox"/>
*EDUC 418: Content Area Reading	3	C		<input type="checkbox"/>

12

Semester 8

Course	Credits	Grade		✓
*EDUC 460: Student Teaching	6	C		<input type="checkbox"/>
*EDUC 460: Student Teaching	6	C		<input type="checkbox"/>

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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

- HIST 321 is only offered in the Fall.
- GEOG 321 is only offered in the Spring.
- 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.
- Semester 7 Landmark—Secondary Education Methods Block. These courses must be taken concurrently. All other coursework except EDUC 460 must be completed before taking the block courses.
- Semester 8 Landmark—Your last semester will be Supervised Student Teaching! An overall GPA of 2.75 is required for admission to Student Teaching.



FOUR-YEAR PLAN

15% Finish

Education: Special Education Multi-Categorical K-6 and 5-Adult, B.S. Ed.



Semester 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
HIST 101: History of Civilization	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	2-3			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>

15-16

Semester 2

Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
EDUC 210: Diversity, Culture & Education in Society	3	C		<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3	C		<input type="checkbox"/>
BIOL 101/L: General Biology with Lab	4			<input type="checkbox"/>
MATH 101: Quantitative Reasoning	3			<input type="checkbox"/>

16

Semester 3

Course	Credits	Grade		✓
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
EDSP 265: Child & Adolescent Development	3	C		<input type="checkbox"/>
EDSP 318: Assessments in Special Education	3	C		<input type="checkbox"/>
MATH 103: College Algebra	3			<input type="checkbox"/>
GEOG 200: Physical Geography	3			<input type="checkbox"/>

15

Semester 4

Course	Credits	Grade		✓
EDUC 301: Educational Technology (EPAT)	3	C		<input type="checkbox"/>
EDUC 305: Psychology of Teaching & Learning (EPAT)	3	C		<input type="checkbox"/>
HIST 204: History of the US	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
Elective/Minor	3			<input type="checkbox"/>

15



The **Bachelor of Science in Education, Special Education** degree prepares teacher candidates to work with K-Adult

students in the areas of learning disabilities, mild/moderate intellectual disabilities, and emotional/behavioral disorders. 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.



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

- You may choose either HIST 101 or HIST 102: History of Civilization II in Semester 1.
- Semester 2—EDUC 210 and EDSP 303 must be taken concurrently.
- Semester 3 Landmark—Students should take Praxis Core no later than this semester. *Core Praxis prep course available—see your advisor.*
- Semester 3—You may choose either GEOG 200 or PHSC 104: Concepts in Physical Science: Chemistry/Physics or GEOL 101: Earth Processes, Resources, and the Environment.
- Semester 4—EDUC 301 and EDUC 305 must be taken concurrently.

Semester 5

Course	Credits	Grade		✓
EDSP 317: Reading Strategies for Special Education	3	C	🚩	<input type="checkbox"/>
GEOG 101: Human Geography	3	C		<input type="checkbox"/>
HIST 203: History of the US	3	C		<input type="checkbox"/>
General Education Course	3	C		<input type="checkbox"/>
Elective/Minor	3	C		<input type="checkbox"/>

15

Semester 6

Course	Credits	Grade		✓
*EDUC 306: Classroom Management & Instruction	3	C	🚩	<input type="checkbox"/>
EDUC 315: Understanding Reading Problems	3	C	🚩	<input type="checkbox"/>
EDSP 365: Understanding Difficult Behaviors	3	C	🚩	<input type="checkbox"/>
EDSP 370: Planning & Implementation of Individual Plans for Special Education	3	C	🚩	<input type="checkbox"/>
EDSP 380: Trends and Issues in Special Education	3	C	🚩	<input type="checkbox"/>
SOWK 302: Human Diversity	3			<input type="checkbox"/>

18

Semester 7

Course	Credits	Grade		✓
*EDSP 412: Science & Social Studies Methods in Special Education	3	C	🚩	<input type="checkbox"/>
*EDSP 413: Reading/Language Arts Methods in Special Education	3	C	🚩	<input type="checkbox"/>
*EDSP 414: Mathematics Methods in Special Education	3	C	🚩	<input type="checkbox"/>
*EDSP 415: Co-Teaching, Consultation, & Collaboration	3	C	🚩	<input type="checkbox"/>

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Semester 8

Course	Credits	Grade		✓
*EDUC 460: Student Teaching	6	C	🚩	<input type="checkbox"/>
*EDUC 460: Student Teaching	6	C	🚩	<input type="checkbox"/>

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ADVISING

When you choose to pursue this degree, you will be assigned an advisor who is an expert in the field of Special Education. This advisor 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 students K-Adult. Graduates of the Teacher Education Program are eligible for licensure in West Virginia, and in other states through reciprocal agreements.

Helpful Hints

- Semester 5 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!
- Classes with field placements include: EDUC 210, EDUC 305, EDUC 306, and EDSP 415.
- Courses marked with an asterisk (*) require admission to the Teacher Education Program.
- Semester 6 Landmark—You should take the Praxis II and PLT no later than this semester.
- Semester 7 Landmark—Special Education Methods Block. These courses must be taken concurrently. All other coursework except EDUC 460 must be completed before taking the block courses.
- Semester 8 Landmark—Your last semester will be Supervised Student Teaching! An overall GPA of 2.75 is required for admission to Student Teaching.
- Depending on your General Education choices, students may need to take 1 additional elective credit to reach 120 total hours.

FOUR-YEAR PLAN

Education: Wellness PreK-Adult, B.S. Ed.

15% Finish



Semester 1

Course	Credits	Grade		✓
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
H ED 200: Foundations of Health Education	2			<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>
15				

Semester 2

Course	Credits	Grade		✓
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
MATH 101: Quantitative Reasoning	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
P ED 242: Individual Sports in PE	3			<input type="checkbox"/>
P ED 239: Physical Education Pedagogy	3			<input type="checkbox"/>
15				

Semester 3

Course	Credits	Grade		✓
General Education Course	3-4			<input type="checkbox"/>
EDUC 210: Diversity, Culture, and Education in Society	3	C		<input type="checkbox"/>
EDSP 303: Introduction to Special Education	3	C		<input type="checkbox"/>
P ED 207: Anatomy and Physiology	3			<input type="checkbox"/>
P ED 241: Team Sports in PE	3			<input type="checkbox"/>
15-16				

Semester 4

Course	Credits	Grade		✓
EXSS 202: Foundations of PE & Sport	3			<input type="checkbox"/>
EDUC 301: Educational Technology (EPAT)	3	C		<input type="checkbox"/>
EDUC 305: Psychology of Teaching & Learning (EPAT)	3	C		<input type="checkbox"/>
H ED 303: Principles of Mental & Emotional Health	2			<input type="checkbox"/>
P ED 238: Lifetime Physical Education	3			<input type="checkbox"/>
General Education Course	3			<input type="checkbox"/>
17				



The Bachelor of Science in Education, Wellness PreK-Adult

degree prepares competent and dedicated teachers who are able to design, deliver, and assess health and physical education programs that meet needs of all students in the PreK-Adult schools. Candidates who complete this program will meet the requirements from the WV Department of Education and will be granted a West Virginia teaching license in the field.



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.



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

- 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 210 and EDSP 303 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—EDUC 301 and EDUC 305 must be taken concurrently.

FOUR-YEAR PLAN

Education: Wellness PreK-Adult, B.S. Ed.

Semester 5

Course	Credits	Grade	✓
General Education Course	3		<input type="checkbox"/>
General Education Course	3		<input type="checkbox"/>
*EDUC 306: Classroom Management	3	C	<input type="checkbox"/>
P ED 402: Curriculum & Instruction for Elementary PE	3		<input type="checkbox"/>
P ED 403: Curriculum & Instruction for Secondary PE	3		<input type="checkbox"/>
EXSS 329: Motor Learning & Development	2		<input type="checkbox"/>

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Semester 6



Course	Credits	Grade	✓
General Education Course	3-4		<input type="checkbox"/>
EXSS 315: Kinesiology and Biomechanics	3		<input type="checkbox"/>
H ED 304: Principles of Nutrition and Weight Management	2		<input type="checkbox"/>
H ED 306: Principles of Human Sexuality	3		<input type="checkbox"/>
HS 201: Emergency Care	1		<input type="checkbox"/>
P ED 307: Assessment in Health & PE	3		<input type="checkbox"/>

15-16

Semester 7



Course	Credits	Grade	✓
*EDUC 416: Assessment and Data Informed Teacher	3	C	<input type="checkbox"/>
*EDUC 418: Content Area Reading	3	C	<input type="checkbox"/>
*H ED 400: Methods and Materials in Health Education	3		<input type="checkbox"/>
*P ED 407: Adapted Physical Education	3		<input type="checkbox"/>

12

Semester 8



Course	Credits	Grade	✓
*EDUC 460: Student Teaching	6	C	<input type="checkbox"/>
*EDUC 460: Student Teaching	6	C	<input type="checkbox"/>

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ADVISING

When you choose to pursue this degree, you will be assigned two advisors: one who is an expert in the field of Wellness 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

Physical Education Teacher

Health Education Teacher

Athletic Director

Head Coach in a School Setting

School Administrator (Requires additional education)

STUDENT ORGANIZATIONS

Human Performance Student Club

COMPLEMENTARY MINORS

Health Promotion

Helpful Hints

- For the Natural Sciences General Education courses, Wellness Education students should take BIOL 101 and GEOG 200.
- Classes with field placements include: EDUC 210, EDUC 305, and EDUC 306.
- 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.
- Semester 7 Landmark—Secondary Education Methods Block. These courses must be taken concurrently. All other coursework except EDUC 460 must be completed before taking the block courses.
- Semester 8 Landmark—Your last semester will be Supervised Student Teaching! An overall GPA of 2.75 is required for admission to Student Teaching.

Concord University Elementary Education Online Cohort Proposal

Andrea Campbell Ed.D

Chair, Department of Education

Director of Teacher Education

Current standing

- Currently offered online F19 or S20 semester in **yellow**
- Faculty in agreement to offer online if interactive classroom is established and admission criteria for online program is established in **pink**
- Remaining courses – departments and faculty teaching these courses have NOT yet been contacted to determine interest

Concord University Bachelor of Science in Education - Elementary Education K-6 NOT REGISTRAR'S OFFICIAL DOCUMENT Student ID 774- 120 Semester hours minimum for graduation with a 2.75 average overall 56 hours from a four-year institution					
General Studies (2.00 GPA required)					
Course #	Course Title	HRS	GR	QPT	
Written & Oral Communications (9 credit hours)					
ENGL 101	Composition & Rhetoric I	3			
ENGL 102	Composition & Rhetoric II	3			
COMM 101	Fundamentals of Speech	3			
Literature & Humanities (6 hours) *Repeated for 3 credit hours					
	ENGL 203, 204, 224*, 225*	3			
	HIST 203, 204	3	See major		
Fine Arts (3 credit hours) Met through program requirements					
	ART 101, 103, 105, 106, 204, 205, 216, 303, 304, 308 MUS 101, 451, 453 THEA 102	3			
Social & Behavioral Sciences (9 credit hours)					
GEOG 101	Human Geography	3	See major		
POSC 104	American Federal Government	3	See major		
	Category 1 - Business & Professional Studies BGEN 105, ECON 201, ECON 202, FIN 200, RTM 100, SOWK 161 Category 4 - Psychology PSY 101, 200 Category 5 - Sociology SOC 101, 201, 301	3			
Natural Sciences (7-8 credit hours)					
PHSC 103	Concepts in Physical Science: Physics/Chemistry	4	See major		
	GEOL 101 or PHSC 104	4	See major		
Mathematics (3 credit hours): Select 1 Math course level 100 or higher.					
	Math 103	3	See major		
Physical Wellness (3 credit hours)					
	HED 120, 304 PED 101M, 117, 118 RTM 220	2/3			
Modern/Classical Language (Optional 6 credit hours): Select two courses within the same Modern/Classical Language for substitution purposes.					
	May not substitute Modern Language for ENGL 101, ENGL 102, COMM 101, the Mathematics requirement, or the natural science requirements				
Elementary Elective List 1 (select 1)					
BIOL 101	General Biology I	4			
BIOL 102	General Biology II	4			
CHEM 100	Fundamentals of Chemistry	3			
CHEM101/111	General Chemistry	4			
CS 151	Introduction to Computer Programming	3			
GEOG 200	Physical Geography	3			
GEOL 150	Oceanography	3			
GEOL 202	Evolution of Earth Systems	4			
MATH 104	College Trigonometry	3			
MATH 105	Elementary Statistics	3			
PHYS 105	Introductory Astronomy	4			
Elementary Elective List 2 (select 1) (*C* or better required in EDSP courses)					
EDSP 265	Child/Adolescent Development	3			
EDSP 365	Understanding Difficult Behaviors	3			
EDSP 370	Planning and Implementation of Individualized Plans for Special Education	3			
GEOG 255	Regional Studies: Geography of Appalachia	3			
HIST 101	History of Civilization	3			
HIST 102	History of Civilization	3			
HIST 307	West Virginia History and Government	3			
POSC 202	State and Local Government	3			
PSY 101	General Psychology	3			
SOC 101	Introduction to Sociology	3			
SOC 201	Social Problems	3			
SOWK 161	Introduction to Social Work	3			
SOWK 302	Human Diversity	3			
Professional Education Component (2.75 GPA required with a "C" or better in each course)					
EDUC 210	Diversity, Culture and Education in a Pluralistic Society**	3			
EDUC 301	Educational Technology**	3			
EDUC 305	Psychology of Teaching and Learning**	3			
EDUC 306	Classroom Management and Instructional Strategies	3			
EDSP 303	Introduction to Special Education**	3			
EDSP 415	Co-Teaching, Collaboration and Consultation	3			
Elementary Methods Block					
EDUC 412	Elementary Teaching Methods in Science and Social Studies	3			
EDUC 413	Elementary Teaching Methods in Mathematics	3			
EDUC 414	Elementary Teaching Methods in Literacy	3			
EDUC 416	Assessment and the Data Informed Teacher	3			
Professional Semester					
EDUC 460	Student Teaching	6			
EDUC 460	Student Teaching	6			
Elementary Education K-6 Content (2.75 GPA required with a "C" or better in each EDUC course)					
EDUC 304	Developmentally Appropriate Practices	3			
EDUC 307	Language Arts & Writing Across the Curriculum	3			
EDUC 308	Reading in the Early Years (Grades K-2)	3			
EDUC 309	Reading in the Intermediate Years (Grades 3-6)	3			
EDUC 315	Understanding Reading Problems: Assessment & Instruction	3			
BIOL 110	Biology for Elementary Majors	3			
GEOG 101	Human Geography*	3			
HIST 203	History of the US*	3			
HIST 204	History of the US*	3			
POSC 104	American Federal Government*	3			
MATH 103	College Algebra (grade of "C" or better required)*	3			
MATH 305	Math for Elementary Teachers*	3			
MATH	Math Course 100 or above (grade of "C" or better required)*	3			
PHSC 103	Concepts in Physical Science: Physics/Chemistry	4			
PHSC 104	Concepts in Physical Science: Earth/Space Science*	4			
or	GEOL 101	Earth Processes & Environment*	4		
ART 200	Art for the Classroom Teacher**	1			
MUS 204	Music Skills & Materials for Classroom Teachers**	1			
PED 401	Physical Education, Health & Wellness for Elementary Teachers**	1			
	One Course from Elementary Elective List 1 (Selection cannot be used as both a General Education credit and as this elective credit.)	3/4			
	One Course from Elementary Elective List 2 (Selection cannot be used as both a General Education credit and as this elective credit.)	3			
* Satisfies General Studies Requirement					
**Courses must be taken concurrently as follows:					
1. EDUC210 & EDSP303 must be taken during the same semester					
2. EDUC301 & EDUC305 must be taken during the same semester					
3. EDUC308 & EDUC309 must be taken during the same semester					
4. ART200, MUS204 & PED401 must be taken during the same semester					
On transfer credit for classes with field practicums -- practicum required for course, Department approval must be granted before class will be accepted as transfer credit					

online offerings
F19 and/or S20 2019-2020 Catalog

Goals

- Develop a cohort 4-year plan of study for 25 students to begin F20 and annually thereafter
- Build interactive classroom with recording capabilities
 - Wearable microphones
 - tracking cameras
 - quality monitors/large screens to see all participants
- Establish competitive admission criteria
 - Successful completion of Praxis Core or SAT/ACT exemption prior to enrollment in first class
- Establish interview protocol
 - Candidates have opportunity to prove they need online program
 - Faculty can determine if online program can meet candidates program needs

A close-up, angled view of a green calendar page. The page features large, bold black numbers for the days of the month. Visible numbers include 11, 12, 13, 19, 20, 26, 27, and 28. The calendar is slightly tilted, and the lighting creates a soft shadow on the right side.

4-year plan of study – Year 1

- Fall
- Engl 101
- Comm 101
- Fine Arts
- Wellness
- Hist 203

- Spring
- Engl 102
- Geog 101
- Geol 101/PHSC 104
- Educ 210
- EDSP 303

4-year plan of study – Year 2

- Fall
- Lit/Hum
- POSC 104
- HIST 204
- EDUC 301
- EDUC 305
- Spring
- Math 103
- PHSC 103
- Soc/Beh Science
- ART/MUSIC/PE
- EDUC 307

4 Year Plan of Study – Year 3

- Fall
- EDUC 306
- EDUC 308
- EDUC 309
- BIO 110
- EDUC 304
- Spring
- EDUC 412
- EDUC 413
- EDUC 414
- EDUC 315
- Math 305
- Elective

4 Year Plan of Study – Year 4

- Fall -Residency Part I
- EDSP 415
- EDUC 416
- Level IV Clinical Experience
- Spring – Residency Part II
- Student Teaching



Needs



Plans for ensuring slots in existing online sections during scheduled semesters



Development of sections of non existing online courses



Technology for interactive classroom



Installment and training of interactive classroom technology



Plans and technology for distance supervision of field experiences



Application, admission, and interview process



Advising/Enrollment process



Tuition and fees considerations

assistance with recruiting

Andrea Campbell <acampbell@concord.edu>

Thu 2/6/2020 12:12 PM

To: David Walker <coachwalker@concord.edu>

Coach Walker,

As the Director of Teacher Education and Chair of the Department of Education, I would like to welcome you to Concord! I would also like to talk to you briefly about recruiting and how the Department of Education might can help. If you have a few minutes available one day in the next week or so, please let me know and I can walk over to discuss these ideas with you briefly.

Thanks!!

Andrea Campbell

*Andrea Campbell, Ed.D
Chair, Department of Education
Director of Teacher Education
Professor of Education
Concord University
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Intent to Plan

Education Leadership and Supervision: Elementary or Secondary STEM/STEAM Education Cognate Master of Education

A statement describing the educational objectives, the relationship of the objectives to the mission of the institution, and any special features or conditions that make the institution a desirable or unique place to initiate such a program:

Educational Objectives

- Develop a practical and foundational understanding of STEM/STEAM education content and practices preparing candidates for STEM/STEAM leadership roles at the elementary or secondary level.
- Develop and implement authentic, integrated inquiry- and design-based STEM/STEAM learning experiences.
- Deepen science, technology, engineering, the arts, and mathematics conceptual knowledge.
- Develop an understanding of trends and issues related to STEM/STEAM education.
- Improved understanding of the engineering design process.
- Learn to support integrative STEM/STEAM learning through inquiry using national science, technology, engineering, the arts, and mathematics practices.
- Establish a working understanding of the West Virginia College and Career Readiness Standards directed at STEM/STEAM and the ability to develop lessons that support these standards.
- Utilize STEM/STEAM notebooks as tools to develop students' abilities to engage in discourse from evidence and communicate information.
- Enhance coaching and facilitation skills for online professional development for colleagues.

The Mission of Concord University

The mission of Concord University is to provide a quality, liberal arts-based education, to foster scholarly and creative activities, and to serve the regional community.

Concord University provides rigorous programs that prepare students to pursue various career options or graduate study. Concord's undergraduate and graduate programs lead students to assume leadership and professional roles in a multicultural society and prepare students to face the challenges of globalization. Concord is committed to serving a diverse student body including traditional, non-traditional, local, national and international students. While we incorporate a variety of educational approaches, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community, Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication and appreciation of scholarly efforts.

The primary purpose of Concord's mission is academic; however, the service the University provides to the state, region and world goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

A description of the program:

Educational Leadership and Supervision

It takes commitment, high energy and enthusiasm to become an effective leader in education. Under the direction of Concord University faculty, candidates use these traits to determine effective solutions to the current challenges facing education, and educational leaders.

By earning an M.Ed. in Education Leadership and Supervision, candidates learn how to guide the teaching of excellent instructors, manage the complex needs of students and parents, and help orchestrate school reform. This program provides unique core classes and content course tailored to the candidate's interests. It concludes with a meaningful administrative internship that is individually designed for the candidate to promote their growth and development.

Elementary or Secondary STEM/STEAM Education Cognate

The STEM/STEAM Education cognate prepares elementary and secondary educators by developing a practical and foundational understanding of STEM/STEAM education content and practices enabling candidates to assume STEM/STEAM leadership roles. All work is job-embedded, building to the development and implementation of authentic, integrated inquiry- and design-based STEM/STEAM learning experiences. Art elevates the curriculum when the focus is on the design process, and effective STEAM education results in deeper understandings and improved confidence for students.

A statement describing how the institution will assure high quality standards for the program and maintain a continuing assessment of quality:

University Goals

Knowledge/Mastery of Content

Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

Critical Thinking

Students will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

Communication

Students will demonstrate the ability to communicate clearly and effectively.

Personal, Civic, Cultural, and Global Competence

Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

Assessment

Concord University's assessment system is closely tied to the University's mission and educational goals. Assessment at Concord has two important roles: institutional quality and accountability. To analyze and improve the quality of Concord's educational programs, the University uses various measures to assess student learning. These assessment measures are used in the continuous evaluation of curricular and instructional decisions to improve programs and assess student learning. An integral part of the program is the assessment of student learning in the major and the general education program. However, Concord strives to involve all educational support areas in the assessment process. All programs assess the learning environment and what changes might be made to maximize the learning experience. Assessment of student learning is ultimately the systematic collection, analysis, and use of information to improve student learning.

A statement listing other institutions in WV that offers similar programs:

This purposed program is not offered at any other West Virginia institution.

Statement on what societal, occupational, research, or public service needs will be met, as well as anticipated student demand for the program:

In an ever-changing, increasingly complex world, it is more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. These are the kinds of skills that students develop in science, technology, engineering, math, and the arts—disciplines collectively known as STEM and/or STEAM. If we want a nation where our future leaders, neighbors, and workers have the ability to understand and solve some of the complex challenges of today and tomorrow, and to meet the demands of the dynamic and evolving workforce, building students' skills, content knowledge, and fluency in STEM/STEAM fields is essential. We must also make sure that, no matter where children live, they have access to quality learning environments. A child's zip code should not determine their STEM/STEAM fluency.

Today's students are tomorrow's leaders. Occupations in STEM/STEAM-related careers are some of the fastest growing and best paid of the 21st century, and they often have the greatest potential for job growth. As America strives to keep up with the current and projected demand for STEM/STEAM output, it is important that our country remains competitive in fields of science, technology, medicine, and all of the other STEM/STEAM fields we have mentioned so far. The best way to ensure future success and longevity it is to make sure that American students are well versed in these subjects. Building a solid STEM/STEAM foundation through a well-rounded curriculum is the best way to ensure that students are exposed to math, science, and technology throughout their educational career.

Students are extremely curious and impressionable, so instilling an interest at an early age could spark a lasting desire to pursue a career in any of these fields. By the time a student is ready to enter the workforce, they must have enough knowledge to make invaluable contributions to our nation's STEM/STEAM industries. It is also important that schools have an ample number of teachers who are experts in STEM/STEAM, and these subjects should always be considered as high demand subjects. Teachers who follow an alternative route to teacher certification are at an advantage to teach in a STEM/STEAM field if they majored in one or are transitioning from a STEM/STEAM-related career.

Today more than ever, institutions must prepare their students for careers of tomorrow by fostering and perpetuating enthusiasm for science, technology, engineering, mathematics, and the arts (STEM/STEAM) disciplines. Concord University's STEM/STEAM program would provide elementary and

secondary educators a research-based framework and criteria for their awareness, continuous improvement and assessment of the quality, rigor and substance of their STEM/STEAM educational programs. The standards and indicators clearly define the qualities and components vital to creating and sustaining superior, student-centered Pre-K-12 STEM/STEAM teaching and learning programs, as well as clear expectations for student outcomes and mastery of 21st century skills.

Additional resources needed to offer the program:

- Online learning management system (e.g., Blackboard)
- Online meeting platform (e.g., Adobe Acrobat)
- Open Educational Resources (OER) as available

A statement describing the instructional delivery methodologies to be employed to deliver the program:

The STEM/STEAM program will be delivered via technology—online learning management system and online meeting platform.

MASTER of EDUCATION
Education Leadership and Supervision
Elementary or Secondary STEM/STEAM Education Cognate
(36 hours required)

Professional Education Core (Required)		
EDUC 510	Models of Curriculum and Instruction	3
EDUC 520	Educational Research	3
EDUC 530	Integrating Technology in the Teaching/Learning Process	3
EDUC 540	Assessment and Evaluation in Education	3
STEM/STEM Educational Leadership Cognate (Required)		
EDUC 500*	Foundations of STEM/STEAM Education	3
EDUC 505	STEM/STEAM Education Issues and Trends	3
EDUC 515	Technological Engineering Design	3
EDUC 525	Integrative Arts in STEM/STEAM Education	3
EDUC 535	Integrative Science and Math in STEM/STEAM Education	3
EDUC 540E EDUC 540S	STEM/STEAM Education Integrative Methods (Elementary or Secondary)	3
EDUC 550	Action Research I in STEM/STEAM Education	3
EDUC 560	Action Research II in STEM/STEAM Education	3

*Course numbers have been arbitrarily chosen for discussion purposes below.

Course Descriptions and Objectives

EDUC 500 Foundations of STEM/STEAM Education

EDUC 500 delves into the foundations of STEM/STEAM Education, exploring national, state, and local standards to build a foundational understanding of each STEM/STEAM discipline. Topics and strategies include: an overview of national science, technology, mathematics and the arts standards; suggested integration of engineering, computational thinking, and the arts into K-12 education; an overview of standards-based STEM/STEAM Education; introduction of the 7E lesson plan design emphasizing STEM/STEAM career awareness related to learning experiences.

At the conclusion of this course, candidates are expected to be able to know about and/or do the following:

- National organizations' definitions and identified content and practices for science, technology, engineering, mathematics, and the arts
- National standards, West Virginia College and Career Readiness Standards and local school districts' definitions and identified content and practices for science, technology, engineering, mathematics, and the arts
- Components of inquiry- design-, and artistic- based lesson plans
- Components of 7E constructivist units and lesson plans
- STEM/STEAM career awareness
- The effective use of multi-media and tools to integrate STEM/STEAM content and practices

EDUC 505: STEM/STEAM Education Issues and Trends

EDUC 505 explores and provides a synthesized overview of contemporary issues and trends affecting K-12 STEM/STEAM education. Through analysis of these issues, candidates investigate and develop practical applications within classroom culture, lesson design, and assessment. Candidates build sophisticated pedagogical perspectives that are reflected within an assigned project as evidenced by:

- Identifying an area of interest
- Developing a final project
- Integrating research with their individual teaching experiences
- Implementing the project with range of students and/or adults

At the conclusion of this course, candidates are expected to be able to know about and/or do the following:

- National standards and West Virginia College and Career Readiness skills in STEM/STEAM content areas
- 21st Century STEM/STEAM Knowledge and Skills
- Policy in STEM/STEAM Education
- Informal and Formal STEM/STEAM Learning Experiences such as STEM/STEAM in literature, afterschool programs, family STEM/STEAM nights, externships, community involvement, museum experiences, summer camp settings, STEM/STEAM in Boys' and Girls' Clubs, STEM/STEAM in 4H, etc.
- Components of Inquiry- Design- and Artistic-Based Learning Experiences
- Components of Project- and Problem-Based Learning Experiences
- Effective Use of Multi-Media and Tools
- Knowledge of the benefits of STEM education for all citizens, enabling them to make informed decisions about challenges facing the next generation, for future STEM workforce development and related career opportunities and the skills necessary to be successful in them

EDUC 515: Technology Engineering Design

EDUC 515 explores and expands on the concepts of grand challenges, essential and driving questions, technology and engineering (T/E) based design thinking, artistic based design thinking, creative thinking, model-based reasoning, computational reasoning, complex systems thinking, quantitative reasoning, wonderment and awe in order to prepare candidates to use STEM and STEM related pedagogical practices to engage learners in the ways of thinking and habits of mind used in STEM and STEM related disciplines.

At the conclusion of this course, candidates are expected to be able to know and/or do the following:

- To understand what the engineering design process is and how this differs from the scientific method
- To introduce the engineering design process through selective design challenges
- To understand the corresponding engineering concepts needed to successfully complete the design challenges
- To engage students in engineering design processes to solve open-ended problems or complete design challenges
- Development of engineering design challenges using design briefs

- To understand the role of computer-based modeling as an essential tool in the engineering design process
- Design, use, and assessment of STEM/STEAM notebooks as tools for written and oral communication
- To introduce technical writing as part of the design process
- To introduce ethnics as applied to engineering design
- Think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format

EDUC 525: Integrative Arts in STEM/STEAM

This course explores the integrative nature of learning with an interdisciplinary curriculum approach in the areas of the arts. Instructional strategies in this course will be delivered through engineering and artistic design challenges and project-based/problem-based projects. By focusing on seeking answers to real world problems, candidates can enable students to relate artistic ideas to real world situations and apply these in everyday life. Candidates develop, integrate, and implement integrated design- and artistic-based STEM/STEAM lessons into their teaching; and continue to use STEM/STEAM notebooks with students as tools for planning and teaching, thereby developing 21st Century Skills, as identified by the Partnership for 21st Century Learning. All work in this course builds to the development and implementation of authentic, integrated inquiry-, design-, artistic-based STEM/STEAM lessons.

At the conclusion of this course, candidates are expected to be able to know and/or do the following:

- Can manage classroom, field, and activities to ensure the safety of all students
- Understands the correct use of tools, materials, equipment, and technologies pertaining to the arts
- Has practical knowledge about teaching the arts and about how students learn the arts
- Knows the varied and appropriate assessments and assessment practices to monitor the arts integrated into STEM/STEAM learning
- Understands the nature and history of the arts in STEM/STEAM
- Understands how the arts affects the daily lives of students and how it interacts with and influences personal and societal decisions
- Knows the arts content strategies appropriate to implement STEM/STEAM education for **all** students
- Design of 7E constructivist units and lesson plans
- Understands standards-based, structured inquiry-based and real-world problem-based learning that interconnects the arts with STEM/STEAM-related subjects
- Understands the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for special needs students
- Engages in critical thinking and problem solving to design and implement lessons with real-world solutions
- Continue the use of STEM/STEAM notebooks as tools for written and oral communication

EDUC 535: Integrative Science and Math in STEM/STEAM

This course explores the integrative nature of learning with an interdisciplinary curriculum approach in the areas of science and math. Instructional strategies in this course will be delivered through engineering design challenges and project-based/problem-based projects. By focusing on seeking

answers to real world problems, candidates can enable students to relate mathematic and scientific ideas to real world situations and apply these in everyday life.

At the conclusion of this course, candidates are expected to be able to know and/or do the following:

- Can manage classroom, field, and laboratory activities to ensure the safety of all
- Understands the correct use of tools, materials, equipment, and technologies in science and mathematics
- Has practical knowledge about teaching science and mathematics and about how students learn science and math
- Knows the varied and appropriate assessments and assessment practices to monitor science and mathematics integrated into STEM/STEAM learning
- Understands the nature and history of science and mathematics in STEM/STEAM
- Design of 7E constructivist units and lesson plans
- Understands how science and mathematics affects the daily lives of students and how it interacts with and influences personal and societal decisions
- Knows the science and mathematics content strategies appropriate to implement STEM/STEAM education for **all** students
- Understands standards-based, structured inquiry-based and real-world problem-based learning that interconnects science and mathematics with STEM/STEAM-related subjects
- Understands the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for special needs students
- Engages in critical thinking and problem solving to design and implement lessons with real-world solutions
- Continue the use of STEM/STEAM notebooks as tools for written and oral communication

EDUC 540E STEM/STEAM Integrative Methods for Elementary Educators

The application of scientific, technological, engineering, and mathematical skills and principles naturally occurs in those specific content area courses when STEM education is the focus. Throughout this course, candidates will more intentionally focus on STEAM education, developing their integration of Liberal Arts (to include Language Arts and Social Studies) and Fine Arts in the learning environment.

At the conclusion of this course, candidates are expected to be able to know and/or do the following:

- Assess students using interdisciplinary STEM/STEAM performance tasks and portfolio assessments using authentic, self- and/or team-created grading rubrics
- Implement authentic teaching and learning strategies to include project-based learning, problem-based learning, place-based education, design-based and/or artistic-based learning
- Foster a learning environment which encourages risk taking, innovation, creativity and wonder
- Develop 7E constructivist units and lesson plans
- Engage students in:
 - STEM/STEAM reasoning that is characteristic of how STEM/STEAM literate members of society and STEM professionals think and solve problems (using questioning techniques and reasoning/thinking listed in the purpose)
 - Authentic or investigative research to answer relevant questions
 - Experiential learning
 - Project management techniques

EDUC 540S: STEM/STEAM Integrative Methods for Secondary Educators

The application of scientific, technological, engineering, and mathematical skills and principles naturally occurs in those specific content area courses when STEM education is the focus. Throughout this course, candidates will more intentionally focus on STEAM education, developing their integration of Liberal Arts (to include Language Arts and Social Studies) and Fine Arts in the learning environment.

At the conclusion of this course, candidates are expected to be able to know and/or do the following:

- Assess students using interdisciplinary STEM/STEAM performance tasks and portfolio assessments using authentic, self- and/or team-created grading rubrics
- Implement authentic teaching and learning strategies to include project-based learning, problem-based learning, place based education, design-based and/or artistic-based learning
- Foster a learning environment which encourages risk taking, innovation, creativity and wonder
- Develop 7E constructivist units and lesson plans
- Engage students in:
 - STEM/STEAM reasoning that is characteristic of how STEM/STEAM literate members of society and STEM professionals think and solve problems (using questioning techniques and reasoning/thinking listed in the purpose)
 - Authentic or investigative research to answer relevant questions
 - Experiential learning
 - Project management techniques

EDUC 550: Action Research I in STEM/STEAM Education

The course provides a foundation for qualitative inquiry with a focus on case study research, ethnographic description, designing and conducting qualitative research in the special education environment. The course includes analyzing data and reporting qualitative analysis.

At the conclusion of this course, candidates are expected to be able to know and/or do the following:

- Develop an action research topic as part of the capstone experience in *EDUC 660*
- Design the methods of collecting and analyzing data

EDUC 660: Action Research II in STEM/STEAM Education

This internship course is an integrated part of the Masters' program. The entire emphasis of the internship is to provide a well thought out, planned "hands on" learning experience for students which bridges the gap between pedagogy and practice. This course will provide candidates with practical experience in STEM/STEAM educational leadership tasks, issues and responsibilities under the close supervision and direction of clinical affiliates, which will also include effective supervisory skills and the teacher/staff evaluation process.

At the conclusion of this course, candidates are expected to be able to know and/or do the following:

- Demonstrated knowledge of, and the ability to use, action research as part of personal professional development and reflective practice of STEM/STEAM education
- conduct an action research project with strong ties to current STEM/STEAM educational research.
- Produce a written research paper

RE: follow up regarding track recruits

Michael Cox <cox@concord.edu>

Tue 2/4/2020 12:08 PM

To: Andrea Campbell <acampbell@concord.edu>

Andrea,

Thank you for meeting with these two Athletes. It was a big help and I really appreciate it! I am still in contact with them and it seems we are one of their top choices at the current time. I will keep you posted.

Thanks,

Coach Cox

From: Andrea Campbell

Sent: Tuesday, February 4, 2020 12:07 PM

To: Michael Cox <cox@concord.edu>

Subject: follow up regarding track recruits

Coach Cox,

Thank you for allowing me the opportunity to discuss our education program with the two athletes you are in the process of recruiting. I enjoyed meeting with them and their families and hope they ultimately decide to commit to CU!

If you are able, could you please update me on their status?

Thanks so much!!

Andrea

Andrea Campbell, Ed.D

Chair, Department of Education

Director of Teacher Education

Professor of Education

Concord University

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(304) 384-5362

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