

# Education—General Science

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

### Semester 1

Course	Credits	Grade		<input type="checkbox"/>
ENGL 101: Composition & Rhetoric I	3	C*		<input type="checkbox"/>
MATH 103: College Algebra	3	C		<input type="checkbox"/>
[BIOL 121/L: Foundations of Biology 1 with Lab]	4	C		<input type="checkbox"/>
[GEOL 101: Earth Process & Environment]	4	C		<input type="checkbox"/>
UNIV 100: CU Foundations	1			<input type="checkbox"/>
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### Semester 2

Course	Credits	Grade		<input type="checkbox"/>
ENGL 102: Composition & Rhetoric II	3	C*		<input type="checkbox"/>
[BIOL 122/L: Foundations of Biology 2 with Lab]	4	C		<input type="checkbox"/>
MATH 104: Trigonometry	3	C		<input type="checkbox"/>
[PHYS 105: Introductory Astronomy ]	4	C		<input type="checkbox"/>
General Education Course	2-3			<input type="checkbox"/>
	16-17			

### Semester 3

Course	Credits	Grade		<input type="checkbox"/>
[BIOL 201/L: Ecology and Field Methods with Lab]	4	C		<input type="checkbox"/>
[CHEM 101/111: General Chemistry with Lab]	4	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"/>
<b>GEOL 202/L: Evolution of Earth Systems with Lab</b> (Offered fall of even years. Must be taken in semester 3 or semester 5.)	4	C		<input type="checkbox"/>
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### Semester 4

Course	Credits	Grade		<input type="checkbox"/>
COMM 101: Fundamentals of Speech	3			<input type="checkbox"/>
[CHEM 102/112: General Chemistry II with Lab]	4	C		<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"/>
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



#### 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—Students can choose to start with the biology course sequence **or** the chemistry course sequence. Students are encouraged to complete one sequence prior to beginning another.
- Semesters 1-2—Students can take GEOL 101 and PHYS 105 in either semester.
- MATH 103 & 104 may be waived for students based on SAT/ACT scores. Work with your advisor for appropriate placement.
- Semester 3—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 4—EDUC 301 and 305 must be taken concurrently.

Semester 5

Course	Credits	Grade	✓
[CHEM 210: Chemical Laboratory Safety]	1	C	<input type="checkbox"/>
[PHYS 101/L: Introductory Physics with Lab]	4	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"/>

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Semester 6 

Course	Credits	Grade	✓
*EDUC 306: Classroom Management & Instruction	3	C	<input type="checkbox"/>
*EDUC 418: Content Area Reading	3	C	<input type="checkbox"/>
PHYS 102/L: Intermediate Physics with Lab	4	C	<input type="checkbox"/>
Elective (MATH 105 recommended)	3		<input type="checkbox"/>
General Education Course	3		<input type="checkbox"/>

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**Year-Long Residency**

Semester 7

Course	Credits	Grade	✓
*EDSP 409: Strategies for the Secondary Classroom Inclusive Environment	3	C	<input type="checkbox"/>
*EDUC 416: Assessment and the Data Informed Teacher	3	C	<input type="checkbox"/>
*EDUC 450: Clinical Experience Level IV	6		<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*

- 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!
- Semesters 3-5—BIOL 201 and CHEM 210 courses need to be taken as soon as possible.
- Semesters 5 & 6—Students may take PHYS 201 & 202 in place of PHYS 101 & 102. These should be taken during Semesters 4 & 5, adjusting General Education Courses appropriately.
- 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 general science 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.