

SECONDARY EDUCATION PE HEALTH WELLNESS PRE K-ADULT

REQUIREMENTS

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

CORE 1: CRITICAL THINKING

| CODE | COURSE NAME | HRS | GRADE |
|---|--------------------------------|-----|-------|
| FYS 100 | First Year Seminar | 3 | _____ |
| MTH 121 | Critical Thinking Course | 3 | _____ |
| ESS 218 | Critical Thinking Course | 3 | _____ |
| Additional University Requirements | | | |
| _____ | Writing Intensive | 3 | _____ |
| _____ | Writing Intensive | 3 | _____ |
| _____ | Multicultural or International | 3 | _____ |
| CI 450 | Student Teaching Capstone | 3 | _____ |

CORE 2:

| CODE | COURSE NAME | HRS | GRADE |
|---------|------------------------------|-----|-------|
| ENG 101 | Composition I | 3 | _____ |
| ENG 201 | Composition II | 3 | _____ |
| CMM 103 | Fund Speech-Communication | 3 | _____ |
| MTH 121 | Concepts & Applications (CT) | 3 | _____ |
| _____ | Natural Science | 4 | _____ |
| _____ | Humanities | 3 | _____ |
| _____ | Social Science | 3 | _____ |
| _____ | Fine Arts | 3 | _____ |

TEACHING SPECIALIZATION

All Wellness Programs PreK-Adult majors are required to take the following courses:

| CODE | COURSE NAME | HRS | GRADE | CODE | COURSE NAME | HRS | GRADE |
|----------|-----------------------------|-----|-------|----------|-----------------------------|-----|-------|
| DTS 210 | Nutrition | 3 | _____ | ESS 211 | Physiology of Fitness | 3 | _____ |
| HS 201 | Intro Appl Anat & Physiol | 3 | _____ | WELL 305 | HE & PE in Early Child Prog | 3 | _____ |
| HS 220 | Personal Health | 3 | _____ | WELL 350 | Rhy & Movement Children | 3 | _____ |
| HS 221 | Personal Health II | 3 | _____ | ESS 435 | Adapted PE & Mainstream | 3 | _____ |
| HS 222 | Hlth Prov First Aid/CPR/AED | 3 | _____ | _____ | PEL activity course | 1 | _____ |
| WELL 325 | School & Comm Health | 3 | _____ | _____ | PEL activity course | 1 | _____ |
| HS 365 | Functional Kinesiology | 3 | _____ | _____ | PEL activity course | 1 | _____ |
| HS 369 | Motor Learning | 3 | _____ | _____ | PEL activity course | 1 | _____ |
| WELL 426 | Curriculum in Health Ed | 3 | _____ | _____ | PEL activity course | 1 | _____ |
| STHM 218 | Sports in Society (CT) | 3 | _____ | _____ | PEL activity course | 1 | _____ |

PROFESSIONAL EDUCATION CORE

Students who wish to major in Wellness Programs PreK-Adult must take the following Professional Education Core courses:

| CODE | COURSE NAME | HRS | GRADE | CODE | COURSE NAME | HRS | GRADE |
|----------|------------------------------|-----|-------|----------|------------------------------------|-----|-------|
| CI 350 | Inst Tech & Computing | 3 | _____ | CI 402 | Teaching Middle Childhood Learners | 3 | _____ |
| EDF 201 | Ed Psych Developing Learner | 3 | _____ | CI 449 | Instr & Clarm Mgt Sec Ed | 3 | _____ |
| EDF 270 | Level I Clinical Exp | 0 | _____ | CISP 422 | Differentiate Instruction | 3 | _____ |
| CISP 421 | Child with Exceptionalities | 3 | _____ | CI 415 | Int Meth & Mat: Sec Ed | 3 | _____ |
| EDF 435 | Classroom Assessment | 3 | _____ | CI 470 | Level II Clinical Exp | 0 | _____ |
| EDF 475 | Schools in a Diverse Society | 3 | _____ | CI 450 | Student Teaching Capstone | 12 | _____ |
| CI 345 | Crit Read Writ & Think | 3 | _____ | _____ | Free Elective | 1 | _____ |

MAJOR INFORMATION

Admission requirements for ADMI 4:

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

Admission requirements for ADMI 5:

- 12 hours of completed Professional Education Core courses, 2. 2.8 GPA overall, at MU, and in Teaching Specialization, 3. 3.0 GPA in Professional Education Core

Admission requirements for Student Teaching:

- At least 90% of Teaching Specialization courses completed, 2. Minimum of 100 credit hours completed, 3. 2.8 GPA overall, at MU, and in Teaching Specialization, 4. 3.0 GPA in Professional Education Core, 5. Completion of

all Professional Education Core Courses (with the exception of EDF 475)

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

Milestone Course: This is a key success marker for your major. See your advisor to discuss importance of this course in your plan of study.

SECONDARY EDUCATION PE HEALTH WELLNESS PRE K-ADULT

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

| YEAR ONE | FALL SEMESTER | | | | SPRING SEMESTER | | | |
|----------|-------------------------|--------------------------------|-----------|-------|--------------------|------------------------------|-----------|-------|
| | CODE | COURSE NAME | HRS | GRADE | CODE | COURSE NAME | HRS | GRADE |
| | HS 222 | Hlth Prov First Aid/CPR/AED | 3 | _____ | ESS 211 | Physiology of Fitness | 3 | _____ |
| | CMM 103 | Fund Speech Communication | 3 | _____ | MTH 121 | Concepts & Applications (CT) | 3 | _____ |
| | ENG 101 | Beginning Composition | 3 | _____ | ENG 201 | Advanced Composition | 3 | _____ |
| | FYS 100 | First Yr Sem Critical Thinking | 3 | _____ | _____ | Social Science (M/I, WI) | 3 | _____ |
| | _____ | PEL activity course | 1 | _____ | _____ | PEL activity course | 1 | _____ |
| | _____ | Fine Arts Elective | 3 | _____ | _____ | Free Elective | 1 | _____ |
| | UNI 100 | Freshman First Class | 1 | _____ | | | | |
| | TOTAL HOURS | | 17 | | TOTAL HOURS | | 14 | |
| | Summer Term (optional): | | | | | | | |

| YEAR TWO | FALL SEMESTER | | | | SPRING SEMESTER | | | |
|----------|-------------------------|---------------------------|-----------|-------|--------------------|-----------------------------------|-----------|-------|
| | CODE | COURSE NAME | HRS | GRADE | CODE | COURSE NAME | HRS | GRADE |
| | CI 350 | Inst Tech & Computing | 3 | _____ | CISP 421 | Child with Exceptionalities | 3 | _____ |
| | DTS 210 | Nutrition | 3 | _____ | EDF 201 | Ed Psych Developing Learner | 3 | _____ |
| | STHM 218 | Sports in Society (CT) | 3 | _____ | EDF 270 | Level I Clinical Exp | 0 | _____ |
| | HS 201 | Intro Appl Anat & Physiol | 3 | _____ | WELL 305 | HE & PE in Early Child Prog | 3 | _____ |
| | _____ | PEL activity course | 1 | _____ | HS 365 | Functional Kinesiology | 3 | _____ |
| | _____ | PEL activity course | 1 | _____ | _____ | PEL activity course | 1 | _____ |
| | _____ | PEL activity course | 1 | _____ | _____ | Any ENG 200 level Humanities (WI) | 3 | _____ |
| | TOTAL HOURS | | 15 | | TOTAL HOURS | | 16 | |
| | Summer Term (optional): | | | | | | | |

| YEAR THREE | FALL SEMESTER | | | | SPRING SEMESTER | | | |
|------------|-------------------------|------------------------------------|-----------|-------|--------------------|------------------------------|-----------|-------|
| | CODE | COURSE NAME | HRS | GRADE | CODE | COURSE NAME | HRS | GRADE |
| | CI 345 | Crit Read Writ & Think | 3 | _____ | CI 449 | Instr & Classroom Mgt Sec Ed | 3 | _____ |
| | CI 402 | Teaching Middle Childhood Learners | 3 | _____ | EDF 435 | Classroom Assessment | 3 | _____ |
| | WELL 350 | Rhy & Movement Children | 3 | _____ | HS 221 | Personal Health II | 3 | _____ |
| | HS 220 | Personal Health | 3 | _____ | WELL 325 | School & Comm Health | 3 | _____ |
| | _____ | Physical/Natural Science | 4 | _____ | HS 369 | Motor Learning | 3 | _____ |
| | TOTAL HOURS | | 16 | | TOTAL HOURS | | 15 | |
| | Summer Term (optional): | | | | | | | |

| YEAR FOUR | FALL SEMESTER | | | | SPRING SEMESTER | | | |
|-----------|-------------------------|------------------------------|-----------|-------|--------------------|---------------------------|-----------|-------|
| | CODE | COURSE NAME | HRS | GRADE | CODE | COURSE NAME | HRS | GRADE |
| | CI 415 | Int Meth & Mat: Sec Ed | 3 | _____ | CI 450 | Student Teaching Capstone | 12 | _____ |
| | CI 470 | Level II Clinical Exp | 0 | _____ | | | | |
| | CISP 422 | Differentiate Instruction | 3 | _____ | | | | |
| | EDF 475 | Schools in a Diverse Society | 3 | _____ | | | | |
| | ESS 435 | Adapted PE & Mainstream | 3 | _____ | | | | |
| | WELL 426 | Curriculum in Health Ed | 3 | _____ | | | | |
| | TOTAL HOURS | | 15 | | TOTAL HOURS | | 12 | |
| | Summer Term (optional): | | | | | | | |

Milestone Course: This is a key success marker for your major. See your advisor to discuss importance of this course in your plan of study.

● General Education Requirement ■ College Requirement ◆ Major Requirement ◆ Area of Emphasis

PE HEALTH WELLNESS PRE K-ADULT – 2020-2021

INVOLVEMENT OPPORTUNITIES

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

RELATED MAJORS

- Public Health
- Health Sciences
- Nursing
- Dietetics
- Athletic Training
- Healthcare Management

GRADUATION REQUIREMENTS

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

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

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

YEAR ONE



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



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



In order to graduate on time, you need to take an average of 15 credits per semester. Are you on track? Take 15 to Finish!



Take a career self-assessment to help determine what majors fit your talents and interests and consider job shadowing opportunities.



Volunteer in local museums, non-profit agencies, dog shelters, hospitals, libraries, festivals, or women's shelters.



Join or create a club or organization on campus about a particular issue you care about. Marshall has more than 200 student organizations.



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

YEAR THREE



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



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



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



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



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



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



Inquire about available Teacher-In-Residence opportunities.

YEAR TWO



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



Attend civic meetings, such as the school board, neighborhood associations, city council, or important state legislative sessions.



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



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



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



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



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

YEAR FOUR



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



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



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



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



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



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



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

TRANSFERABLE SKILLS ASSOCIATED WITH THIS MAJOR

- Communication Skills
- Health and Wellness Education Knowledge
- Instructional and Curriculum Development Skills
- Public Resource Knowledge

ASSOCIATED CAREERS

- Public or Private School Health Teacher
- Community Center Health Program Coordinator
- Wellness Coach
- Sports Team Wellness Advisor



Marshall University
College of Education and Professional Development
One John Marshall Drive
Huntington, WV 25755
1-304-696-3131
coepd@marshall.edu
marshall.edu/coepd