

# THE SCHOOL OF EDUCATION AND URBAN STUDIES

**DEPARTMENT OF  
FAMILY AND CONSUMER  
SCIENCES**

**DEPARTMENT OF  
HEALTH, PHYSICAL  
EDUCATION,  
RECREATION AND  
DANCE**

(Health Education,  
Physical Education)

**DEPARTMENT OF  
TEACHER EDUCATION  
AND PROFESSIONAL  
DEVELOPMENT**

(Elementary Education,  
Secondary Education)



# SCHOOL OF EDUCATION AND URBAN STUDIES

**Dr. Patricia L. Welch, Dean**

The School of Education and Urban Studies was established in 1981 by merger of the School of Education and the School of Urban Studies and Human Development. Currently, the School subsumes those academic programs that were administered previously within the merged schools and has primary responsibility for provision of quality pre-professional programs of study including supervised practicum experiences, leading to careers in education and family and consumer sciences. The School of Education and Urban Studies offers courses especially designed to satisfy general university graduation requirements relative to health and physical education.

Undergraduate courses and programs of study within the School of Education and Urban Studies are administered through the three (3) departments that comprise the School: Family and Consumer Sciences; Health, Physical Education, Recreation and Dance; and Teacher Education and Professional Development.\* The single asterisk (\*) denotes the department that offers both undergraduate and graduate programs of study. Only undergraduate programs are described herein.

Students earning degrees in the School of Education and Urban Studies must meet the following graduation requirements.

All General Education Requirements

Major Requirements. Students must complete the requirements specified in the programs in which they are majoring.

Urban Core: Effective 1997 Fall semester, all students earning degrees in programs in the School of Education and Urban Studies must complete six credits in the Urban Core. The courses must be taken at Morgan State University and they cannot be used to satisfy other requirements. The courses must be taken outside of the major, but within the School.

NB: The Urban Core is not required for Elementary Education students.

**The following courses are strongly recommended:**

FACS 341 Alcohol and Substance Abuse  
in the Family

HEED 316 First Aid Safety and CPR

EDUC 415 Cultural Influences in the Schools

## TEACHER EDUCATION PROGRAMS

The School of Education and Urban Studies offers undergraduate programs for the preparation of elementary and secondary school teachers in nine (9) subject fields. All programs include the broad base of liberal arts courses required of all University students as described in this catalog under "Requirements for Graduation."

## ADMISSION TO THE TEACHER EDUCATION PROGRAMS

Admission to the University does not constitute admission to the teacher education programs. Students who plan to become teachers must formally apply for admission to the teacher education program to be pursued. The course "Foundations of Education and Teaching" (EDUC 200), is designed to be a part of the admissions procedure. All students who are interested in becoming teachers should enroll in this course no later than the first semester of the sophomore year. The purpose of this course is to provide the student with basic precepts and principles that undergird the discipline of education, and with experiences pertaining to the roles and responsibilities of teachers. As a consequence of the aforementioned activities and understandings, students can be more certain that their choice of teaching as a career is grounded in the appropriate experiences. Formal application to the teacher education department may follow the completion of the aforementioned course, provided the applicant has satisfied all delineated criteria for admission to the program.

Transfer students who present course work equivalent to "Foundations of Education and Teaching" (EDUC 200) and who meet all admission criteria may apply directly, using forms that can be obtained from the Office of the Dean, School of Education and Urban Studies.

Students who fail to satisfy requirements for admission to teacher education at the end of the sophomore year are advised that it may not be possible to meet all requirements for graduation in the customary four-year period.

## Criteria

Criteria for **unconditional** admission to Teacher Education programs are as follows:

The Applicant: (1) Has passed English 101-102 with a minimum grade of "C" in each. (2) Is not pursuing developmental courses at the time of application. (A minimum grade of "C" is required for passing a developmental course.) (3) Has complied with the requirements of completing an application form and securing three (3) Faculty Evaluations (one of which must be prepared by the instructor of the course, "Foundations of Education

and Teaching;” one of which must be prepared by an instructor who has taught the applicant; the final form may be completed by an instructor of the student’s choice.).

Has completed a minimum of 60 semester credits.

Has satisfactorily completed (with a minimum grade of “C”) the course(s): “Foundations of Education and Teaching,” and “Seminar/PRAXIS I (Academic Skills Assessment).”

(6) Has satisfactorily completed the University’s Speech and Writing Proficiency requirements.

Has satisfied the Maryland State Department of Education’s score requirements for passing the PRAXIS I (Academic Skills Assessment) test battery (3 tests).

Has earned a minimum cumulative GPA of 2.50.

**Retention in Teacher Education requires the maintenance of a GPA of 2.50, or higher.** Any student whose GPA drops below 2.50 may be dropped from the program and may not take additional education courses. Specifically, a GPA of 2.50 is a graduation requirement.

### **Clinical Internship**

The clinical internship is a 100-consecutive-day experience. It includes two semesters: (1) the semester in which the “methods” courses are pursued and (2) the following semester of student teaching.

Programs for the preparation of teachers for elementary and secondary schools require a twelve-week minimum period of student teaching. Elementary Education majors must complete two six-week, senior level experiences, one in an urban school system at the middle school, intermediate, or primary grade level; and the other, in a suburban environment at the alternate level. Dual-certification majors will complete two six-week, senior level experiences, one in an urban school setting at the elementary or secondary grade level; and the other, in a suburban environment at the alternate level. Secondary Education majors will complete two six-week, senior level experiences, one in an urban system at the middle, junior or senior high school grade level; and the other in a suburban environment at the alternate level. Since the clinical internship is the culminating experience in the pre-service training of teachers and requires full-time involvement, students should avoid enrolling in additional courses (day, evening, or independent study) while participating in the practicum.

Clinical internship programs in elementary education and in secondary education are under the auspices of the Department of Teacher Education and Professional Development. Chairpersons of departments having programs of study that require a practicum must recommend students for admission

to the clinical practicum based upon the following criteria:

For matriculating in the practicum, the student: (1) Has been admitted to the appropriate Teacher Education Program.

(2) Is currently enrolled in, or has successfully completed, the Methods Block of courses. (3) Has maintained a minimum cumulative GPA of 2.50. (4) Has passed the Writing and Speech Proficiency examinations at the time of making application for student teaching. (5) Has completed the professional education sequence of courses. (6) Has completed all courses in his/her major and removed all incomplete grades prior to the clinical internship. (7) Has earned no grade below “C” in major courses, supporting courses, developmental courses, and the professional education sequence of courses. (8) Has provided verification of satisfactory state of health as evidenced by a signed physician’s statement. This health clearance must include the results of a tuberculin skin test. All students are advised that a criminal background check will also be undertaken.

### **Teacher Certification**

Teacher education programs offered by the School of Education and Urban Studies are evaluated regularly by the Maryland State Department of Education. Upon recommendation by the University, and after satisfactory completion of the PRAXIS I tests and the appropriate PRAXIS II tests (Principles of Learning and Teaching and the Specialty Areas), graduates of State-approved programs are eligible to receive the Standard Professional Certificate qualifying them to teach in the State of Maryland. Since Maryland is a participant in the Reciprocity System of the National Association of State Directors of Teacher Education and Certification, persons qualifying for certification in Maryland are also eligible for certification in 34 other states and the District of Columbia, as these jurisdictions are also participants in the system. Students who are interested in qualifying for certification outside of Maryland should contact the Dean of the School of Education and Urban Studies for additional information.

### **Senior Level Examination**

The University Board of Regents has indicated that each department within the Schools or the Colleges of the University shall design examinations to assess each student’s performance in the general education and major programs prior to graduation. The senior level examination requirement for all graduating seniors in teacher preparation programs is the successful completion of the PRAXIS II tests. For elementary education majors, the Praxis II tests include the Elementary Content Knowledge test and the Elementary Content Exercises. For secondary education majors, the Praxis II tests include the Principles of

Learning and Teaching test (when applicable) and the appropriate Specialty Area test. The scores for the aforementioned senior level examinations must be submitted to the Chairperson of the Department of Teacher Education prior to the last day on which senior grades are due. No elementary education student will be certified as eligible for graduation without receipt of “passing” scores by the Chairperson of the Department of Teacher Education. Only those secondary education students who have met the state qualifying score on the appropriate Praxis II assessments will be certified as having been graduated from a state approved Teacher Education program.

**SEUS FRESHMAN ORIENTATION**

**ORED 103 FRESHMAN ORIENTATION FOR SCHOOL OF EDUCATION AND URBAN STUDIES MAJORS**

*Two hours; 1 credit.* This course is designed to prepare students for the rigors of earning a degree in teacher education; health and physical education; and family and consumer sciences. It introduces undergraduate students to the legacy and traditions of Morgan State University, including a broad array of college survival strategies that lead to a plethora of career opportunities available in these exciting professions. Students enrolled in this class are required to attend all University convocations and other prescribed extra-curricular activities. They are also required to hold regular conferences with their faculty advisers in order to meet all requirements for the course. Students transferring 24 or more credits to the University when admitted are exempted from this requirement. (formerly ORIE 103) (FALL/SPRING).

**FAMILY AND CONSUMER SCIENCES**

Acting Chairperson of Department: Associate Professor: LURLINE V. WHITTAKER; Lecturers: BARBARA A. BRISCOE, RENAE STAFFORD, LESLIE SIMPSON.

The Department of Family and Consumer Sciences, formerly the Department of Human Ecology, is a part of the School of Education and Urban Studies. The Department offers the Bachelor of Science degree in Family and Consumer Sciences with tracks in Fashion Merchandising and General Family and Consumer Studies. The Department prepares students with competencies and skills needed to address changes and new developments in consumer goods and services; to conduct research; and to work with communities to implement programs that improve family life.

Family and Consumer Sciences embodies three purposes in its commitment to improving the quality of life for individuals and families: enhancing students for personal development, preparing each student for family living, and educating students for professional specialization. The mission of the Department is to

enhance the quality of family life in the communities served by the University.

**Competencies expected of students:**

- To be able to translate the fundamental concepts and principles of Family and Consumer Sciences into effective personal living;
- To exemplify a sense of social responsibility for the improvement of home and family living;
- To demonstrate the knowledge and skills necessary for professional competence; and
- To qualify for certification in the American Association of Family and Consumer Science (AAFCS).

**1. THE MAJOR IN FAMILY AND CONSUMER SCIENCES**

Students majoring in Family and Consumer Sciences must choose one of the following two (2) tracks.

1. General Family and Consumer Studies
2. Fashion Merchandising

The General Family and Consumer Sciences track offers students courses from each curriculum area within the Department. The curriculum is designed to prepare students for career opportunities in schools, colleges, extension services, businesses, federal programs and child care. Students who desire to teach Grades 7 through 12 or Early Childhood Education must pass Praxis I and II to become certified. The required courses for the General Family and Consumer Studies Track include:

**REQUIRED COURSES FOR GENERAL TRACK**

<i>Course</i>	<i>Description</i>	<i>Credits</i>
FACS 112	Principles Clothing Constr.	3
FACS 120	Orientation to FACS	1
FACS 231	Marriage & Family Rel.	3
FACS 250	Consumer Education	3
FACS 341	Alcohol & Substance Abuse	3
FACS 342	Early Childhood Development	3
FACS 351	Family Resource Management	3
FACS 355	Parenting	3
FACS 360	Human Sexuality & Behavior	3
FACS 380	Fashion Merchandising	3
FACS 421	Exit Seminar in FACS	3
FACS 452	Family Hous & UrbanDev	3
FACS 454	Methods of Teaching FACS	3
FACS 473	Entrepreneurship in FACS	3

**SUPPORTING COURSES-GENERAL TRACK**

<i>Course</i>	<i>Description</i>	<i>Credits</i>
ART 308	The Visual Arts	3
EDUC 200	Foundation of Education Teaching	3
EDUC 222	Seminar/Praxis	3
EDUC 301	Human Learning	3
EDUC 303	Elec. Inst. Materials	3
NUSC 160	Introduction to Nutrition	3
SPCH 101	Principles of Speech Comm.	3
NUSC 161	Scientific Principles of Food Prep	3
		<b>24</b>

**GENERAL ED/UNIVERSITY REQUIREMENTS**

7

**SCHOOL OF EDUCATION ELECTIVES**

<b>SEUS ELECTIVE</b>	<b>3</b>
<b>SEUS ELECTIVE</b>	<b>3</b>
	<b>6</b>
<b>FREE ELECTIVE</b>	<b>3</b>

**TOTAL CREDITS 120**

The curriculum in Fashion Merchandising offers students the opportunity to prepare for careers in retail and wholesale organizations in buying, merchandising, fashion coordination, publicity, sales, and marketing. Courses are designed to give students maximum exposure to business and management concepts that allow qualified students to move rapidly into areas of management. A part of the program includes an industry work-study internship.

**REQUIRED COURSES FOR FASHION TRACK**

<i>Course</i>	<i>Description</i>	<i>Credits</i>
FACS 101	Intro. to Business of Fashion	3
FACS 110	Textiles	3
FACS 111	Fundamentals of Color in Design	3
FACS 112	Principles of Clothing Construction	3
FACS 212	Advanced Clothing Construction	3
FACS 232	Interior Design	3
FACS 250	Consumer Education	3
FACS 311	History of Costume	3
FACS 335	Cross-Cultural Design	3
FACS 380	Fashion Merchandising	3
FACS 381	Fashion Promotion	3
FACS 412	Flat Pattern Design	3
FACS 420	Computer Aided Design	3
FACS 421	Exit Seminar in FACS	3
FACS 472	Practicum	3
FACS 340	Visual Merchandising	3
		<b>48</b>

**FREE ELECTIVE**

FACS 340	VISUAL MERCH	3
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**SUPPORTING COURSES-FASHION TRACK**

<i>Course</i>	<i>Description</i>	<i>Credits</i>
ACCT 201	Principles of Accounting	3
ECON 211	Principles of Economics I	3

ECON 212	Principles of Economics II	3
MGMT 324	Principles of Mgt/Org Behavior	3
MKTG 331	Principles of Marketing	3
NUSC 160	Introduction to Nutrition	3
SPCH 101	Principles of Speech Communication	3
NUSC 161	Scientific Principles of Food Prep	3
		<b>24</b>

**GENERAL ED/UNIVERSITY REQUIREMENTS**

**48**

**TOTAL CREDITS**

**123**

**4 FAMILY AND CONSUMER SCIENCES COURSE DESCRIPTIONS**

**FACS 101 INTRODUCTION TO THE BUSINESS OF FASHION - Three hours lecture; 3 credits.**

This course describes the fundamentals of the business of fashion. Emphasis is placed on the organization and operation of the United States textile industry, including designing, manufacturing and marketing of textiles. (FALL) **FACS 110 TEXTILES - Two hours lecture, two hours laboratory; 3 credits.** This course teaches recognition, use and care of textiles related to characteristics of fibers, yarns, fabric construction and finishes. (FALL/SPRING).

**FACS 111 FUNDAMENTALS OF COLOR/ DESIGN - Three lecture hours; 3 credits.** This course is designed to teach students color theory, the physiology and psychology of color perception, and the physics of color in relation to the visual arts. (FALL/SPRING)

**FACS 112 PRINCIPLES OF CLOTHING - Two hours lecture, two hours laboratory, 3 credits.** This course teaches recognition and the use of fibers, yarns, and fabric construction and finishes, as well as basic garment construction using commercial patterns. (FALL/SPRING)

**FACS 120 ORIENTATION IN FAMILY AND CONSUMER SCIENCES - One hour lecture; 1 credit.** This course is designed to provide an understanding of Family and Consumer Sciences and related disciplines. It examines the field's history and philosophy, the curricula, professional opportunities and organizations. (FALL/SPRING).

**FACS 212 ADVANCED CLOTHING - Two hours lecture, two hours laboratory, 3 credits.** This course will emphasize advanced clothing construction techniques and the application of these techniques to the evaluation of ready-to-wear apparel. **Prerequisite:** FACS 112. (FALL/SPRING).

**FACS 231 MARRIAGE AND FAMILY RELATIONS - Three hours lecture; 3 credits.** This course teaches development of family members throughout the life cycle and their contributions to personal and group well-being. Attention is given to courtship and engagement as well as factors promoting satisfactory family relationships. (FALL/SPRING).

**FACS 232 INTERIOR DESIGN** - *Two hours lecture, two hours laboratory; 3 credits.* This course deals with the planning, furnishing and decorating of living areas in the home. Emphasis is placed on proper selection of materials and objects in terms of their artistic quality. (FALL/SPRING).

**FACS 250 CONSUMER EDUCATION** – *Three hours lecture; 3 credits.* This course is a study of consumer problems including rights and responsibilities, legislation and fundamentals of buymanship. (FALL/SPRING).

**FACS 311 HISTORY OF COSTUME** - *Three hours lecture; 3 credits.* This course is a study of costume from ancient Egypt to the present day, reflecting the social, economic, and cultural environment. (FALL/SPRING).

**FACS 335 CROSS-CULTURAL DESIGN** – *Three hours lecture; 3 credits.* This course will include the elements and principles of applied design and explore their application in a number of different cultures throughout the world, with special emphasis on textile design. The influence of different cultures will also be considered. (FALL/SPRING).

**FACS 340 VISUAL MERCHANDISING** – *Three hours lecture; 3 credits.* A study of the physical presentation of products in a nonpersonal approach. The products are presented in window displays, store interior merchandise presentation, or remote displays. Emphasis is placed on creative use of merchandise presentation to generate interest and sales of fashion products. (FALL/SPRING)

**FACS 341 ALCOHOLISM AND FAMILY SUBSTANCE ABUSE** – *Three hours lecture; 3 credits.* Families in the United States, from colonial days to the present, have been affected by alcohol abuse. This course will focus on the effect of alcoholism and substance abuse on urban family life. Preventive strategies will be explored and evaluated. Students will be asked to participate in Alcohol and Substance Abuse Prevention Programs. (FALL/SPRING).

**FACS 342 EARLY CHILDHOOD DEVELOPMENT** - *Three hours lecture; 3 credits.* This course includes a survey of the child from conception through six years of age. Areas included are the principles of development as they relate to the socio-emotional, physical, and cognitive development of the child. (FALL/SPRING).

**FACS 351 FAMILY RESOURCE MANAGEMENT** - *Three hours lecture; 3 credits.* This course is a comprehensive approach to utilizing effective management processes of one of the most vital segments of our lives - the home. These management processes will include communication, decision-making, feedback, goal setting, planning, implementing and evaluating through current readings, class problems and projects. (FALL/SPRING).

**FACS 355 PARENTING** - *Three hours lecture; three credits.* This course focuses on parenting influences and parental roles in meeting children's needs. Emphasis will be placed on children's emotional needs, social, intellectual and moral development. (FALL/SPRING).

**FACS 360 HUMAN SEXUALITY AND BEHAVIOR** - *Three hours lecture; 3 credits.* This course focuses on the dynamics of human sexual development and orientation, reproductive health and the psychological and emotional aspects of sexual behavior. Emphasis is placed on the historical, cultural, social, legal and moral forces affecting sexual issues. Current research findings will be explored. (FALL/SPRING).

**FACS 380 FASHION MERCHANDISING** – *Three hours lecture; 3 credits.* This course is a survey of the field of fashion merchandising and the principles of retailing. Emphasis is on the activities, operations, and practices in retailing. Course content will include: when and how to buy, coordination of buyers' activities, pricing, problems involved in mark-downs, methods of inventory, and fashion trends. (FALL/SPRING).

**FACS 381 FASHION PROMOTION** - *Three hours lecture; 3 credits.* This course examines the principles and procedures in promoting the sale of apparel and related merchandise. It provides direct application of the principles and methods of display and advertising techniques and the use of electronic media. (FALL/SPRING).

**FACS 409 DRAPING** – *Three hours lecture; 3 credits.* Technique used by Fashion Designers to create garments by draping fabric on dress form. Garment is made of unstitched cloth and held together by pins, clasps, sashes or belts. (FALL/SPRING).

**FACS 410 CLOTHING AND HUMAN BEHAVIOR** – *Three hours lecture; 3 credits.* This course focuses on the study of clothing as a social and psychological force and the relationship between humans and their clothing, both individually and in groups. This includes the conventions and standards influencing clothing choice and use. (FALL/SPRING).

**FACS 412 FLAT PATTERN DESIGN** - *Three hours lecture; 3 credits.* This course offers an introduction to basic principles of flat pattern design through the development and manipulations of a master pattern. **Prerequisites:** FACS 112 and 212. (FALL/SPRING).

**FACS 420 COMPUTER-AIDED DESIGN** - *Three hours lecture; 3 credits.* This course infuses computer-aided systems into fashion conceptualization, design, and production. **Prerequisites:** FACS 112, 212 and 412. (FALL/SPRING)

**FACS 421 EXIT SEMINAR IN FAMILY AND CONSUMER SCIENCES** - *Three hours lecture; 3 credits.* This course provides an opportunity for exploration of research on selected topics in Family and Consumer Sciences. **Prerequisite:** FACS 120. (FALL/SPRING).

**FACS 452 FAMILY HOUSING AND URBAN DEVELOPMENT** - *Three hours lecture; 3 credits.* This course will examine contemporary American housing policies and issues. Specific focus will be directed to the economic, social, cultural, and political constraints and opportunities in the American housing delivery system. (FALL/SPRING).

**FACS 454 METHODS & OBSERVATION IN FAMILY AND CONSUMER SCIENCES** – *Three hours lecture; 3 credits.* This course emphasizes the aims, methodologies, and observations of family and consumer sciences at the secondary school level. This course focuses on selection of subject matter, organization of materials and evaluation. (FALL/SPRING)

**FACS 472 FASHION MERCHANDISING PRACTICUM** - *Nine hours per week; 3 credits.* This course provides supervised work experience and in-service training in an approved retail establishment.  
**Prerequisites:** FACS 380 and 381. (FALL/SPRING).

**FACS 473 ENTREPRENEURSHIP IN FAMILY AND CONSUMER SCIENCES** - *Three hours; 3 credits.* This is a seminar course designed to assist students in the conceptualization, development, and management of a small business. The course will focus on options for operating a business from home, successful mail order practices, consignment agreements, and store front operations. (FALL/SPRING).  
course provides supervised work experience and in-service training in an approved retail establishment.  
**Prerequisites:** FACS 380 and 381. (FALL).

**FACS 473 ENTREPRENEURSHIP IN FAMILY AND CONSUMER SCIENCES** - *Three hours; 3 credits.* This is a seminar course designed to assist students in the conceptualization, development, and management of a small business. The course will focus on options for operating a business from home, successful mail order practices, consignment agreements, and store front operations. (SPRING).

**MORGAN STATE UNIVERSITY  
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES  
BACHELOR OF SCIENCE DEGREE IN FAMILY AND CONSUMER SCIENCES  
FASHION MERCHANDISING TRACK  
CURRICULUM SEQUENCE  
2015 – 2017**

**FRESHMAN YEAR (FALL SEMESTER)**

ENGL 101	ENGLISH COMP I	3
MATH 110	ALGE, FUNC&ANA GEOM	3
XXX HH	INTRO TO NUTRITION 160	3
FACS 101	INTRO TO BUS OF FAS	3
XXX ____	Out of Unit Free Elective	3
FACS 120	ORIENTATION TO FACS	1
		<b>16</b>

**FRESHMAN YEAR (SPRING SEMESTER)**

ENGL 102	ENGLISH COMP II	3
***XXX ____	BP – BIOLOGY 101	4
FACS 112	PRIN OF CLOTHING	3
INSS 141	INFORMATION SYST (IM)	3
____	ELECTIVE	3
		<b>16</b>

**SOPHOMORE YEAR (FALL SEMESTER)**

ECON 211	PRIN OF ECON (SB)	3
FREE ELECTIVE		3
SPCH 101	PRIN OF SPEECH COMM	3
XXX ____	AH ARTS/HUMANITIES	3
FACS 111	FUND OF COLOR./DESIGN	3
NUSC 161	SCIE PRIN OF FOOD PREP	3
		<b>18</b>

**SOPHOMORE YEAR (SPRING SEMESTER)**

HIST 101	WORLD HISTORY (SB)	3
XXX ____	AH – ARTS/HUMANITIES	3
XXX ____	BP PHYSICAL SCI. ELEC	3
FACS 110	TEXTILES	3
PHEC XXX	PHYSICAL EDUC	1
		<b>13</b>

**JUNIOR YEAR (FALL SEMESTER)**

PHIL 109	INTRO TO LOGIC (CT)	3
MKTG 331	PRIN OF MARKETING	3
HIST 350	AFRICAN DIASPORA (CI)	3
ACCT 201	PRIN OF ACCOUNTING	3
		<b>12</b>

**JUNIOR YEAR (SPRING SEMESTER)**

FACS 311	HISTORY OF COSTUME	3
FACS 250	CONSUMER EDUC	3
FACS 335	CROSS CULTURAL DES	3
FACS 232	INTERIOR DESIGN	3
FACS 212	ADV. CLOTHING CONSTR.	3
		<b>15</b>

**SENIOR YEAR (FALL SEMESTER)**

FACS 340	VISUAL MERCHANDISING	3
FACS 381	FASHION PROMOTION	3
FACS 472	FASHION MERCH PRACT	3
MGMT 324	PRIN OF MGMT/ORG. BEH	3
FACS 412	FLAT PATTERN	3
		<b>15</b>

**SENIOR YEAR (SPRING SEMESTER)**

FACS 380	FASHION MERCHAN	3
*FACS 409	FREE ELECTIVE	3
FACS 410	CLOTH/HUMAN BEH	3
FACS 420	COMP AIDED DES IN FACS	3
FACS 421	EXIT SEMINAR IN FACS	3
FACS 001	COMPRENSIVE EXAM	0
		<b>15</b>

**TOTAL CREDITS            120**

**\*FACS 409 – DRAPING RECOMMENDED AS FREE ELECTIVE**

**\*\*ART 308 – COLOR AND DESIGN. ARTS AND HUMANITIES RECOMMENDED**

**OR STUDENTS MAY SELECT TWO COURSES TO SATISFY THE ARTS AND HUMANITIES**

**\*\*\*(BIOLOGY 101 RECOMMENDED FOR GENERAL AND FASHION MERCHANDISING TRACKS**

**MORGAN STATE UNIVERSITY**  
**DEPARTMENT OF FAMILY AND CONSUMER SCIENCES**  
**BACHELOR OF SCIENCE DEGREE IN FAMILY AND CONSUMER SCIENCES**  
**GENERAL FAMILY AND CONSUMER STUDIES TRACK**  
**CURRICULUM SEQUENCE**  
**2015 - 2017**

**FRESHMAN YEAR (FALL SEMESTER)**

ENGL 101	Freshman Composition I (EC)	3
FACS 120	Orientation to FACS	1
MATH 109	Math for Liberal Arts (MQ)	4
XXX ____HH	Intro to Nutrition 160	3
SPCH 101	Prin. Of Speech Comm.	3
PHEC XXX	Physical Education	1
FACS 101	Intro to the Fashion Bus.	3
		<b>18</b>

**FRESHMAN YEAR (SPRING SEMESTER)**

ORED 103	Fresh Ori for SEUS	1
ENGL 102	Freshman Comp II (EC)	3
COSC 110	Intro to Computing (IM)	3
FACS 112	Principles of Clothing	3
FACS 250	Consumer Education	3
NUSC 161	Sci Princ of Food Prep	3
		<b>16</b>

**SOPHOMORE YEAR (FALL SEMESTER)**

**XXX ____	INTRO TO BIOLOGY (BP)	4
XXX ____	SB - SOC/BEHAV SCI	3
XXX ____	AH - ARTS/HUMANITIES	3
EDUC 222	Seminar / Praxis	3
PHIL 109	Introduction to Logic (CT)	3
		<b>16</b>

**SOPHOMORE YEAR (SPRING SEMESTER)**

XXX ____	BP PHYSICAL SCI ELEC.	3
XXX ____	SB SOC/BEHAV SCI	3
XXX ____	AH ART/HUMANITIES	3
FACS 110	Textiles	3
EDUC 200	Found. Of Educ/Teach.	3
		<b>15</b>

**JUNIOR YEAR (FALL SEMESTER)**

FACS 342	Early Childhood Development	3
HIST 350	Intro to African Diaspora (CI)	3
FACS 231	Marriage & Family Relations	3
EDUC 301	Human Learning	3
FACS 355	Parenting	3
		<b>15</b>

**JUNIOR YEAR (SPRING SEMESTER)**

____ XXX	Free Elective	3
FACS 341	Alcoh/Fam/Subs/Abuse	3
FACS 360	Human Sexuality/Beh.	3
FACS 351	Family Resource Mgmt.	3
____ ELEC	Elective	3
		<b>15</b>

**SENIOR YEAR (FALL SEMESTER)**

XXX ____	Out of Unit Free Elective	3
FACS 473	Entrepreneurship in FACS	3
SEUS XXX	Elective	3
XXX XXX	Free Elective	4
		<b>13</b>

**SENIOR YEAR (SPRING SEMESTER)**

FACS 001	Senior Comprehensive	0
FACS 421	Exit Seminar in FACS	3
FACS 452	Fam Hous/&Urb. Dev.	3
FACS 454	Meth/Obser in FACS	3
____ XXX	Elective	3
		<b>12</b>

**TOTAL CREDITS 120**

FACS 232 – Interior Design recommended as Free Elective  
 EDUC 303 – Electronic Instructional Material recommended as Free Elective  
 EDUC 334 – Special Education recommended as Free Elective

\*Students may select two courses (6 credits) to satisfy the Arts and Humanities requirement  
 \*\*Recommended for General and Fashion Merchandising Track

HEALTH,  
PHYSICAL EDUCATION,  
RECREATION & DANCE

Interim Chairperson of Department: ASSOCIATE

PROFESSOR: JO-AN RODENHAUSER

Associate Professors: CHARLES CARTER,

GLENDOLA MILLS; Assistant Professor

WILLIAN BROWN Lecturers: MAURICE DAVIS,

DAVID THOMAS, MICHELLE YEBOAH; Instructor

ANDERSON POWELL; Recreation Administrator:

THERESA GIBSON; Facility Manager: EARL DAVIS;

Health Education and Wellness Administrator: SHONTA'

WHITE.

DEPARTMENTAL PROGRAMS Objectives

The mission of the Department of Health, Physical Education, Recreation and Dance is fourfold.

(1) Provide undergraduate students, with learning experiences that increase their capacity to achieve and retain a level of optimal health and well-being related to the physical, emotional, social, mental, and spiritual dimensions of healthful living.

(2) Provide undergraduate students with a sound foundation in their field of specialization by providing instruction and supervised internship/practicum in Health, Physical Education, Recreation, and Dance, such as:

Environmental Health, Health Administration, Health Promotion and Education, Physical Education, Pre-Professional Physical Therapy, Recreation and Parks, Sports Administration and Dance Education

(3) Provide departmental resources and an environment that enables the undergraduate students and faculty to enhance their success in the select areas of interest through research and creative activity.

(4) Provide service to the academic community-at-large, and the State of Maryland by supporting the mission of Morgan State University as Maryland's public urban university, specifically for health promotion and physical fitness, as it relates "to improving the quality of life for citizens throughout the Greater Baltimore Community."

UNIVERSITY REQUIREMENT IN PHYSICAL EDUCATION

All regular University students are required to complete one

(1) prescribed course in physical education. The course in physical education should be taken during the first two years of attendance.

The courses that may be taken are: PHEC 036, PHEC 037, PHEC 101, PHEC 102, PHEC 107, PHEC 117, PHEC 118, PHEC 119, PHEC 120, PHEC 121, PHEC 122, PHEC 123, PHEC 124, PHEC 125, PHEC 126, PHEC 127, PHEC 128, PHEC 130, PHEC 140, PHEC 144, PHEC 148, PHEC 160, PHEC 170, PHEC 180, PHEC 190, PHEC 201, PHEC 202, PHEC 207, PHEC 210, PHEC 214, PHEC 220, PHEC 221, PHEC 226, PHEC 230, PHEC 240, PHEC 250, PHEC 255, PHEC

260, PHEC 271, PHEC 276, PHEC 290, PHEC 320, PHEC 322, PHEC 327, PHEC 340, PHEC 390, PHEC 420, PHEC 421, PHEC 428, and PHEC 490.

ADAPTED PHYSICAL EDUCATION

A physically disabled student will be referred by the Health Service authorities to the HPERD Department Chairperson. With the cooperation of an instructor the special needs student will be assigned a class with adapted activity.

PHYSICAL ACTIVITY COURSES FOR MAJORS

The Physical Education major is expected to develop skill, the ability to teach, attitudes and appreciation of all types of activities within the broad scope of the physical education program. Credits are required in: Aquatics, Dance, Fitness, Individual/Dual Sports, Gymnastics and Team Sports.

TEACHING AND COACHING COURSES

These courses are designed to develop a theoretical and practical approach to the essential skills and techniques of instruction and organization in the conduct of individual, dual and team sport activities. The dancer substitutes theory and composition courses. A laboratory experience is provided to assist in the coordination of theory and practice.

PRE-PROFESSIONAL PHYSICAL THERAPY PROGRAM

Students interested in pursuing a program to become a physical therapist are offered the opportunity to obtain the prerequisites through the Department of Health, Physical Education, Recreation, and Dance. The American Physical Therapy Association reports that many colleges and universities are in the process of changing their programs from a bachelor's degree to a post-baccalaureate degree in Physical Therapy. As a result, most programs require pre-professional courses in Psychology, Biology, Physics, Statistics, Chemistry, English, and Humanities. Current academic requirements for most Physical Therapy programs require 80-90 prerequisite semester credits based on liberal arts and general education courses. The aspiring student should contact specific physical therapy programs to determine what prerequisites are necessary for admission to the particular school of their choice. Admission to a particular school of physical therapy after the completion of the prerequisites, is not guaranteed. Selecting a major in Physical Education with a Pre-Professional Physical Therapy track enables the student to follow an academic pattern that is compatible with the pre-application requirements for various schools of Physical Therapy. The student should select Physical Education as a major and consult the department advisor for additional information.

HEALTH EDUCATION AND WELLNESS CENTER

The Center for Health Education and Wellness provides the students of Morgan State University an educational and resource center which addresses health and wellness needs of its constituency. Through the center, students may experience certification in HIV Counseling (Jacques Initiative: The Institute of Human Urology), symposiums, workshops/outreach activities and HIV testing. For the HPERD majors, the center provides registration with IPAM (Internship, Practicum, Apprenticeship, Methods).

### ETA SIGMA GAMMA

Eta Sigma Gamma is a national honorary society for Health Education. The principal purpose of Eta Sigma Gamma is to elevate the standards, ideals, competence and ethics of professionally trained men and women in and for the Health Science discipline. Membership is open to all Health Education majors with at least a 2.7 grade point average. All Health Education majors are encouraged to apply.

### MODERN DANCE ENSEMBLE

The Modern Dance Ensemble is a performing company which provides opportunities for dancers to participate in concerts both on and off campus. Acceptance into the company is through auditions held at the beginning of each semester. Membership is open to students from all academic disciplines as well as graduate students and alumni of Morgan State University. Credit for participation may be earned by the undergraduate dancer by taking: PHEC 122, 128, 221, 226, 322, 327, 421, 428. Students focusing on a Physical Education/Dance Education major must become a member of the MDE at the beginning of their sophomore year and remain a member during their junior and senior year.

### THE MAJOR IN PHYSICAL EDUCATION

Students majoring in Physical Education must complete the following courses: BIOL 106, BIOL 201-202; PHEC 200, PHEC 211, PHEC 326, PHEC 358, PHEC 411, PHEC 412, and PHEC 498. Activity courses for MAJORS (6/7 hours) TEACHING AND COACHING (2 hours).

Elementary and Secondary School Physical Education: EDUC 200, EDUC 301, EDUC 303, EDUC 415, EDUC 435, EDUC 488, SCED 302, SCED 429, SCED 430, PHEC 401 or PHEC 404.

Dance Education: EDUC 200, EDUC 301, EDUC 303, EDUC 334, EDUC 415, EDUC 435, EDUC 488, SCED 302, SCED 429, SCED 430, PHEC 401 or PHEC 404. Three (3) credits in dance from: PHEC 120, PHEC 170, PHEC 210, PHEC 220, PHEC 255, and PHEC 320. Four (4) credits of theory and composition, PHEC 420, PHEC425-426.

Pre-Professional Physical Therapy: CHEM 106, HEED 450, MATH 114, PHEC 212, PHEC 311, PHYS 203, PHYS 204, PSYC 210, SOCI 351.

Recreation and Parks: RECR 315, RECR 329, RECR 430, RECR 470, PHEC 325, PHEC 053, BUAD 200, HEED 316 Foreign Language electives (6 credits).

Sport Administration: INSS141, ACCT 201-202, MKTG 331, MGMT 324, BUAD 381; PHEC 209, PHEC 359, HEED316, PHEC 499.

### THE MAJOR IN HEALTH EDUCATION:

In addition to completing ALL GENERAL AND UNIVERSITY EDUCATION REQUIRED COURSES, students majoring in Health Education must complete the following Health Education major core courses:

HEED 101, HEED 103, HEED 104, HEED 203, HEED 204, HEED 303, HEED 322\*\*, HEED 350, HEED 419\*\*, HEED 420\*\*, HEED 450\*\*\* Prerequisite required  
\*\*Junior status required  
\*\*\*Senior status required

In addition, they must complete one of the following concentrations:

HEALTH PROMOTIONS & EDUCATION- Students must receive a grade of "C" or better in all core, track and groups courses. BIOL 102, BIOL 201-202, HEED 380, EDUC 200, EDUC 334, PHEC 358.(SOCI 351 equivalent option).

Three credit hours should be selected from each of the following groups:

GROUP 1: HEALTH - HEED 205, HEED 316, HEED 395/396 (1-2 credits), HEED 403, HEED 421, FACS 207, FACS 341, NURS 160, MDTC 100, HEED 316

GROUP 2: BEHAVIORAL SCIENCE - SOCI 205, PSYC 102, PSYC 231, PSYC 312, SOWK 329, SOWK 422, MKTG 346, PHEC 326, HEED 403, HEED 405

GROUP 3: COMMUNICATION - BROA 200, BROA 205, BROA 218, BROA 223, BROA 325, BROA 328, BROA 333, COMM 102, COMM 114, EDUC 303, JOUR 203, MHTC 103, MKTG 331, MKTG 346, PRAA 200, PRAA 201, PRAA 321\* PYSC 311, PSYC 319, SOCI 379, SPECH 314, SWAN 101, SWAN 230\*, TELC 201

GROUP 4: SPECIAL INTEREST CONTENT AREAS – HEED 207, HEED 306, HEED 318, HEED 410, HEED, HEED 418, HEED 421, FACS 452, MHTC 340, MHTC 354, PSYC 268, SOCI 304, SOCI 321, SOCI 360, PRAA 325\*

HEALTH ADMINISTRATION - Students must receive a grade of "C" or better in all core, track and groups courses. ACCT 201-202\*, HEED 380, HEED 410, MGMT 324, MGMT 329, PHEC 358 (SOCI 351 equivalent option).

Three credit hours should be selected from each of the following groups:

GROUP 1: HEALTH—, HEED 205, HEED 316, HEED 318, HEED 395/396(1-2 credits), HEED 403, HEED 421, MDTC 100.

GROUP 2: COMMUNICATIONS — BROA 200, BROA 205, BROA 218, BROAD 223, BROA 328, BROA 333, COMM 102, COMM 114, EDUC 303, ENGL357, JOUR 203, SPCH 202, SPCH 312, SPCH 313, SPCH 402, SWAN 101, SWAN 230\*, BROA 218, BROA 333

GROUP 3: ADMINISTRATIVE— BUAD 381, INSS 141, MGMT 420, MGMT 425, BUAD 381, INSS 141, POSC 401, POSC 420, SOCI 318, ECON 211.

GROUP 4: SPECIAL INTEREST CONTENT AREAS—HEED 207, HEED 306, HEED 318, HEED 403, HEED 405, HEED 418, HEED 421, FACS 452, PSYC 268, PSYC 368, SOCI 304, SOCI 321, SOCI 360, MKTG 431\*, PRAA 321.

ENVIRONMENTAL HEALTH - Students must receive a grade of “C” or better in all core, track, and groups courses. BIOL 102, BIOL 201-202, PHEC 358 (SOCI 351 equivalent option). Twenty additional credit hours should be selected from the following groups:

GROUP 1: HEALTH—HEED 101, HEED 203, HEED 205, HEED 316, HEED 318, HEED 395/396, IEGR 406, HEED 403, HEED 405, HEED 421.

GROUP 2: ENVIRONMENTAL—ARCH 331, GEOG 101, GEOG 105, GEOG 309, GEOG 310, HIST 396, PHYS 105-106.

GROUP 3: NATURAL SCIENCE (FOURTEEN CREDITS)—PHYS 101, BIOL 205, BIOL 308, BIOL 405, BIOL 406, BIOL 423, BIOL 452, HEED 303, BIOL 453, CHEM 106, CHEM 203, CHEM 300, CHEM 314.

#### HEALTH EDUCATION COURSE OFFERINGS

HEED 100 HEALTHFUL LIVING Three hours; 3 credits. This course examines the study of problems and materials considered basic to the development of positive knowledge, attitudes and healthful living in terms of present health standards. Consideration will be given to “health fads,” commercialized “cures” and “health products”. This course will cover the theory and practice of lifestyle wellness among individuals and groups as it relates to topics that examine attitudes, habits and critical skills needed to live a healthy life throughout one's lifespan. This course includes diverse topics and projects ranging from diet, exercise, stress management, alcohol consumption, drug use, sexual health awareness, safety education, violence in society, environmental health and aging. (FALL/SPRING).

HEED 101 ORIENTATION TO THE FIELD OF HEALTH Three hours; 3 credits. This course is a survey of the health care system. Particular attention will be given to the setting, health care services and selected health careers as a profession. (FALL).

HEED 103 HEALTH SCIENCE: HUMAN AND SOCIAL DETERMINANTS Three hours; 3 credits. This course is an in-depth study of health behavior in light of the nature of humans and the environment in which we live and interact. (FALL/SPRING).

HEED 104 FOUNDATIONS OF THE HEALTH SERVICES Three hours; 3 credits. This course is an introduction to the historical, philosophical, and sociological foundations of health education programs and practices, primarily in the United States. (FALL).

HEED 108 SAFETY AND THE ENVIRONMENT Three hours; 3 credits. This course is an introduction to the study of safe living in modern society. The content will focus on the safety problems of the school, home, work, and leisure time activities. (FALL/SPRING).

HEED 111 HEALTHFUL LIVING HONORS Three hours; 3 credits. This course engages the study of problems and materials considered basic to the development of positive knowledge, attitudes and practices conducive to efficient and healthful living. Particular emphasis will focus on present health concerns and their local, national, and worldwide impact. Consideration will be given to “health fads,” commercialized “cures,” “health products” etc., as well as to individual group and environmental problems affecting present health standards. (FALL/SPRING).

HEED 203 PERSONAL AND COMMUNITY HEALTH Three hours; 3 credits. This course will survey the principles of personal hygiene as they affect the lives of individuals. Consideration will be given to a wide range of health problems as they relate to the community and the quality of life for all concerned. (FALL/SPRING).

HEED 204 COMMUNITY HEALTH PRACTICES Three hours; 3 credits. This course is a study of personal health services in the community. Attention will be given to the programs of the voluntary and private health agencies and the role of the community health educator, to include field experiences off campus. (SPRING).

HEED 205 HEALTH CARE OF WOMEN Three hours; 3 credits. This course is designed to acquaint the student with appropriate information regarding health and self-help of the human female. (FALL/SPRING).

HEED 207 INTERNATIONAL HEALTH Three hours; 3 credits. This course is concerned with the health problems related to personal and environmental services, health administration and management by selected countries and regions. (FALL/SPRING).

HEED 303 COMMUNICATIONS FOR OPTIMAL HEALTH Three hours; 3 credits. This course will provide optimal communication skills for today's health professional with concentration on the fundamentals of medical terminology. (SPRING).

HEED 306 FAMILY LIFE AND SEX EDUCATION Three hours; 3 credits. In this course attention will be given to contemporary issues of family life and strategies for sex education. (FALL/SPRING).

HEED 316 FIRST AID, SAFETY, AND CPR Three hours; 3 credits. This course is designed to teach basic first aid, safety and CPR skills used for emergency situations. Instructions in this American Red Cross Community CPR and First Aid sanctioned course are designed to train citizens to help the adult,

infant and child when an emergency occurs. The American Red Cross Standard First Aid/CPR Certificate may be granted to those who satisfactorily complete course requirements. Certification fees are set by the American Red Cross and will be assessed from those students who meet the requirements. (FALL/ SPRING).

**HEED 318 HIV/AIDS/COMMUNICABLE DISEASES AND THE CONTROL** Three hours; 3 credits. This course focuses on the acquisition, transmission and prevention through personal, public, and administration measures of common diseases of public health significance. (FALL/SPRING).

**HEED 322 BASIC EPIDEMIOLOGY** Three hours; 3 credits. This course is an introduction to the uses of epidemiology in public health practice, using selected diseases to illustrate the development of knowledge on disease causation and application of such knowledge to preventive medicine. (FALL).

**HEED 350 ASSESSMENT, IMPLEMENTATION AND EVALUATION OF HEALTH EDUCATION PROGRAMS** Three hours; 3 credits. This course is designed to provide the student with the skills necessary to assess the health needs of a target population, develop appropriate goals and objectives for health education programs, create and implement an intervention, and evaluate the effectiveness of that intervention. (FALL).

**HEED 380 HEALTH SERVICE MANAGEMENT** Three hours; 3 credits. This course focuses on building and managing organizations that directly provide health-care. It is deliberately designed to identify the major functions that any care-giving organization must perform and to describe the way the most successful organizations accomplish those functions, emphasizing the common elements of leading practices. When possible, it adds a commentary on known shortcomings of existing methods and discusses experimental solutions. This course will serve as a guide and a starting point for those operating health-care organizations. The approaches described in this course will work and they will provide the basis for continuous improvement tailored to local needs. (SPRING).

**HEED 395-396 SPECIAL STUDIES IN HEALTH SCIENCES: INDEPENDENT STUDY** variable hours; 1-2 credits. This course is designed to provide opportunities for the exceptional student to undertake, independently, a special project of his choice in health. Approval of a faculty advisor is required. You must be a declared Health Education major to enroll in this course. (FALL/SPRING).

**HEED 403 RATIONAL/IRRATIONAL DRUGS AND SOCIETY** Three hours; 3 credits. This course is a critical analysis of current health issues as they relate to drugs and society. Special attention will be given to drug usage that affects the health of African Americans. This course is designed to provide skills necessary to identify various drugs (illicit and licit) affecting the general public; and how those drugs socially and pharmacologically affect the human body. (FALL/SPRING).

**HEED 405 HEALTH; A MULTICULTURAL PERCEPTION** Three hours; 3 credits. This course is a critical analysis of current health issues as they relate to minorities in America. Special attention will be given to the level of health among Black Americans and the medical and delivery programs organized to improve the quality of their health. (FALL/SPRING).

**HEED 410 HEALTHCARE FINANCE** Three hours; 3 credits. This introductory course focuses on both creating financial information and how to use the information to make better financial decisions in a healthcare environment. To accomplish this, the course will cover the financial environment, financial accounting, managerial accounting, and basic financial analysis concepts. In addition, it covers problems and materials considered basic to the development of positive knowledge, attitudes and practices conducive to efficient financial management. (FALL).

**HEED 418 SCHOOL HEALTH PROGRAM** Three hours; 3 credits. This course is designed to help the student develop an overview of the educational aspects of the school health program: instruction, services and the healthful environment. (FALL/SPRING).

**HEED 419 HEALTH ISSUES AND RESEARCH I** Three hours; 3 credits. This course is designed to acquaint the student with the fundamentals of research. Prerequisite: PHEC 358. (SPRING).

**HEED 420 DIRECTED READING IN PUBLIC HEALTH, RESEARCH II** Three hours; 3 credits. Emphasis is placed on exploring current trends and issues associated with the programs, services, and recommended actions as related to public health. Prerequisite: HEED 419. (FALL).

**HEED 421 HEALTH PROBLEMS FOR THE AGING** Three hours; 3 credits. This course examines the crossing point between health and aging. Topics include the aging population, the aging body, epidemiology of diseases, physical and mental disorders, medical and assisted-living care, and death and dying. (FALL/SPRING).

**HEED 450 PRACTICUM: FIELD WORK IN HEALTH** Thirty-six hours; 12 credits. This course is required of the senior student interested in pursuing a major in health. Placement of the student with cooperating official or voluntary health agencies is designed to foster better understanding and greater appreciation of the role of the health profession as a career. The Practicum involves a minimum of 300 hours during the final semester. (FALL/SPRING).

**HEED 450 PRACTICUM: FIELD WORK IN Pre-Professional Physical Therapy** Thirty-six hours; 12 credits. This course is required of the senior student interested in pursuing a career in physical therapy. Placement of the student with cooperating official or voluntary agencies is designed to foster better understanding and greater appreciation of the role of the physical therapy as a career. The Practicum involves a

minimum of  
300 hours during the final semester. (FALL/SPRING).

## PHYSICAL EDUCATION COURSE OFFERINGS

**PHEC 101 SOCCER AND VOLLEYBALL** Two hours; 1 credit. This course is an introduction to basic techniques, fundamental rules and team play strategies involved in the game. Soccer cleats are required. (FALL).

**PHEC 102 STREET GAMES, SPEED BALL AND NEW GAMES** Two hours; 1 credit. Emphasis is on activities and experiences which can be utilized on the side- walks and play-streets of densely populated urban areas. Speed ball skill techniques, knowledge of rules and game strategies will be covered in game situations. (FALL/ SPRING).

**PHEC 107 LACROSSE** Two hours; 1 credit. This course is an introduction to fundamental skill techniques, essential theory of position play and field strategy, and the rules of the game. (FALL/SPRING).

**PHEC 117 RACQUETBALL** Two hours; 1 credit. This course is designed to introduce the student to skills, strategies, and rules of racquetball in order to develop competencies for a lifetime sport. (FALL/SPRING).

**PHEC 118 HANDBALL** Two hours; 1 credit. The student is afforded the opportunity to learn skills, strategies, and knowledge which contribute to total fitness and a lifetime sport. (FALL/SPRING).

**PHEC 119 HIKING AND BACKPACKING** Two hours; 1 credit. This course gives practical experience in the use of camping equipment, overnight tenting, cooking, first aid and emergencies, weather reading and orientation. (FALL/SPRING).

**PHEC 120 ELEMENTARY RHYTHMS** Two hours; 1 credit. This course is designed to offer students a fundamental knowledge of rhythms basic to the development of skill in the execution of natural activities and incorporating the use of manipulative objects. Movement and skill training are based on various styles of modern dance technique. This course offers students an opportunity to explore basic locomotor and non-locomotor movement skills as well as terminology associated with dance presentation. Students are expected to demonstrate skills taught as well as choreograph and perform movement patterns of their own creation. An understanding of rhythmic meter, qualities and dynamics in movement, the use of time, space and level changes with the incorporation of hand held manipulative objects are required for the successful completion of the course. (FALL/SPRING).

**PHEC 121 ORIENTEERING** Two hours; 1 credit. Course content involves instruction in compass reading, topographical map reading, negotiating a course and physical conditioning. (FALL).

**PHEC 122, 128, 221, 226, 322, 327, 421, 428 MODERN**

**DANCE ENSEMBLE** Six hours; 1 credit each registration. This course is designed to provide credit for performance experience for the intermediate and advance skilled dancer. This repertory performing company provides for performance opportunities on and off campus during the academic year, as well during the winter break, spring break and summer season. Opportunity is provided for experiences in dance production, choreography and solo works by the advanced students. Acceptance in the company is by audition or permission of the artistic director only. Auditions are held at the beginning of the academic year. Membership is open to undergraduate students, graduate students and members of the community. Students may receive one credit per semester for the four years of matriculation at Morgan. Students are encouraged to take the offerings in sequential order. (FALL/SPRING)

**PHEC 123 JOGGING** Two hours; 1 credit. This course provides experience in jogging methods covering time, distance, pace, and physiology of cardiovascular response. (FALL/SPRING).

**PHEC 124 BICYCLING** Two hours; 1 credit. Students are provided the opportunity to develop cycling skills, basic mechanical abilities, understanding of bicycling safety, and appreciation of multiple uses of the bicycle. Student must provide multiple speed bicycle. (FALL/ SPRING).

**PHEC 125 BOWLING** Two hours; 1 credit. This course is designed to acquaint the student with the fundamental techniques of bowling, including scoring and team play. Lane fee and shoe rental excluded from tuition cost of course. The University does not provide transportation. (FALL/ SPRING).

**PHEC 126 TABLE TENNIS, BILLIARDS, AND POOL** Two hours; 1 credit. This course is designed to cover the basic skills, rules, and strategies of table tennis singles and doubles play. (FALL/SPRING).

**PHEC 127 SKIING** Two hours; 1 credit. Beginners may learn the basic fundamentals of skiing as taught by certified ski instructors, and to use these techniques on the ski slopes. Transportation and equipment rentals are excluded from tuition cost of the course. (FALL/SPRING).

**PHEC 130 ARCHERY AND RIFLE MARKSMAN- SHIP** Two hours; 1 credit. Covers basic knowledge of the rules and regulations, techniques of shooting, care in selection and handling of equipment, general safety precautions and competition in various types of shooting. (FALL/SPRING).

**PHEC 140 BEGINNING GOLF** Two hours; 1 credit. Selection of equipment, techniques of grip, stance and swing, proper use of clubs, iron shots and putting. (FALL/ SPRING).

**PHEC 144 FENCING** Two hours; 1 credit. A course covering the basic skills and techniques of fencing, rules, methods of officiating, safety factors and the organization of tournaments. (FALL/SPRING).

**PHEC 148 PHYSICAL EDUCATION CONCEPTS AND EVALUATION** Two hours; 1 credit. The purpose of the course is to assist students with the development of personal concepts and attitudes toward physical activity and to provide information and methods for lifetime utilization. Students will deal with specific areas of physical activity, exercise, health, physical fitness, skill learning, and body mechanics. (FALL/SPRING).

**PHEC 160 BAIT, FLY ROD AND SPIN CASTING** Two hours; 1 credit. This course is organized to present basic skills and techniques utilized in the art of bait, fly, and spin casting. Includes practice in fly tying and instructions on the types and uses of lures, lines and hoods. Attention is given to the identification and ecology of warm and cold water fish. (FALL/SPRING).

**PHEC 170 SOCIAL DANCE** Two hours; 1 credit. This course is designed to teach the basic steps in the rumba, tango, cha-cha, samba, two-step, waltz, fox trot and other popular dance steps. Students are also taught the fundamentals of leading and following in social dancing. (FALL/SPRING).

**PHEC 180 RECREATIONAL SPORTS SHOOTING** Four hours; 2 credits. This course is designed for those students interested in acquiring the knowledge and proficiency essential to the safe handling and intelligent use of firearms as used in various recreational shooting activities. Attention is devoted to the shooting games of trap and skeet, hunter safety, gun nomenclature and performance, reloading techniques, outdoor and indoor range shooting and youth training programs. Lab fee required. (FALL/SPRING).

**PHEC 190 ELEMENTARY SWIMMING** Two hours; 1 credit. This course is designed for NON-SWIMMERS. Emphasis is on basic skills fundamental to swimming, i.e., body and breath control, rhythmic breathing, buoyancy, propulsion and sculling, fundamental strokes of legs and arms, with attention being directed to safety knowledge and precautions. (FALL/SPRING).

**PHEC 200 FOUNDATIONS AND PRINCIPLES OF PHYSICAL EDUCATION** Three hours, 3 credits. This course is designed to survey the historical, philosophical, anatomical, kinesiological, physiological, psychological, sociological and political foundations of physical education. Application of these foundations are made to the principles related to curriculum, methods, administration, research and evaluation. (FALL).

**PHEC 201 TOUCH FOOTBALL, STUNTS AND TUMBLING** Two hours; 1 credit. This course is designed to cover the basic knowledge, techniques and the practice of the fundamental skills of touch football, stunts, and tumbling. (FALL).

**PHEC 202 BASKETBALL AND SOFTBALL** Two hours; 1 credit. This course is designed to cover the basic knowledge, technique and the practice of fundamental skills of basketball and softball. (SPRING).

**PHEC 203-204 RESTRICTED PHYSICAL EDUCATION** Two hours; 1 credit per semester. This is a limited activity program for those students permitted to engage in modified adapted physical education. (FALL/SPRING).

**PHEC 207 HORSEBACK RIDING-BEGINNER** Two hours; 1 credit. The student will be provided the opportunity to learn basic English and/or Western riding techniques at a local equestrian school. Riding fee and transportation are excluded from the tuition cost of the course. (FALL/SPRING).

**PHEC 209 MANAGEMENT OF SPORTS PROGRAMS** Three hours; 3 credits. This course provides theoretical instruction in relation to sport management. The application of such information will be provided with on-campus apprenticeships preferred by the student in the following areas: Team Manager, College Athletic Department, Intramural Director's Office, Training Room, Assistant Coach, Sports Information Director's Office, and Department and/or Team Equipment Manager. (SPRING).

**PHEC 210 FOLK AND SQUARE DANCE** Two hours; 1 credit. This course provides instruction and experience in folk and square dance fundamentals with study for use in schools and recreational groups. (FALL/SPRING).

**PHEC 211 PREVENTION AND CARE OF ATHLETIC INJURIES** Three hours; 2 credits. This course focuses on the theoretical and practical knowledge of the prevention, evaluation and care of athletic injuries and illness. A major emphasis is given to injury prevention recognition, management and treatment techniques of various musculoskeletal injuries. It also focuses on various anatomical/physiological structures and landmarks of the human body as they relate to athletic injuries. Prerequisite: BIOL 102. (FALL).

**PHEC 212 PHYSICAL INSPECTION AND EVALUATION** Three hours; 2 credits. This course covers muscles, tendons and ligaments, and the injury mechanism involved in given injuries for each major articulation of the body; inflammatory responses and wound healing; the effects of locally applied heat and cold; prevention, care and reconditioning techniques for sport injuries; and methods used during each phase of injury conditioning/ reconditioning. Prerequisite: BIOL 102, PHEC 211. (SPRING).

**PHEC 214 ICE SKATING BEGINNERS** Two hours; 1 credit. The course provides basic instruction in forward and backward skating, balance and control, all stops and turning backward and forward. This course will take place at a local rink. Fee and skate rental are excluded from the tuition cost of the course. (FALL/SPRING).

**PHEC 220 ELEMENTARY TECHNIQUES IN MODERN DANCE** Two hours; 1 credit. This is a basic course including movement techniques of modern dance, together with the theory of dance. Performance attendance required. (FALL/SPRING).

**PHEC 230 KARATE** Two hours; 1 credit. This is a course designed to develop an appreciation of karate as an art and sport. Emphasis placed on self-defense and personal safety. (FALL/SPRING).

**PHEC 240 BADMINTON AND TENNIS** Two hours; 1 credit. This course gives instruction in basic strokes, rules of the games, and care and selection of equipment. (SPRING).

**PHEC 250 YOGA BEGINNING** Two hours; 1 credit. Hatha Yoga. The student is provided activities and exercises which will help for better understanding of self. The focus is upon body mechanics, muscle control, balance and breathing. (FALL/SPRING).

**PHEC 255 AEROBIC DANCING BEGINNING** Two hours; 1 credit. This course focuses upon continuous rhythmic activity that incorporates all the appropriate muscle toning movements while developing cardiovascular fitness. (FALL/SPRING).

**PHEC 260 JUDO** Two hours; 1 credit. This course teaches the art of self-defense, emphasizing the principle of making use of the opponent's strength and weight. Formal throws will be analyzed by the instructor, with techniques, variations, defenses, strategy and explanation of some common errors. (FALL/SPRING).

**PHEC 271 WEIGHT TRAINING** Two hours; 1 credit. This course provides opportunity to develop strength and muscular endurance by utilizing isometric, isotonic, and isokinetic exercises. (FALL/SPRING).

**PHEC 276 ROLLERSKATING** Two hours; 1 credit. The course provides basic instruction in all phases of skating. The course will take place at a local rink. Fee and skate rental are excluded from the tuition cost of the course. (FALL/SPRING).

**PHEC 286 FORM AND ANALYSIS IN DANCE** Three hours; 3 credits. This intermediate/advanced level course focuses on basic elements of rhythm as it relates to dance expression. The understanding of musical notation and scoring is essential to the successful completion of the course. Knowledge of the use of percussive and other instruments is also of value. The course includes the development of compositional analysis, individual choreography and an introduction to criticism in dance. (FALL/SPRING).

**PHEC 287 ETHNIC DANCE** Two hours; 2 credits. This course focuses upon theory and participation through lecture and activity in dance styles of other cultures. (FALL/SPRING).

**PHEC 290 INTERMEDIATE SWIMMING** Two hours; 1 credit. This course is a continuation of techniques of elementary swimming with emphasis on the development of skill in the basic or standard swimming strokes. (FALL/SPRING).

**PHEC 300 SELECTED ROOTS OF AFROAMERICAN**

**DANCE** Three hours; 3 credits. This course is a historical study of dance from its roots in West Africa to the present day in the United States of America. Attention is given to the influences of slavery, religion, superstitions, fetishes and cultural heritage. Stress is placed on the influence of Latin American climate, culture and habits of the dance evolution. (FALL/SPRING).

**PHEC 301 PROGRAM PLANNING** Two hours; 2 credits. This course concerns curriculum planning applicable to the public schools. It includes philosophy, principles and goals of education and physical education relative to lesson units and curriculum construction. (FALL/SPRING).

**PHEC 302 FACILITIES AND EQUIPMENT** Two hours; 2 credits. This course studies the problems of planning and modifying public school facilities and equipment to meet objectives of the program for classes, intramurals and athletics. (FALL/SPRING).

**PHEC 311 THERAPEUTIC MODALITIES** Four hours; 3 credits. This course emphasizes the use and knowledge of various therapeutic modalities used in athletic training and physical therapy. It also stresses the theory (physiological effects and therapeutic values) and working knowledge of each modality, as well as its practical application. Various massage techniques and alternative health care will also be addressed. (FALL/SPRING).

**PHEC 320 ADVANCED MODERN DANCE** Two hours; 1 credit. This course is a comprehensive study of movement techniques, history and background and analysis of composition. (FALL/SPRING).

**PHEC 321 MOVEMENT COMMUNICATION AND MEANING IN DANCE** Two hours; 1 credit. This course teaches the initiation and development of communication through movement by verbal and non-verbal means. Emphasis is placed on words, movement, sounds, poetry, question and answer, voices and the kinetic value of movement as is related to the dance. (FALL/SPRING).

**PHEC 325 INTRAMURALS: ORGANIZATION AND ADMINISTRATION** Two hours; 2 credits. This course teaches the history, development, scope and present day problems of school and college intramural activities. Twenty (20) clock hours of practical workexperience in an intramural activity are required during the semester. (SPRING).

**PHEC 326 ADAPTED PHYSICAL EDUCATION** Four hours; 3 credits. This course develops competencies in the implementation of developmental programs in motor, perceptual, fitness, posture and body mechanics, and therapeutic exercise for atypical individuals in restrictive educational environments. Lecture and laboratory. (SPRING).

**PHEC 340 TENNIS** Two hours; 1 credit. This course provides instruction and practice in techniques and skills to attain proficiency, rules and game strategy, care and selection of equipment. (FALL/SPRING).

**PHEC 358 MEASUREMENT AND EVALUATION IN HEALTH AND PHYSICAL EDUCATION** Three hours; 3 credits. This course considers the principles and methods in evaluating the outcomes on instruction in health and physical education. Emphasis is placed on interpretation of elementary statistical techniques including t-test, correlation and analysis of variance. (FALL).

**PHEC 359 PSYCHOSOCIAL DIMENSIONS OF SPORTS** Three hours; 3 credits. This course gives a look at contemporary social issues in sports and the psychological impact on behavior. Issues covered are women in sports, ethnic background and sports, and dehumanization features of sports. (FALL).

**PHEC 375 PSYCHOLOGY OF TEACHING AND COACHING** Two hours; 2 credits. This course emphasizes the emotional and attitudinal aspects of athletic performance. Instruction is based on psychological research and practical experiences in teaching and coaching. Experiences are provided for the administration and evaluation of test instruments. (FALL/SPRING).

**PHEC 390 ADVANCED SWIMMING** Two hours; 1 credit. This course is a continuation of techniques of intermediate swimming to include more advanced swimming strokes, diving, water stunts, etc. (FALL/SPRING).

**PHEC 401 MOVEMENT EDUCATION** Three hours; 3 credits. This course is a study of the "movement program" and its development in Europe and the United States. Emphasis is placed upon the movement education concept as the foundation component of physical education and general education in terms of the development of the psychomotor perceptual development of children. (FALL).

**PHEC 404 PERCEPTUAL MOTOR DEVELOPMENT** Three hours; 3 credits. This course investigates the relationship of perception and motor functions as an interdependent and interrelated behavior area. It assists in the development of activities for the physically, mentally, and emotionally disabled child. (FALL).

**PHEC 411 PHYSIOLOGY OF EXERCISE** Four hours; 3 credits. This course is a study of the effects of physical education activities on the organism, i.e., respiration, circulation, coordination, etc., with consideration given to the following: the nature of muscular contraction; growth and development; fatigue and exhaustion; exercise adapted to age and sex. Prerequisites: BIOL 102 and BIOL 201. (FALL).

**PHEC 412 KINESIOLOGY** Three hours; 3 credits. This course is a study of muscular action and the mechanics of bodily movement as involved in a variety of selected physical activities with analysis of the effect of muscular and gravitational forces on the bones. Pre-requisites: BIOL 102 and BIOL 201. (SPRING).

**PHEC 420 DANCE COMPOSITION** Two hours; 1 credit.

This course provides increased knowledge of techniques in dance types of accompaniment as related to quality of movement. It provides practice in planning group and individual composition and aspects of production such as make-up, staging, costumes, etc. (FALL/ SPRING).

**PHEC 425-426 DANCE THEORY** Two hours; 2 credits per semester. This course deals with the significance of the dance as a part of our contemporary culture and as an increasingly important area of education. It presents a consideration of the problems of organization and administration of the dance in education. (FALL/SPRING).

**PHEC 490 LIFEGUARDING TODAY** Two hours; 1 credit. This course is designed for those desiring further skill and teaching knowledge of life saving and water safety methods. It stresses endurance, superior breath control, water agility and the ability to cope successfully with a variety of aquatic rescue situations. Successful completion of the course qualifies the student for the Lifeguarding Certificate. Corequisite: HEED 316. (FALL/SPRING).

**PHEC 498 THE ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION** Three hours; 3 credits. This course is designed to introduce the student to theories and concepts of organizing and directing physical education, fitness, and sport programs. Attention is given to leadership styles, personnel and financial management, public relations, equipment purchasing, facility management, and liability and legal issues. Prerequisite: Junior standing and PHEC 200. (SPRING).

**PHEC 499 INTERNSHIP PRACTICUM** Thirty-six hours per week; 12 credits. The internship practicum will serve as an opportunity for the student in sports administration to apply his skills and knowledge acquired in the classroom to a practical setting. The internship is designed for senior students in their final semester, and is an experience requiring full-time placement in one of the following sport management experiences: professional sports team, college athletic department, intramural department, private sports club, Commissioner's Office in Amateur or Professional Sports, civic center, halls of fame, or sporting goods manufacturer. (FALL/SPRING).

#### PHYSICAL EDUCATION ACTIVITY COURSES FOR MAJORS:

**PHEC 021 FIELD HOCKEY** Two hours; 1 credit. This course provides instruction and practice in skill, technique, strategy, lead-up games and rules governing play.

**PHEC 025 TRACK AND FIELD** Two hours; 1 credit. This course provides instruction in the different track and field events and the rules governing the events.

**PHEC 026 WRESTLING** Two hours; 1 credit. This course provides instruction on skill and technique. Wrestling officiating and knowledge of the rules are required.

PHEC 036 STUNTS AND TUMBLING Two hours; 1 credit. This course covers gymnastic stunts and tumbling combinations. There is instruction in mat and aerial work.

PHEC 037 APPARATUS I Two hours; 1 credit. This course provides instruction in the different gymnastic events. Students develop skill in select apparatus.

PHEC 038 APPARATUS II Two hours; 1 credit. This course provides instruction in advanced apparatus.

PHEC 046 DANCE IN THE ELEMENTARY SCHOOL Two hours; 1 credit. This course provides instruction in elementary folk, square and modern dance.

PHEC 049 SCUBA DIVING I Two hours; 1 credit. This course provides instruction and practice in scuba diving. Students are exposed to equipment selection and safety features.

PHEC 051 WATER SPORTS PAGEANTS Two hours; 1 credit. This course develops abilities to choreograph a water show with synchronized swimming and water sports.

PHEC 053 SECONDARY AND LEAD-UP GAMES Two hours; 1 credit. This course exposes the students to the different lead-up games supporting designated sports such as soccer, volleyball, football, basketball, and softball.

PHEC 054 ELEMENTARY SCHOOL ACTIVITIES Two hours; 1 credit. This course provides instruction in activities that encompass basic locomotor movement.

PHEC 055 PLAY GYMNASTICS Two hours; 1 credit. This course covers activities that can be executed in the classroom as well as on the playground.

PHEC 056 BODY MECHANICS Two hours; 1 credit. This course explores the differences in body mechanics when activity takes place on the ice, ski slope, in a roller rink and in the water.

TEACHING AND COACHING COURSES: All teaching and coaching courses have instruction in history, strategy, equipment, practice sessions, methodology and sport management. All courses are theory courses with knowledge of the rules as a prerequisite of the course.

PHEC 361 TRACK AND FIELD Two hours; 1 credit

PHEC 362 FOOTBALL Two hours; 1 credit

PHEC 363 BASEBALL Two hours; 1 credit.

PHEC 364 BASKETBALL Two hours; 1 credit

PHEC 365 SOCCER Two hours; 1 credit

PHEC 366 VOLLEYBALL Two hours; 1 credit.

PHEC 368 SYNCHRONIZED SWIMMING Two hours; 1 credit.

PHEC 369 LACROSSE Two hours; 1 credit.

PHEC 370 TENNIS Two hours; 1 credit.

PHEC 371 FIELD HOCKEY Two hours; 1 credit.

PHEC 372 SOFTBALL Two hours; 1 credit

PHEC 373 WRESTLING Two hours; 1 credit.

PHEC 374 GYMNASTICS Two hours; 1 credit

PHEC 375 PSYCHOLOGY OF TEACHING AND COACHING Two hours; 2 credit. This course emphasizes the emotional and attitudinal aspects of athletic performance. Instruction is based on psychological research and practical experiences in teaching and coaching. Experiences are provided for the administration and evaluation of test instruments.

#### RECREATION AND PARKS COURSE OFFERINGS

RECR 315 COMMUNITY RECREATION Three hours; 3 credits. This course is designed to train leaders for recreational work. It acquaints the students with the principles, methods and problems of community planning and organization to meet social, recreational and informal educational needs of youth. (SPRING).

RECR 328 CAMP LEADERSHIP AND ADMINISTRATION Four hours, 3 credits. This course introduces students to basic camp organization with practical application in the development, marketing and administration of a day camp. In the last three weeks of the course, students offer an on-site day camp. (FALL/SPRING).

RECR 329 PHILOSOPHY OF RECREATION AND PLAY Three hours; 3 credits. This course is an historical study of the recreation movement in the United States. It emphasizes the philosophical foundations of the recreation movement and its influence and contributions to individuals, groups and social agencies in America. (FALL).

RECR 332 TRENDS AND ISSUES OF MODERN RECREATION Three hours; 3 credits. This course teaches leisure activities currently popular within all age groups. Focus is placed upon problems and issues pertinent to the urban and rural societies and the recreational opportunities. (FALL/SPRING).

RECR 333 INTRODUCTION TO THERAPEUTIC REHABILITATION/EXERCISE Three hours; 2 credits. This course introduces principles in the planning and implementation of rehabilitation programs for injured individuals (recreational and athletic) with emphasis on application of contemporary therapeutic exercise techniques. (FALL/SPRING).

**RECR 430 RECREATION METHODS AND PROGRAM PLANNING** Two hours; 2 credits. This course teaches methods and materials used in planning and executing various programs for recreation and leisure time activities in public, private and commercial agencies. Prerequisites: RECR 315 and RECR 329(FALL).

**RECR 431 ORGANIZATION AND ADMINISTRATION OF RECREATION** Three hours; 3 credits. This course is a study of the processes and elements of organization and administration related to private, commercial and public recreation. It examines current legislation, law, budget,

politics, records, reports, personnel practices and public relations. (FALL/SPRING).

**RECR 470 PRACTICUM: FIELD WORK EXPERIENCE** Thirty-six hours per week; 12 credits. This course provides supervised off-campus field work experience in one or more of the following recreation leadership experiences: private, commercial, school and/or community agency, park site, hospital and therapeutic recreation center. The University will designate the field experience. The length of the practicum is one semester which is taken during the students' final semester. Prerequisites: RECR 329 and 430 (FALL/SPRING).

MORGAN STATE UNIVERSITY  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE  
HEALTH EDUCATION - HEALTH ADMINISTRATION TRACK  
CURRICULUM SEQUENCE

1<sup>st</sup> Year – Fall Semester

BIOL 101	Introductory Biology I (BP)	4
ENGL 101	Freshman Composition I (EC)	3
HHXXX	Healthful Living Elective	3
ORIE 103	Freshman Orientation	1
HEED 101	Orientation to Health	3
PHEC XXX	Activity Course	1

Total Semester Credits 15

1<sup>st</sup> Year – Spring Semester

ENGL 102	Freshman Composition II (EC)	3
INSS 141	Introduction to Computer Based Information Systems (IM)	3
MATH 113	Introduction to Mathematical Analysis I (MQ)	4
HEED 103	Health Science: Human & Social Determinants	3
PHIL 109	Introduction to Logic (CT)	3

Total Semester Credits 16

2<sup>nd</sup> Year - Fall Semester

AHXXX	Arts & Humanities Elective	3
HEED 104	Foundations of Health Services	3
HEED 203	Personal and Community Health	3
SBXXX	Social and Behavioral Science	3
ACCT 201	Principles of Accounting I	3

Total Semester Credits 15

2<sup>nd</sup> Year - Spring Semester

AHXXX	Arts & Humanities Elective	3
HEED 204	Community Health Practices	3
HEED 303	Communications for Optimal Health	3
ACCT 202	Principles of Accounting II	3
SBXXX	Social and Behavioral Science	3
XXXX	Elective	1

Total Semester Credits 16

3<sup>rd</sup> Year - Fall Semester

HEED 350	Assessment, Implementation and Evaluation of Health Education Programs	3
HEED 322	Basic Epidemiology	3
PHEC 358	Measurement and Evaluation in Health and Physical Education	3
MGMT 324	Organizational Behavior	3
CHEM 101 or PHYS 101	General Chemistry or Physics (BP)	4

Total Semester Credits 15

3<sup>rd</sup> Year - Spring Semester

HIST 350	Introduction to African Diaspora (CI)	3
MGMT 329	Human Resource Management	3
HEED 419	Health Issues and Research I	3
GROUP 1	Elective	3
HEED 380	Health Service Management	3

Total Semester Credits 15

4<sup>th</sup> Year - Fall Semester

HEED 420	Directed Reading in Public Health, Research II	3
GROUP 2	Elective	3
GROUP 3	Elective	3
HEED 410	Healthcare Finance	3
GROUP 4	Elective	3

Total Semester Credits 15

4<sup>th</sup> Year - Spring Semester

HEED 450	Practicum: Field Work in Health	12
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Total Semester Credits 12

Total Credits – 120

MORGAN STATE UNIVERSITY  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE  
HEALTH EDUCATION - ENVIRONMENTAL HEALTH TRACK  
CURRICULUM SEQUENCE

1<sup>st</sup> Year – Fall Semester

BIOL 101	Introductory Biology I (BP)	4
ENGL 101	Freshman Composition I (EC)	3
HHXXX	Healthful Living Elective	3
HEED 101	Orientation to Health	3
PHEC XXX	Activity Course	1
ORIE 103	Freshman Orientation	1

Total Semester Credits 15

1<sup>st</sup> Year – Spring Semester

BIOL 102	Introductory Biology II	4
ENGL 102	Freshman Composition II (EC)	3
INSS 141	Introduction to Computer Based Information Systems (IM)	3
MATH 109	Mathematics for the Liberal Arts (MQ)	4
HEED 103	Health Science: Human & Social Determinants	3

Total Semester Credits 17

2<sup>nd</sup> Year - Fall Semester

AHXXX	Arts & Humanities Elective	3
BIOL 201	Anatomy and Physiology I	4
HEED 104	Foundations of Health Services	3
HEED 203	Personal and Community Health	3
PHIL 109	Introduction to Logic (CT)	3

Total Semester Credits 16

2<sup>nd</sup> Year - Spring Semester

AHXXX	Arts & Humanities Elective (AH)	3
BIOL 202	Anatomy and Physiology	4
HEED 204	Community Health	3
HEED 303	Communications for Optimal Health	3
GROUP 1	Elective	3

Total Semester Credits 16

3<sup>rd</sup> Year - Fall Semester

GROUP 2	Elective	3
CHEM 101 or PHYS 101	General Chemistry or Physics (BP)	4
HEED 322	Basic Epidemiology	3
PHEC 358	Measurement and Evaluation in Health and Physical Education	3
HEED 350	Assessment, Implementation and Evaluation of Health Education Programs	3

Total Semester Credits 16

3<sup>rd</sup> Year - Spring Semester

SBXXX	Social and Behavioral Science	3
GROUP 3	Elective	3/4
HEED 419	Health Issues and Research I	3
HIST 350	Introduction to African Diaspora (CI)	3
GROUP 3	Elective	3/4

Total Semester Credits 16

4<sup>th</sup> Year - Fall Semester

HEED 420	Directed Reading in Public Health, Research II	3
GROUP 3	Elective	3/4
GROUP 3	Elective	3/4
SBXXX	Social or Behavioral Science	3

Total Semester Credits 12

4<sup>th</sup> Year - Spring Semester

HEED 450	Practicum: Field Work in Health	12
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Total Semester Credits 12

Total Credits – 120

MORGAN STATE UNIVERSITY  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE  
HEALTH EDUCATION - HEALTH PROMOTION & EDUCATION TRACK  
CURRICULUM SEQUENCE

**1<sup>st</sup> Year – Fall Semester**

BIOL 101	Introductory Biology I (BP)	4
ENGL 101	Freshman Composition I (EC)	3
HHXXX	Healthful Living Elective	3
ORIE 103	Freshman Orientation	1
PHEC XXX	Activity Course	1
HEED 101	Orientation to Health	3
<b>Total Semester Credits</b>		<b>15</b>

**1<sup>st</sup> Year – Spring Semester**

BIOL 102	Introductory Biology	4
ENGL 102	Freshmen Composition II (EC)	3
INSS 141	Introduction to Computer Based Information Systems (IM)	3
MATH 109	Mathematics for Liberal Arts (MQ)	4
HEED 103	Health Science: Hum and Social Determinants	3
<b>Total Semester Credits</b>		<b>17</b>

**2<sup>nd</sup> Year - Fall Semester**

AHXXX	Arts & Humanities Elective	3
BIOL 201	Anatomy and Physiology I	4
PHIL 109	Introduction to Logic (CT)	3
HEED 104	Foundations of Health Services	3
HEED 203	Personal and Community Health	3
<b>Total Semester Credits</b>		<b>16</b>

**2<sup>nd</sup> Year - Spring Semester**

AHXXX	Arts & Humanities Elective	3
BIOL 202	Anatomy and Physiology II	4
HEED 204	Community Health	3
HEED 303	Communications for Optimal Health	3
GROUP 1	Elective	3
<b>Total Semester Credits</b>		<b>16</b>

**3<sup>rd</sup> Year - Fall Semester**

HEED 322	Basic Epidemiology	3
PHEC 358	Measurement and Evaluation in Health and Physical Education	3
HEED 350	Assessment, Implementation and Evaluation of Health Education Programs	3
CHEM 101 or PHYS 101	General Chemistry or Physics (BP)	3
SBXXX	Social or Behavioral Science	3
<b>Total Semester Credits</b>		<b>15</b>

**3<sup>rd</sup> Year - Spring Semester**

HEED 380	Health Service Management	3
EDUC 200	Foundation of Education and Teaching	3
GROUP 2	Elective	3
EDUC 334	Introduction to Special Education	3
HEED 419	Health Issues and Research I	3
<b>Total Semester Credits</b>		<b>15</b>

**4<sup>th</sup> Year - Fall Semester**

HEED 420	Directed Reading in Public Health, Research II	3
GROUP 3	Elective	3
SBXXX	Social or Behavioral Science	3
GROUP 4	Elective	3
HIST 350	Introduction to African Diaspora (CI)	3
<b>Total Semester Credits</b>		<b>15</b>

**4<sup>th</sup> Year - Spring Semester**

HEED 450	Practicum: Field Work in Health	12
<b>Total Semester Credits</b>		<b>12</b>

**Total Credits – 120**

MORGAN STATE UNIVERSITY  
**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE**  
**PHYSICAL EDUCATION - PRE-PROFESSIONAL PHYSICAL THERAPY TRACK**  
**CURRICULUM SEQUENCE**

**1<sup>st</sup> Year – Fall Semester**

BIOL 105	Introductory Biology for Majors I (BP)	4
ENGL 101	Freshman Composition I (EC)	3
INSS 141 or COSC 110	Information, Technology & Media Literacy (IM)	3
ORIE 103	Freshman Orientation	1
PHEC 200	Foundations and Principles of Physical Education	3
PHEC XXX	Activity Course	1
<b>Total Semester Credits</b>		<b>15</b>

**1<sup>st</sup> Year – Spring Semester**

BIOL 106	Introductory Biology for Majors II	4
ENGL 102	Freshman Composition II (EC)	3
HHXXX	Healthful & Healthful Living Elective (HH)	3
MATH 113	Introduction to Mathematical Analysis I (MQ)	4
PHEC XXX	Activity Course	1
PHEC XXX	Activity Course	1
<b>Total Semester Credits</b>		<b>16</b>

**2<sup>nd</sup> Year - Fall Semester**

BIOL 201	Anatomy and Physiology I	4
CHEM 105	Principles of General Chemistry I (BP)	4
PHEC 211	Prevention and Care of Athletic Injuries	2
PHEC XXX	Activity Course	1
PHIL 109	Introduction to Logic (CT)	3
<b>Total Semester Credits</b>		<b>14</b>

**2<sup>nd</sup> Year - Spring Semester**

AHXXX	Arts & Humanities Elective	3
BIOL 202	Anatomy and Physiology II	4
CHEM 106	Principles of General Chemistry II	4
MATH 114	Intro. to Mathematical Analysis II	4
PHEC 212	Physical Inspection and Diagnosis	2
<b>Total Semester Credits</b>		<b>17</b>

**3<sup>rd</sup> Year - Fall Semester**

AHXXX	Arts & Humanities Elective	3
PHEC 358	Measurement and Evaluation	3
PHEC 411	Physiology of Exercise	3
PHYS 203	General Physics-Fundamentals of Physics I	4
SBXXX	Social & Behavioral Sciences Elective	3
<b>Total Semester Credits</b>		<b>16</b>

**3<sup>rd</sup> Year - Spring Semester**

PHEC 326	Adapted Physical Education	3
PHEC 412	Kinesiology	3
PHEC 498	Organization and Administration of Physical Education	3
PHYS 204	General Physics-Fundamentals of Physics II	4
SBXXX	Social & Behavioral Sciences Elective	3
<b>Total Semester Credits</b>		<b>16</b>

**4<sup>th</sup> Year - Fall Semester**

HIST 350	Introduction to the African Diaspora (CI)	3
PHEC 311	Therapeutic Modalities	3
PYSC 210	Abnormal Psychology	3
SOCI 351	Introduction to Social Statistics	3
PHEC XXX	Activity Course	1
PHEC XXX	Activity Course	1
<b>Total Semester Credits</b>		<b>14</b>

**4<sup>th</sup> Year - Spring Semester**

HEED 450	Practicum	12
<b>Total Semester Credits</b>		<b>12</b>

**Total Credits – 120**

MORGAN STATE UNIVERSITY  
**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE**  
**PHYSICAL EDUCATION - DANCE EDUCATION TRACK**  
**CURRICULUM SEQUENCE**

**1<sup>st</sup> Year – Fall Semester**

BIOL 105	Introductory Biology for Majors I (BP)	4
ENGL 101	Freshman Composition I (EC)	3
HHXXX	Healthful & Healthful Living Elective	3
ORIE 103	Freshman Orientation	1
PHEC 200	Foundations and Principles of Physical Education	3
PHEC XXX	Activity Course	1
<b>Total Semester Credits</b>		<b>15</b>

**1<sup>st</sup> Year – Spring Semester**

BIOL 106	Introductory Biology for Majors II	4
EDUC 200	Foundations of Education and Teaching	4
ENGL 102	Freshman Composition II (EC)	3
MATH 109	College Mathematics (MQ)	4
<b>Total Semester Credits</b>		<b>15</b>

**2<sup>nd</sup> Year - Fall Semester**

AHXXX	Arts & Humanities Elective	3
BIOL 201	Anatomy and Physiology	4
PHEC 211	Prevention and Care of Athletic Injuries	2
PHEC XXX	Activity Course	1
PHIL 109	Introduction to Logic (CT)	3
SBXXX	Social & Behavioral Sciences Elective	3
<b>Total Semester Credits</b>		<b>16</b>

**2<sup>nd</sup> Year - Spring Semester**

AHXXX	Arts & Humanities Elective	3
BIOL 202	Anatomy and Physiology	4
EDUC 301	Learning Theory	3
EDUC 303	Electronic Instruction	3
PHEC XXX	Activity Course	1
SBXXX	Social & Behavioral Sciences Elective	3
<b>Total Semester Credits</b>		<b>17</b>

**3<sup>rd</sup> Year - Fall Semester**

CHEM 101 or PHYS 101	General Chemistry or Physics (BP)	4
PHEC 358	Measurement and Evaluation	3
PHEC 411	Physiology of Exercise	3
PHEC 425	Dance Theory	2
PHEC XXX	Activity Course	1
SCED 429	Methods for Teaching Reading in the Secondary Content Area I	3
<b>Total Semester Credits</b>		<b>16</b>

**3<sup>rd</sup> Year - Spring Semester**

PHEC 326	Adapted Physical Education	3
PHEC 412	Kinesiology	3
PHEC 420	Dance Composition	2
PHEC 498	Organization and Administration of Physical Education	3
SCED 430	Methods for Teaching Reading in the Secondary Content Area II	3
<b>Total Semester Credits</b>		<b>14</b>

**4<sup>th</sup> Year - Fall Semester**

EDUC 415	Cultural Influences and Diversity in the School	3
EDUC 435	Methods and Materials for Teaching Physical Education	3
HIST 350	Introduction to the African Diaspora (CI)	3
PHEC 401 or PHEC 404	Movement Education or Perceptual Motor Development	3
SCED 302	Principles of Teaching in Secondary School	3
<b>Total Semester Credits</b>		<b>15</b>

**4<sup>th</sup> Year - Spring Semester**

EDUC 488	Internship Practicum	12
<b>Total Semester Credits</b>		<b>12</b>

**Total Credits - 120**

MORGAN STATE UNIVERSITY  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE  
**PHYSICAL EDUCATION – TEACHER EDUCATION TRACK**  
CURRICULUM SEQUENCE

<b>1<sup>st</sup> Year – Fall Semester</b>			<b>1<sup>st</sup> Year – Spring Semester</b>		
BIOL 105	Introductory Biology I (BP)	4	BIOL 106	Introductory Biology II	4
ENGL 101	Reading and Writing I (EC)	3	EDUC 200	Foundations of Education and Teaching	4
HHXXX	Healthful & Healthful Living (HH)	3	ENGL 102	Reading and Writing II (EC)	3
ORIE 103	Freshman Orientation	1	MATH 109	College Mathematics (MQ)	4
PHEC 200	Foundations and Principles of Physical Education	3			
PHEC XXX	Physical Activity Course	1			
		<b>Total Semester Credits</b>			<b>Total Semester Credits</b>
		15			15
<b>2<sup>nd</sup> Year - Fall Semester</b>			<b>2<sup>nd</sup> Year - Spring Semester</b>		
AHXXX	Arts & Humanities Elective	3	AHXXX	Arts & Humanities Elective	3
BIOL 201	Anatomy and Physiology	4	BIOL 202	Anatomy and Physiology	4
CHEM 101 or PHYS 101	General Chemistry or Recommended: Physics (BP)	4	EDUC 301	Learning Theory	3
PHEC 211	Prevention and Care of Athletic Injuries	2	EDUC 303	Electronic Instruction (IM)	3
PHIL 109	Introduction to Logic (CT)	3	PHEC XXX	Physical Activity Course	1
			PHEC XXX	Physical Activity Course	1
		<b>Total Semester Credits</b>			<b>Total Semester Credits</b>
		16			15
<b>3<sup>rd</sup> Year - Fall Semester</b>			<b>3<sup>rd</sup> Year - Spring Semester</b>		
PHEC 358	Measurement and Evaluation	3	PHEC 326	Adapted Physical Education	3
PHEC 411	Physiology of Exercise	3	PHEC 412	Kinesiology	3
PHEC XXX	Physical Activity Course	1	PHEC 498	Organization and Administration of Physical Education	3
PHEC XXX	*Coaching Course	1	PHEC XXX	*Coaching Course	1
SBXXX	Social & Behavioral Science Elective	3	PHEC XXX	Physical Activity Course	1
SCED 429	Methods for Teaching Reading in the Secondary Content Area I	3	PHEC XXX	Physical Activity Course	1
SBXXX	Social & Behavioral Science Elective	3	SCED 430	Methods for Teaching Reading in the Secondary Content Area II	3
		<b>Total Semester Credits</b>			<b>Total Semester Credits</b>
		17			15
<b>4<sup>th</sup> Year - Fall Semester</b>			<b>4<sup>th</sup> Year - Spring Semester</b>		
EDUC 415	Cultural Influences and Diversity in the School	3	EDUC 488	Internship Practicum	12
EDUC 435	Methods and Materials for Teaching Physical Education	3			
HIST 350	Introduction to the African Diaspora (CI)	3			
PHEC 401 or PHEC 404	Movement Education or Perceptual Motor Development	3			
SCED 302	Principles of Teaching in Secondary School	3			
		<b>Total Semester Credits</b>			<b>Total Semester Credits</b>
		15			12

\*To satisfy the coaching requirement, one 2-credit course or two 1-credit coaching courses may be taken.

**Total Credits – 120**

MORGAN STATE UNIVERSITY  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE  
**PHYSICAL EDUCATION - RECREATION AND PARKS TRACK**  
CURRICULUM SEQUENCE

<b>1<sup>st</sup> Year – Fall Semester</b>				<b>1<sup>st</sup> Year – Spring Semester</b>			
BIOL 105	Introductory Biology for Majors I (BP)	4		BIOL 106	Introductory Biology for Majors II	4	
ENGL 101	Freshman Composition I (EC)	3		ENGL 102	Freshman Composition II (EC)	3	
INSS 141 or COSC 110	Information, Technology & Media Literacy (IM)	3		HHXXX	Healthful & Healthful Living Elective	3	
ORIE 103	Freshman Orientation	1		MATH 109	College Mathematics (MQ)	4	
PHEC 200	Foundations and Principles of Physical Education	3		PHEC XXX	Activity Course	1	
PHEC XXX	Activity Course	1					
<b>Total Semester Credits</b>			<b>15</b>	<b>Total Semester Credits</b>			<b>15</b>
<b>2<sup>nd</sup> Year - Fall Semester</b>				<b>2<sup>nd</sup> Year - Spring Semester</b>			
AHXXX	Arts & Humanities Elective	3		BIOL 202	Anatomy and Physiology	4	
BIOL 201	Anatomy and Physiology	4		BUAD 200	Introduction to Business	3	
CHEM 101 or PHYS 101	General Chemistry or Physics (BP)	4		AHXXX	Arts & Humanities Elective	3	
PHIL 109	Introduction to Logic (CT)	3		PHEC 325	Intramurals: Organization & Administration	2	
RECR 329	Philosophy of Recreation and Play	3		PHEC XXX	Activity Course	1	
				RECR 315	Community Recreation	3	
<b>Total Semester Credits</b>			<b>17</b>	<b>Total Semester Credits</b>			<b>16</b>
<b>3<sup>rd</sup> Year - Fall Semester</b>				<b>3<sup>rd</sup> Year - Spring Semester</b>			
Foreign Language	Foreign Language Elective	3		Foreign Language	Foreign Language Elective	3	
PHEC 211	Prevention and Care of Athletic Injuries	2		PHEC 326	Adapted Physical Education	3	
PHEC 358	Measurement and Evaluation	3		PHEC 412	Kinesiology	3	
PHEC 411	Physiology of Exercise	3		PHEC 498	Organization and Administration of Physical Education	3	
SBXXX	Social & Behavioral Sciences Elective	3		PHEC XXX	Activity Course	1	
PHEC XXX	Activity Course	1		PHEC XXX	*Coaching Course	1	
PHEC XXX	*Coaching Course	1					
PHEC 053	Secondary & Lead—up	1					
<b>Total Semester Credits</b>			<b>17</b>	<b>Total Semester Credits</b>			<b>14</b>
<b>4<sup>th</sup> Year - Fall Semester</b>				<b>4<sup>th</sup> Year - Spring Semester</b>			
HEED 316	First Aid, Safety, and First Aid	3		RECR 470	Practicum: Field Work Experience	12	
HIST 350	Introduction to the African Diaspora (CI)	3					
PHEC XXX	Activity Course	1					
PHEC XXX	Activity Course	1					
RECR 430	Recreation Methods and Program Planning	3					
SBXXX	Social & Behavioral Sciences Elective	3					
<b>Total Semester Credits</b>			<b>14</b>	<b>Total Semester Credits</b>			<b>12</b>

\*To satisfy the coaching requirement, one 2-credit course or two 1-credit coaching courses may be taken.

**Total Credits 120**

MORGAN STATE UNIVERSITY  
**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE**  
**PHYSICAL EDUCATION - SPORTS ADMINISTRATION TRACK**  
**CURRICULUM SEQUENCE**

**1<sup>st</sup> Year – Fall Semester**

BIOL 105	Introductory Biology I (BP)	4
ENGL 101	Freshman Composition I (EC)	3
HHXXX	Healthful & Healthful Living Elective	3
ORIE 103	Freshman Orientation	1
PHEC 200	Foundations and Principles of Physical Education	3
PHEC XXX	Activity Course	1

Total Semester Credits 15

**1<sup>st</sup> Year – Spring Semester**

BIOL 106	Introductory Biology II	4
ENGL 102	Freshman Composition II (EC)	3
INSS 141	Intro to Computer-Based Systems in Business (IM)	3
MATH 113	Introduction to Math Analysis I (MQ)	4
PHEC XXX	Activity Course	1

Total Semester Credits 15

**2<sup>nd</sup> Year - Fall Semester**

AHXXX	Arts & Humanities Elective	3
BIOL 201	Anatomy and Physiology	4
PHEC 211	Prevention and Care of Athletic Injuries	2
PHEC XXX	*Coaching Course	1
PHIL 109	Introduction to Logic (CT)	3
SBXXX	Social & Behavioral Sciences Elective	3

Total Semester Credits 16

**2<sup>nd</sup> Year - Spring Semester**

AHXXX	Arts & Humanities Elective	3
BIOL 202	Anatomy and Physiology	4
HEED 316	First Aid, Safety, and First Aid	3
MKTG 331	Principles of Marketing	3
PHEC 209	Management of Sport Programs	3

Total Semester Credits 16

**3<sup>rd</sup> Year - Fall Semester**

ACCT 201	Accounting I	3
CHEM 101 or PHYS 101	General Chemistry or Physics (BP)	4
PHEC 359	Psycho-Social Dimensions of Sport	3
PHEC 411	Physiology of Exercise	3
PHEC XXX	*Coaching Course	1
PHEC XXX	Activity Course	1
PHEC XXX	Activity Course	1

Total Semester Credits 16

**3<sup>rd</sup> Year - Spring Semester**

ACCT 202	Accounting II	3
MGMT 324	Organizational Behavior	3
PHEC 326	Adapted Physical Education	3
PHEC 412	Kinesiology	3
PHEC 498	Organization and Administration of Physical Education	3

Total Semester Credits 15

**4<sup>th</sup> Year - Fall Semester**

BUAD 381	Legal and Ethical Environment of Business	3
HIST 350	Introduction to the African Diaspora (CI)	3
SBXXX	Social & Behavioral Sciences Elective	3
PHEC XXX	Activity Course	1
PHEC XXX	Activity Course	1
PHEC XXX	Activity Course	1
PHEC 358	Measurement and Evaluation	3

Total Semester Credits 15

**4<sup>th</sup> Year - Spring Semester**

PHEC 499	Internship Practicum	12
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Total Semester Credits 12

\*To satisfy the coaching requirement, one 2-credit course or two 1-credit coaching courses may be taken.

Total Credits – 120

## **TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

IOLA RAGINS SMITH; Associate Professor:  
THURMAN BRIDGES, MARCIEA  
MONIQUE MCMILLIAN; Assistant  
Professor: SIMONE GIBSON; Lecturer:  
DELORES ALEXANDER, HENRIETTA WRIGHT; Field  
Experience Coordinator: KEA SMITH; Program  
Directors: MARILYN RONDEAU (Master of Arts in  
Teaching [M.A.T.], M.S. in Educational Administration  
and Supervision, and the Aspiring Leaders Program),  
MARGARET SPICER (Professional Development  
Schools); Coordinators of the Professional Development  
Schools: VIRGINIA JOHNS.

Teacher education at Morgan State University is built upon a philosophy that is in keeping with the role of the institution and the general purposes it serves. It is designed to complement the historical liberal arts character of the institution. Programs for preparing teachers reflect the University's urban mission and are viewed as an all University activity dedicated to the purpose of preparing competent, sensitive and socially aware professional educational personnel who can function effectively in today's rapidly changing society. These programs, which may be characterized as being especially sensitive to urban issues, provide the student with opportunities to develop a broad repertoire of abilities and competencies essential to success in guiding the learning activities of students, particularly urban students, of all ages. The programs reflect a basic philosophical rationale which includes the following factors:

1. Recognition of the fact that learning is an activity that is continuous throughout life and that organized learning activities extend beyond the traditional classroom.
2. Consideration of the unique educational problems that confront urban youth, and of the ways that sound pedagogical, psychological and sociological principles and theories may be utilized in effecting solutions for these problems.
3. Awareness of the fact that the preparation of teachers must include a sound foundation in the liberal arts as well as in the subject matter that is to be taught.
4. Recognition that the preparation of teachers is a joint responsibility requiring meaningful involvement of elementary and secondary school personnel.
5. Awareness that there is a need for continuous and systematic evaluation of graduates with results utilized to keep the programs dynamic, relevant and responsive to current societal needs.
6. Commitment to the principle that education be viewed as a force in developing a pluralistic, multicultural society where individuals of various racial and ethnic backgrounds reach maximum potential as productive citizens.
7. Commitment to the demonstration of professionalism

through the practices of teaching and leadership, and to the improvement of performance through study and research.

The Department of Teacher Education and Professional Development offers certification in two areas: an undergraduate program in elementary education and a dual undergraduate and graduate program in secondary education. Each certification program is described below.

### **THE ELEMENTARY EDUCATION PROGRAM (Grades 1-6 )**

#### **THE PROGRAM**

The Elementary Education Certification Program offers courses and learning experiences designed to prepare teaching candidates for an elementary school teaching career. These courses and experiences are designed to enable the candidate to demonstrate:

1. Mastery of the content of the elementary school subjects.
2. Skill in implementing basic principles of teaching and learning, integrating theory relating to curricula with practice.
3. Ability to plan effective teaching-learning activities for the elementary school learner by stating objectives in terms of expected behavioral outcomes and by evaluating elementary school instruction in terms of stated objectives.
4. Knowledge of the changing role expectations that society holds for elementary school education by exhibiting an understanding of widely accepted articulated goals of education and curricular organization as reflected by these goals.
5. Commitment to continuous professional growth by regularly examining his/her academic knowledge and competence and by assuming responsibility for his/her learning and development.
6. Knowledge of the elementary school curriculum in relation to the learner's development and his/her social, cultural and linguistic background as related to the larger society.
7. Ability to use first-hand experiences, media, and technology in developing concepts and skills taught in the elementary schools.
8. Knowledge of the multitudinous ways in which learners differ and of the procedures available for adapting instruction to complement learner diversity.
9. Ability to use a variety of instructional strategies aimed toward enhancing the learner's higher ordered learning and performance skills.
10. Knowledge and implementation of diverse motivational strategies that are aimed toward enhancing the learner's self-motivation and ability to engage in positive social interaction.

**REQUIREMENTS:** The Elementary Education Program includes the broad base of liberal arts courses required of all University students. These requirements

are described in this catalog under “Requirements for Graduation.” Specific requirements for the elementary teacher education programs are as follows:

**1. Academic Courses (Supporting Courses):** The general studies program of the University provides a solid base of courses and learning experiences for the prospective elementary school teacher. To strengthen and broaden this base, a sequence of additional courses (supporting courses) has been assigned and is required for completion of the Elementary Education Program. The courses include the following: ENGL 250 and ENGL 353; GEOG.101 (Recommended); SPCH 101; SCIENCE Elective – 4 credits recommended to be EASC 205; MATH 107, 108, 110 and 205 (MATH 110 will be used to satisfy the general education mathematics and Quantitative Reasoning requirement);

**2. Professional Education Courses:** All professional education courses, as well as general education and supporting courses, must be completed prior to enrolling in student teaching (ELED 487). Professional education courses include: EDUC 200, EDUC 222, EDUC 301, EDUC 334, EDUC 415, EDUC 480, EDUC 486, EDUC 489, ELED 210, ELED 310, ELED 316, ELED 318, EDUC 412, ELED 475, ELED 476, ELED 478, ELED 479, and ELED 487. ELED 487, “Student Teaching in the Elementary School,” (12 credits) is the last course in the professional sequence.

**3. Professional Methods Courses and Student Teaching:** Unconditional admission to the Teacher Education Program is required for enrollment in the methods courses and student teaching.

**4. Practicum:** Candidates must complete 100 consecutive days of the student teaching practicum in order to be eligible for graduation/ certification. NB: Eligibility for the 100-consecutive day internship practicum requires mandatory fingerprinting. A fee is required.

**5. PRAXIS:** Candidates must register and sit for the PRAXIS Core test (3) by the end of their sophomore year. Successful completion of the Praxis Core and the appropriate Praxis II assessments, prior to graduation, is mandatory. Candidates who fail to satisfy all graduation criteria (including achieving a passing score on the Praxis Core and Praxis II examinations) are not eligible for graduation and will not be permitted to participate in the graduation exercises. Praxis Core and Praxis II scores must be submitted to the Department Chair by November 1 (fall graduation) or April 1 (spring graduation).

**6. GPA:** Candidates must acquire and maintain a GPA of 2.75 (or higher) in order to be eligible for graduation.

**7. MSU outcomes assessment:** Candidates must complete all MSU/Departmental Outcome Assessments.

**8. Major Exit/Program Surveys:** Candidates must complete all Major Exit and Program Development Surveys.

**Candidates desiring to teach at the secondary level should follow the five year M.A.T. Program described in the Graduate Catalog. The M.A.T. program requires candidates during their undergraduate years to major in the Department corresponding to the discipline in which they desire to teach. Candidates may apply to the M.A.T. program at the end of their Sophomore year and begin taking graduate classes in the evening beginning in their Junior year.**

**THE PROGRAM:** The Dual Certification program offers courses and learning experiences designed to provide students with: (1) those skills and competencies in professional education and subject matter fields that are required for effective teaching at the secondary school level; (2) the basic understanding and knowledge in the foundations of education that support the development of teaching as a profession; and (3) a sound basis for advanced study that will lead to more effective teaching or to careers in related areas. Successful completion of prescribed courses and experiences will enable the teacher education candidate to demonstrate:

1. Mastery of the content of the secondary school subjects.
2. Skill in implementing basic principles of teaching and learning, integrating theory relating to curricula with practice.
3. Ability to plan effective teaching-learning activities for the secondary school student by stating objectives in terms of expected behavioral outcomes and by evaluating secondary school instruction in terms of stated objectives.
4. Knowledge of the changing role expectations that society holds for secondary school education by exhibiting an understanding of the articulated goals of education curricular organization.
5. Commitment to continuous professional growth by regularly examining his/her academic knowledge and competence and by assuming responsibility for his/her learning development.
6. Knowledge of the secondary school curriculum in relation to the learner’s development and his/her social, cultural and linguistic background as related to the larger society.
7. Ability to use first-hand experiences, media and technology in developing concepts and skills
8. Knowledge of the multitudinous ways in which learners differ and of the procedures available for adapting instruction to complement learner diversity.
9. Ability to use a variety of instructional strategies aimed toward enhancing the learner’s higher ordered learning and performance skills.
10. Ability to use diverse motivational strategies.

## **DUAL DEGREE (MASTER IN THE ART OF TEACHING – M.A.T.) PROGRAM**

The Department offers the dual degree program for the preparation of secondary school teachers in the following subject areas: Art, Biology, Chemistry, English, History, Mathematics, Music, Physics, and Physical Education with a concentration in one of the following: Health, Recreation, Pre-Professional Physical Therapy, and Sports Administration. See graduate catalog

**REQUIREMENTS:** The dual teacher education preparation program includes the broad base of liberal arts courses required of all University students. These requirements are described in this catalog under "Requirements for Graduation." Specific requirements for candidates enrolling in secondary teacher education programs are as follows:

1. **Academic Courses:** Candidates preparing to teach in secondary schools must complete major requirements in an appropriate teaching field as prescribed by the Department or School in which the major is pursued.
2. **Professional Education Courses:** Professional education courses are pursued at the graduate level. Candidates who earn a cumulative 3.0 average may begin taking graduate courses during their junior year. Information concerning the five-year dual program (M.A.T.) may be found in the graduate catalog.
3. **Professional Methods Courses and Student Teaching:** Unconditional admission to the Teacher Education Program is required for enrollment in the methods courses and student teaching.
4. **PRAXIS Core:** Candidates must attain the the qualifying score on the PRAXIS Core in order to enroll in the graduate Methods course.
5. Candidates must complete 100 consecutive days of the student practicum in order to be eligible for certification as having been graduated from an approved program.
6. **PRAXIS II:** Candidates, prior to graduation, must meet the state qualifying score on the appropriate PRAXIS II tests, in order to be certified as having been graduated from a state-approved teacher-education program.
7. **GPA:** Candidates must acquire and maintain a GPA of 3.0 (or higher) in order to be eligible for graduation.
8. **Praxis Core and Praxis II Scores:** Praxis Core and Praxis II scores must be submitted to the Department Chair by November 1 (fall graduation) or April 1 (spring graduation)

#### **CRITERIA FOR ADMISSION TO TEACHER EDUCATION CERTIFICATION PROGRAMS: Elementary Education**

In order to be unconditionally admitted to the Elementary Education Teacher Certification Program, the applicant:

1. has passed English 101-102 with a minimum grade of "C" in each.
2. is not pursuing "developmental courses" at the time of

application.

3. has complied with the requirements for completing the application process.
4. has completed EDUC.200, ELED.210, and EDUC.301 with at least a "B" in each course.
5. has satisfied the Maryland State Department of Education's score requirements for the PRAXIS Core.
  - Core Academic Skills for Educators: Reading (156)
  - Core Academic Skills for Educators: Writing (162)
  - Core Academic Skills for Educators: Math (150)
6. has earned a minimum cumulative GPA of 2.75.

#### **TEACHER EDUCATION CERTIFICATION GRADUATION REQUIREMENT: Elementary Education**

Candidates upon completing the Elementary Education Teacher Certification Program must, prior to graduation, successfully complete (i.e., meet the state qualifying scores on) the Praxis Core and Praxis II assessments. These include: Elementary Education: Instructional Practice and Applications (5019) – (qualifying score – 155) and Principles of Learning and Teaching K – 6 (5622) - (qualifying scores 160). Additionally, candidates must acquire and maintain a minimum cumulative grade point average of 2.75.

#### **GENERAL EDUCATION COURSE OFFERINGS**

**EDUC 200 FOUNDATION OF EDUCATION AND TEACHING** - Three hours; 3 credits. This course is designed to help the pre-service teacher examine the historical, philosophical and social foundations of American education. In the context of the aforementioned foundations, course content is designed to provide him/ her with an opportunity to acquire understandings concerning the moral, social, and political dimensions of the classroom, teaching and the school. Through observation in elementary and secondary schools, he/she is given an opportunity to apply the resultant understandings in the socio-cultural, moral, and political context of contemporary education, to define his/her goals and to assess his/her strengths and weaknesses in light of the competencies and understandings deemed essential for the elementary or secondary teacher.

**EDUC 222 SEMINAR/PRAXIS I (Academic Skills Assessment)** - Three hours; 3 credits. This course is designed to assist teacher education candidates in preparing to pass the PRAXIS I examinations. Specifically, the candidate is introduced to test-taking procedures associated with the administration of standardized tests. Teacher candidates will be immersed in this Praxis I course and gain: a higher level of comfort with the content and structure of the Praxis tests, a better sense of how to analyze examination questions, tips on studying and taking licensure tests, and a structured and effective

Individualized Study Plan (ISP). Each candidate will complete the Pre-Professional Skills Test (PPST) in Reading, Writing and Mathematics. Results will be used to develop a comprehensive ISP which is a viable or optimal plan for individual candidate success on the Praxis I exams. Components of the ISP include: actions, activities, events, timelines, nature of tasks, assignments, monitoring strategies and progress reports.

**EDUC 301 HUMAN DEVELOPMENT AND LEARNING** - *Three hours; 3 credits.*

This course is designed to provide the pre-service teacher with a constructive understanding of the physiological and psychological factors inherent in human growth and development and learning. In addition, this course is designed to provide the pre-service teacher with knowledge concerning the different teaching strategies that have been developed to create learning opportunities for students characterized by diversity in cultural backgrounds and exceptionalities. Practical insights predicated on research and experience-based principles are provided. The principles of human growth and development and learning are traced from early childhood through the adolescent years. Psychological implications for teaching are studied with attention given to their relations to educational practices. Opportunities for the pre-service teacher to observe elementary, middle, and/or high school children in various settings are provided (*field-experience*). Procedures for ensuring that pre-service teachers acquire strategies for developing National and State Assessment competencies in their students are emphasized.

**Prerequisite:** EDUC 200.

**EDUC 302 CHILD AND ADOLESCENT DEVELOPMENT** - *Three hours; 3 credits.*

This course is designed to provide the pre-service teacher with a constructive understanding of the physiological and psychological factors inherent in human growth and development, and learning and personality. Practical insights (predicated on research and experience-based principles for encouraging and intellectual, social, and personal development of students, with special emphasis on the various forces that affect learning behavior and personality) are provided. The study of the principles of human growth and development is traced from early childhood through the adolescent years. Psychological implications for teaching are studied with attention given to their relations to educational practices. Opportunities for the pre-service teacher to observe elementary and/or middle school children in various school settings are provided. Procedures for ensuring that pre-service teachers acquire strategies for developing State and National competencies in their students are emphasized.

**Prerequisite:** EDUC 200.

**EDUC 303 ELECTRONIC INSTRUCTIONAL MATERIALS** - *Three hours; 3 credits.*

This course is designed to provide the pre-service teacher with knowledge concerning the ways in which technological changes have impacted society and influenced learning and instructional

activities in the school. Specifically, software packages that have been developed to enhance classroom instruction and learning are identified and discussed. The pre-service teacher is required to master and demonstrate skills associated with the use of aforementioned software to facilitate instruction and learning. Emphasis is placed on the use of educational technology (including the use of computers, and other technologies) to facilitate instructional, assessment and professional development activities of the pre-service teacher. The use of electronic instructional materials as a medium for ensuring the achievement of State and National Assessment objectives is demonstrated. Observations in elementary or secondary school settings provide an opportunity for the pre-service teacher to gain understandings of the impact of media on instructional and learning activities in a natural environment.

**Prerequisite:** EDUC 200.

**EDUC 334 INTRODUCTION TO SPECIAL EDUCATION** - *Three hours; 3 credits.*

This course is designed to ensure that pre-service teachers explore alternative ways of viewing, understanding and teaching the exceptional child. While this course emphasizes the cognitive and behavioral characteristics of students who are exceptional with respect to mental abilities, it addresses, also, the characteristics of students exhibiting physical and emotional exceptionalities. Relevant research findings generated by investigators from appropriate fields of inquiry undergird this course. Ethical, legal, political, moral and educational policy constraints that impact the way in which school personnel are able to interact with students exhibiting exceptionalities are addressed. Procedures for ensuring that pre-service teachers acquire strategies for developing State and National Assessment competencies in their students are emphasized. Observation in an elementary or a secondary school provides an opportunity for the pre-service teacher to ground a required research activity in a naturalistic setting.

**Prerequisite:** EDUC 200.

**EDUC 405 METHODS IN ART EDUCATION** - *Three hours; 3 credits.*

In this course, the pre-service teacher studies the instructional methodologies and materials appropriate to the teaching of art to students in grades K-12. Emphasis is placed on the acquisition of skills in long and short range planning techniques for visual arts activities for kindergarten through twelfth grade. Specifically, this course is designed to assist the pre-service teacher: (1) in the use of effective verbal, nonverbal and media communications to foster active inquiry, collaboration, and supportive interactions in the classroom; and, (2) in the application of effective planning, management and instructional techniques that are based on knowledge of the content area, and on community and curriculum needs. This course serves two integrative functions as it proposes to teach the preservice teacher: (1) to integrate the competencies and knowledge

acquired in major, professional and pedagogical courses so as to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students, and, (2) to create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementation of State and National Assessment outcomes for art are addressed. **Requisite:** Teacher education candidates enrolled in methods courses are required to participate in practicum experiences in the public schools. **Prerequisites:** Completion of all professional education requirements, senior status, and admission to the Teacher Education Program.

#### **EDUC 412 ASSESSMENT OF READING INSTRUCTION AND CLASSROOM DIAGNOSTICS**

- *Three hours; 3 credits.* This course is designed to assist elementary and secondary teacher education candidates in becoming proficient consumers of classroom based assessment measures and assessment data. Among the topics to be explored are legal and ethical issues related to assessment as well as the issue of possible bias in formal assessment. Factors that may contribute to reading difficulties for students will be addressed, and a discussion of how assessments can be modified to meet these students' needs will be included. Instruction will focus on building knowledge on the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate these results in a variety of contexts. Further, candidates will demonstrate the ability to utilize assessment data to guide instructional decisions. All course activities will help candidates to acquire strategies for developing State and National Assessment competencies for elementary students. **Prerequisites:** EDUC.200, ELED.210, ELED.310 and ELED.318.

#### **EDUC 414 ASSESSMENT OF STUDENTS - *Three***

*hours; 3 credits.* This course provides an introduction to tests and measurement procedures appropriate to teaching in the elementary and the secondary school. Classroom activities afford pre-service teachers opportunities to use measuring techniques with discrimination in order to improve the quality of their instruction, to evaluate students, and to reach more valid judgments about the characteristics of human behavior. Attention is given to procedures employed in performance outcome assessments such as portfolio assessment and other nontraditional assessment procedures. Legal, political, ethical, moral and social policy issues in testing and measurement are presented as topics for exploration and inquiry with regard to their impact on the assessment of students and the inter-

action of school personnel with parents and the community. Procedures for ensuring that pre-service teachers acquire strategies for developing Nation and State Assessment competencies in their students are emphasized. Required classroom observation is used to reinforce instructional concepts. **Prerequisite:** EDUC 200.

#### **EDUC 415 CULTURAL INFLUENCES AND MANAGING A DIVERSE LEARNING ENVIRONMENT - *Three***

*hours; 3 credits.* This course is designed to provide the teacher candidates with sensitivity to the influences that impact upon the positive adjustment of K-12 students in the school environment, as well as those in the work force. Research- and experience-based principles of effective practice for understanding and encouraging the intellectual, social and personal development of the culturally diverse K-12 learner and the home and school environments are emphasized. The content of this course encourages the teacher candidates and other interested personnel to acquire a global perspective, and the skills/understandings necessary for interacting with members of diverse cultures. Legal, political, ethical, moral and social policy principles relevant to understanding and interacting with students exhibiting diversity in all of its various manifestations are explored. An opportunity is provided to apply acquired skills and understandings through the observation and study of elementary and/or secondary students in their school and community environments. Teacher education candidates will develop, examine and explore strategies for managing an orderly and effective environment for students. Procedures that will enable teacher candidates to acquire strategies for developing State and National Assessment competencies in their students will be emphasized. (Formerly Cultural Influences, Diversity and the School). **Prerequisite:** EDUC. 200.

#### **EDUC 435 METHODS AND MATERIALS OF TEACHING PHYSICAL EDUCATION - *Three***

*hours; 3 credits.* This course aims to help the pre-service teacher gain an understanding of the methods and the conduct of learning experiences in physical education as related to the total school program in grades K-12. It emphasizes physical education as a medium of educating the whole individual. Attention is given to an analysis of the teacher's instructional and planning activities, and the scope of his/her professional duties; the aims and objectives of physical education; the underlying factors and principles related to the selection of method and procedures; the use of management techniques appropriate for elementary and secondary schools; the use of resource materials; and the generation of lesson plans. Specifically, this course is designed to assist the pre-service teacher: (1) in the use of effective verbal, nonverbal and media communications to foster active inquiry, collaboration,

and supportive interactions in the classroom; and, (2) in the application of effective planning, management and instructional techniques that are based on knowledge of the content area, and on community and curriculum needs. This course serves two integrative functions as it proposes to teach the pre-service teacher: (1) to integrate the competencies and knowledge acquired in major, professional and pedagogical courses to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students; and, (2) to create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementation of State and National Assessment outcomes for physical education are addressed. **Requisite:** Pre-service teachers enrolled in methods courses are required to participate in practicum experiences in the public schools. **Prerequisites:** Completion of all professional education requirements, senior status, and admission to the Teacher Education Program.

**EDUC 459 METHODS OF TEACHING MUSIC - Three hours; 3 credits.** This course enables the pre-serviceteacher to study the methodologies and materials appropriate to the teaching of music in grades K-12. Emphasis is placed on providing the pre-service teacher with opportunities to observe teaching/learning environments; to study parallel readings; and to master techniques/understandings appropriate to the organization of materials and the generation of lesson plans. Specifically, this course is designed to assist the pre-service teacher: (1) in the use of effective verbal, nonverbal and media communications to foster active inquiry, collaboration, and supportive interactions in the classroom; and, (2) in the application of effective planning, management and instructional techniques that are based on knowledge of the content area, and on community and curriculum needs. This course serves two integrative functions as it proposes to teach the pre-service teacher: (1) to integrate the competencies and knowledge acquired in major, professional and pedagogical courses to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students; and, (2) to create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementation of State and National Assessment outcomes for music are addressed. **Requisite:** Pre-service teachers enrolled in methods courses are required to participate in practicum experiences in the public schools. **Prerequisites:** Completion of all professional education requirements, senior status, and admission to the Teacher Education Program.

**EDUC 480 PHASE I METHODS SEMINAR - One hour; 0 credits.** This course is designed to enhance the ability of the pre-service teacher to relate his classroom experience and practices to the educational and psychological theories, concepts and principles presented in the Morgan State Teacher Education curriculum. This course must be taken concurrently with Methods course(s).

**EDUC 486 SEMINAR/PRAxis (Principles of Learning and Teaching) - Two hours; 1 credit.** This course is designed to assist teacher education candidates in preparing to sit for PRAXIS II: Subject Assessments. The candidate is introduced to test-taking procedures associated with the administration of standardized tests. The teacher candidate is provided with opportunities to review previously administered copies of the aforementioned tests and selected topics associated with curricular experiences in the major and supporting courses. This course must be taken concurrently with ELED 487, or EDUC 488, or SCED 490, or with special permission from the Chairperson of the Department of Teacher Education and Professional Development.

**EDUC 488 STUDENT TEACHING - DUAL EXPERIENCE (Art, Music, Physical Education candidates) - Forty hours per week; 12 credits.** This course is designed to serve as the capstone experience for the pre-service teacher who is preparing to teach art, music or physical education. Specifically, this course provides the pre-service teacher with the opportunity: to observe and participate in the art of teaching at the elementary and secondary school levels; to collaborate with school colleagues, parents, and agencies in the larger community for the purpose of generating additional support for students' learning and well-being; to engage in effective interactions with parents for supporting students' learning and wellbeing; to implement practices that convey an understanding of the responsibilities, structure and activities of the teaching profession; and to reflect on his/ her teaching and its effects on student growth and learning. The pre-service teacher spends one-half of the student teaching experience in an elementary school, the other half in a secondary school. Additionally, the pre-service teacher is exposed to a student teaching experience in both an urban and a suburban setting. Gradual induction into full-time teaching responsibilities occurs in each setting. An additional student teaching fee is required for matriculation in this course. **Prerequisites:** Completion of all courses in the general, major and professional sequence, and admission to the Teacher Education Program.

**EDUC 489 PHASE II - STUDENT TEACHING SEMINAR - Two hours; 0 credits.** This course is designed to enhance the ability of the pre-service teacher to relate his classroom experience and practices to the educational and psychological theories, concepts and principles presented in the Morgan State

Teacher Education curriculum. Teacher education candidates are required to complete and present an action research study.

**ELED 210 PROCESSES AND ACQUISITION OF READING** - *Three hours; 3 credits.*

This course will provide candidates with a theoretical foundation of the intricate processes involved in reading development. It will emphasize the response of the brain to children's acquisition of language development and reading. Teacher Education candidates will demonstrate an understanding of the theories of the reading process and the structured components of the English language. The effects of phonological and phonemic awareness in young readers will be explored as well as the distinction between phonological/phonemic awareness and phonics. Candidates will also understand the role that fluency and vocabulary play in the construction of meaning in a variety of texts. **Prerequisite:** EDUC 200 or concurrently with EDUC 200.

**ELED 302 CHILD DEVELOPMENT** - *Three hours; 3 credits.*

This course is designed to provide the pre-service teacher with a constructive understanding of the physiological and psychological factors inherent in human growth and development, and learning and personality. Practical insights (predicated on research-and experience-based principles for encouraging the intellectual, social, and personal development of students, with special emphasis on the various forces that affect learning behavior and personality) are provided. The study of the principles of human growth and development is traced from early childhood to the beginning of the teen years. Psychological implications for teaching are studied with attention given to their relations to educational practices. Opportunities for the pre-service teacher to observe elementary and/or middle school children in various school settings are provided. Procedures for ensuring that pre-service teachers acquire strategies for developing State and National Assessment competencies in their students are emphasized. **Prerequisite:** EDUC 200.

**ELED 310 INSTRUCTION OF READING** - *Three hours; 3 credits.*

This course is designed to equip candidates with strategies for guiding young learners to become independent readers and writers. Candidates will demonstrate knowledge of a variety of strategies that facilitate word recognition, fluency, vocabulary development and comprehension. Candidates will also be exposed to early identification and intervention strategies designed to assist learners, including very young scholars, 2nd language learners and dialect speakers experiencing difficulty in reading. Additionally, candidates will receive instruction and practice related to developing effective reading lesson plans. **Prerequisite:** EDUC. 200 and ELED.210. *Note: Required field experience will be*

*attached to this course.* All teacher candidates will be **REQUIRED** to attend an assigned school as a group to observe lessons and engage in conversation with the teacher relevant to course content. These observations will occur on selected Tuesday or Thursday mornings during the course of the semester.

**ELED 316 CURRICULUM PRINCIPLES AND INSTRUCTIONAL MANAGEMENT** - *Three hours; 3 credits.*

This course is designed to provide the pre-service teacher with requisite skills and knowledge related to the objectives to be achieved through the design and implementation of the elementary and middle school curricula. Factors related to instructional management and their implications with respect to the delivery of the curriculum in the practice of teaching in the elementary and middle school classroom are explored. Specifically, this course emphasizes the need for the planning and management of instruction to be based on knowledge of the targeted content area, sound principles of curriculum design and identified community concerns. Emphasis is placed on strategies requisite to the acquisition of State and National Assessment outcomes. Observation in elementary and/or middle schools is a required activity. **Prerequisite:** EDUC 200.

**ELED 318 MATERIALS FOR TEACHING READING AND LANGUAGE ARTS** - *Three hours; 3 credits.*

This course is designed to assist elementary teacher candidates in selecting and evaluating appropriate materials for teaching reading and related language arts skills that are consistent with the findings of scientifically based reading research. Candidates should leave this course with an understanding of research supported programs, approaches, and methods so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent and independent readers. Additionally this course is designed to develop candidates' proficiency in and familiarity with appropriate concepts and practices of language at the elementary level. Candidates will use a variety of texts and other materials to encourage students' motivation, interests, and independent reading habits. Prerequisites: EDUC.200, ELED.210, and ELED.310.

**ELED 412 ASSESSMENT OF READING INSTRUCTION** - *Three hours; 3 credits.*

This course is designed to assist candidates in becoming proficient consumers of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purpose of assessment, types of assessment tools, how to administer and use several valid, reliable well-researched formal and informal assessments of reading and related skills. Candidates will learn how to effectively interpret the results of assessments and how to communicate assessment results in a variety of contexts. Additionally, candidates will demonstrate the ability to

utilize assessment data to guide instructional decisions. Prerequisites: EDUC.200, ELED.210, ELED.310 and ELED.318.

**ELED 438 METHODS AND MATERIALS OF TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL** - *Two hours; 2 credits.* This course aims to help the prospective teacher gain insights into and an understanding of the methods and the conduct of learning experiences in physical education as related to the total school program. It emphasizes physical education as a medium of education for the whole individual. Particular attention is given to an analysis of the teacher and scope of his/her professional duty; the aims and objectives of education principles related to the selection of method and procedures; teaching techniques appropriate for use in elementary school; resource materials; and an opportunity for experience in instructional planning, organizing and teaching a class. **Requisite:** Pre-service teachers enrolled in methods courses are required to engage in practicum experiences connected with the course. *To introduce the yearlong internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive prerequisite activities designed for a successful completion of the internship.* **Prerequisites:** Completion of all courses in the general, major and professional sequence.

**ELED 475 INTEGRATIVE METHODS OF TEACHING LANGUAGE ARTS, AND SOCIAL STUDIES** - *Three hours; 3 credits.* This course aims to acquaint the pre-service teacher with social studies content and methods as implemented in the elementary and the middle school setting. Reading methods and the expressive phases of language arts content and methods - speaking, handwriting, spelling, English usage, formal grammar, creative writing and dramatizations are also examined with a primary concern for their values as a means of expressing ideas and their integration with other aspects of the elementary and middle school curricula. Specifically, the purpose of this course is to teach the pre-service teacher to integrate the competencies and knowledge acquired in major, professional and pedagogical courses so as to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students. Moreover, this course emphasizes that the pre-service teacher must create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of his/her students in order that they might achieve higher levels of learning. The State and National Assessment outcomes for language arts and social studies are emphasized. **Requisite:** Pre-service teachers enrolled in methods courses are required to participate in practicum experiences (in elementary and/or middle schools) connected with the course. *To introduce the yearlong internship, and to comply with the 100 consecutive*

*days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive prerequisite activities designed for a successful completion of the internship.* **Prerequisites:** Completion of all professional education requirements, senior status, and admission to the Teacher Education Program.

**ELED 476 INTEGRATIVE METHODS OF TEACHING MATHEMATICS** - *Two hours; 2 credits.* This course provides the teacher candidate with an understanding of basic mathematical and scientific concepts and skills that are taught in the elementary and middle school. Candidates are instructed concerning the objectives of the elementary and the middle school mathematics programs. Teacher candidates are provided with opportunities to help develop skills in utilizing modern techniques and materials in mathematics instruction. Specifically, the purpose of this course is to teach the teacher candidate to integrate the competencies and knowledge acquired in major, professional and pedagogical courses so as to create learning experiences that make central concepts, tools of inquiry and structures of the content area meaningful for all students. Moreover, this course emphasizes that the teacher candidate must create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of his/her students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementation of State and National Assessment outcomes for mathematics are addressed. **Requisite:** Candidates enrolled in methods courses are required to participate in practicum experiences (in elementary and/ or middle school) connected with the course. Procedures for ensuring that the teacher candidates acquire strategies for developing State and National Assessment competencies in their students are emphasized. *To introduce the yearlong internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive prerequisite activities designed for a successful completion of the internship.* **Prerequisites:** Completion of all professional education requirements, senior status, and admission to the Teacher Education Program.

**ELED 478 INTEGRATIVE METHODS OF TEACHING SCIENCE** - *Two hours; 2 credits.* This course provides the teacher candidate with an understanding of basic scientific concepts and skills that are taught in the elementary and middle school. Teacher candidates are instructed concerning the objectives of the elementary and the middle school science programs. Candidates are provided with opportunities to develop skills in utilizing modern techniques and materials in science instruction. Specifically, the purpose of this course is to teach the teacher candidate to integrate the competencies and knowledge acquired in major, professional and pedagogical

courses so as to create learning experiences that make central concepts, tools of inquiry and structures of the content area meaningful for all students. Moreover, this course emphasizes that the teacher candidate must create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of his/her students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementation of State and National Assessment outcomes for mathematics are addressed.

**Requisite:** Candidates enrolled in methods courses are required to participate in practicum experiences (in elementary and/or middle school) connected with the course. Procedures for ensuring that the teacher candidates acquire strategies for developing State and National Assessment competencies in their students are emphasized. *To introduce the year-long internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive pre-requisite activities designed for a successful completion of the full internship.* (Formerly Integrative Methods of Teaching Mathematics and Science) **Prerequisites:** Completion of all professional education requirements, senior status, and admission to the Teacher Education Program.

#### **ELED 479 INTEGRATIVE METHODS OF TEACHING ART, MUSIC AND PHYSICAL EDUCATION**

- *Three hours; 3 credits.* This course is designed to assist the pre-service teacher in gaining skills and knowledge appropriate to the teaching of art, music and physical education in the elementary and the middle school setting. The course enables future classroom teachers to develop and to implement pedagogical skills associated with contemporary classroom practices in teaching art, music and physical education. Particular attention is given to an analysis of the teacher's role and the scope of his/her professional duty, and to an analysis of aims, objectives and educational principles as they relate to the selection of method and procedures used in instructional planning. By emphasizing art, music and physical education as opportunities for the development of the whole individual, this course stresses tenets of a humanistic approach to education. Specifically, the purpose of this course is to teach the pre-service teacher to integrate the competencies and knowledge acquired in major, professional and pedagogical courses to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students. Moreover, this course emphasizes that the pre-service teacher must create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of his/her students in order that they might achieve higher levels of learning. Appropriate State and National Assessment outcomes are addressed.

**Requisite:** Pre-service teachers enrolled in methods courses

are required to participate in practicum experiences (in elementary and/or middle school) connected with the course. *To introduce the year-long internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive pre-requisite activities designed for a successful completion of the full internship.* **Prerequisites:** Completion of all professional education requirements, senior status, and admission to the Teacher Education Program.

#### **ELED 487 STUDENT TEACHING IN THE ELEMENTARY SCHOOL**

- *Forty hours per week; 12 credits.*

This course is designed to serve as the capstone experience for the pre-service teacher who is preparing to teach in the elementary and/or middle school. Specifically, this course is designed to provide the preservice teacher with an opportunity to observe and participate in the art of teaching at the elementary and/or middle school level; to collaborate with school colleagues, parents, and agencies in the larger community for the purpose of generating additional support for students' learning and well-being; to engage in effective interactions with parents for the purpose of generating additional support for students' learning and well-being; to implement practices that convey an understanding of the responsibilities, structure and activities of the teaching profession; and to reflect on his/her teaching and its effects on student growth and learning. The pre-service teacher is placed in the public schools of Baltimore City and nearby counties and is assigned to contrasting cultural and instructional teaching situations. Through observation, participation and seminars, students are gradually inducted into full-time teaching responsibilities. Supervision is cooperatively provided by members of the departmental staff at Morgan State University and a classroom teacher (cooperating teacher of the public school system). An additional student teaching fee is required for matriculation in this course.

**Prerequisites:** Completion of all courses in the general, major and professional sequence, and admission to the Teacher Education Program. *NOTE:* Pre-service teachers enrolled in this course are required to engage in field or laboratory experiences two hours weekly in a school or an appropriate setting to complement the study of the curriculum.

#### **SECONDARY EDUCATION COURSE OFFERINGS**

##### **SCED 302 PRINCIPLES OF TEACHING IN SECONDARY SCHOOL**

- *Three hours; 3 credits.*

This course includes a consideration of the objectives of secondary education and the function of the teacher in the realization of these objectives. Attention is given to questioning, assignment, procedures, lesson planning, training in unit and project teaching, adjustment to individual needs, the

contract assignment, quizzes, examinations, marking systems, socialized procedures and the theory underlying the core curriculum. **Prerequisite:** EDUC 200. (SPRING).

**SCED 307 ADOLESCENT PSYCHOLOGY** - *Three hours; 3 credits.* This course is designed to provide the pre-service teacher with an opportunity to familiarize himself/herself with the problems and phenomena of adolescence. The course emphasizes research-and experience-based principles of effective practice that the preservice teacher can employ to encourage the intellectual, social, and personal development of students. Additionally, it emphasizes research-and-experience-based principles of individual and group motivation that the pre-service teacher can employ to ensure that his/her students engage in positive social interactions and active learning activities, and exhibit self-motivational behavioral tendencies. Procedures for ensuring that pre-service teachers acquire strategies for developing MSA competencies in their students will be emphasized. Observation in the secondary school is required. **Prerequisite:** EDUC 200. (SPRING).

**SCED 429 METHODS OF TEACHING READING IN THE SECONDARY CONTENT AREA, PART I** - *Three hours; 3 credits.* This course is designed for candidates seeking secondary teaching certification. It emphasizes the purposes for reading, various methods for assessing students' reading, cognitive strategies and skills, which fosters independent readers and meaningful student-centered instruction. Ten (10) hours of clinical experiences are required in an appropriate school setting. (FALL).

**SCED 430 METHODS OF TEACHING READING IN THE SECONDARY CONTENT AREA, PART II** - *Three hours; 3 credits.* This course reviews and expands the content from Methods of Teaching Reading in the Secondary Content Areas Part I. It emphasizes types of reading, skills in reading, multimedia resources and strategies for helping students communicate effectively about what they read in content area texts. It also focuses on various types of teaching assessments and their interpretation. Ten (10) hours of clinical experiences are required in an appropriate school setting. (SPRING).

**SCED 450 METHODS AND MATERIALS FOR TEACHING HIGH SCHOOL ENGLISH** - *Three hours; 3 credits.* The purpose of this course is to help the pre-service teacher acquire the abilities, understanding and skills needed in teaching English at the secondary school level. This course includes the study of aims, objectives and methods of teaching English at the secondary school level; the selection of course content and its organization; the study of typical units in composition and literature; and the study of teacher planning, evaluation and related co-curricular activities.

Specifically, this course is designed to assist the pre-service teacher: (1) in the use of effective verbal, nonverbal and media communications to foster active inquiry, collaboration, and supportive interactions in the classroom; and, (2) in the application of effective planning, management and instructional techniques that are based on knowledge of the content area, and on community and curriculum needs. This course serves two integrative functions as it proposes to teach the pre-service teacher: (1) to integrate the competencies and knowledge acquired in major, professional and pedagogical courses to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students; and, (2) to create learning experiences that build on the experimental, cultural, racial, gender and socioeconomic diversity of students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementations of MSA outcomes for English are addressed. **Requisite:** Students enrolled in methods courses are required to participate in practicum experiences in the public schools. *To introduce the yearlong internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive prerequisite activities designed for a successful completion of the internship.* **Prerequisites:** Completion of all professional education requirements and senior status.

**SCED 452 METHODS OF TEACHING HISTORY AND SOCIAL STUDIES IN THE SECONDARY SCHOOL** - *Three hours; 3 credits.* This course stresses: the objectives of history and social studies in secondary schools; the selection of subject-matter; parallel reading; courses of study; the development of social studies from the community point of view; reference books, maps, charts and other auxiliary material; the organization of materials; lesson plans; and measuring results. Specifically, this course is designed to assist the pre-service teacher: (1) in the use of effective verbal, nonverbal and media communications to foster active inquiry, collaboration and supportive interactions in the classroom; and, (2) in the application of effective planning, management and instructional techniques that are based on knowledge of the content area, and on community and curriculum needs. This course serves two integrative functions as it proposes to teach the pre-service teacher: (1) to integrate the competencies and knowledge acquired in major, professional and pedagogical courses so as to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students; and, (2) to create learning experiences that build on the experimental, cultural, racial, gender and socioeconomic diversity of students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementations of

State and National Assessment outcomes for social studies are addressed. **Requisite:** Students enrolled in methods courses are required to participate in practicum experiences in the public schools. *To introduce the yearlong internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive prerequisite activities designed for a successful completion of the internship.* **Prerequisites:** Completion of all professional education requirements and senior status.

### **SCED 453 METHODS OF TEACHING SCIENCE IN SECONDARY SCHOOLS - Three hours; 3 credits.**

This course is designed to help the pre-service teacher acquire the skills, understandings and abilities needed in teaching science (biology or chemistry or physics) at the secondary school level. The following topics are included: (1) the methods of the scientist and their application to the methods of the science teacher; (2) the role of motivation and the learning environment in the student's acquisition of science concepts; (3) the necessity of developing course content to meet the changing demands of scientific endeavors; and (4) the role of demonstration projects and experimentation in the student's acquisition of scientific concepts. Specifically, this course is designed to assist the pre-service teacher: (1) in the use of effective verbal, nonverbal and media communications to foster active inquiry, collaboration, and supportive interactions in the classroom; and, (2) in the application of effective planning, management and instructional techniques that are based on knowledge of the content area, and on community and curriculum needs. This course serves two integrative functions as it purposes to teach the pre-service teacher: (1) to integrate competencies and knowledge acquired in major, professional and pedagogical courses so as to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students; and, (2) to create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementation of State and National Assessment outcomes for science are addressed. **Requisite:** Students enrolled in methods courses are required to participate in practicum experiences in the public schools. *To introduce the yearlong internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive prerequisite activities designed for a successful completion of the internship* **Prerequisites:** Completion of all professional education requirements and senior status.

### **SCED 454 METHODS OF TEACHING FAMILY**

**AND CONSUMER SCIENCES - Three hours; 3 credits.** This course emphasizes the aims, methodologies, and principles of teaching family and consumer sciences at the secondary school level. The course stresses selection of subject matter, organization of materials, subject-matter teaching techniques, and evaluation. **Prerequisites:** Completion of all professional education requirements and senior status.

### **SCED 456 METHODS OF TEACHING MATHEMATICS - Three hours; 3 credits.**

This course stresses the following activities that are important to the skills acquisition of pre-service teachers: the objectives of Mathematics in secondary schools; the selection of subject matter; the development of lesson plans; the use of textbooks and supplementary materials; the interpretation of measurement results; the appropriate use of teaching strategies; and the interpretation of standardized test results. Specifically, this course is designed to assist the pre-service teacher: (1) in the use of effective verbal, nonverbal and media communications to foster active inquiry, collaboration, and supportive interactions in the classroom; and, (2) in the application of effective planning management and instructional techniques that are based on knowledge of the content area, and on community and curriculum needs. This course serves two integrative functions as it proposes to teach the preservice teacher: (1) to integrate the competencies and knowledge acquired in major, professional and pedagogical courses so as to create learning experiences that make the central concepts, tools of inquiry and structures of the content area meaningful for all students; and, (2) to create learning experiences that build on the experiential, cultural, racial, gender and socioeconomic diversity of students in order that they might achieve higher levels of learning. Knowledge and procedures required for the successful implementation of State and National Assessment outcomes in mathematics are addressed. **Requisite:** Teacher education candidates enrolled in methods courses are required to participate in practicum experiences in the public school. *To introduce the yearlong internship, and to comply with the 100 consecutive days expectations, candidates will be required to attend seminars during the first and second semester. The interns will receive prerequisite activities designed for a successful completion of the internship.* **Prerequisites:** Completion of all professional education requirements and senior status.

### **SCED 490 OBSERVATION AND STUDENT TEACHING IN THE SECONDARY SCHOOL**

- (English, Biology, chemistry, History, Mathematics, Physics) - *Forty hours per week; 12 credits.* This course is designed to serve as the capstone experience for the pre-service teacher who is preparing to teach in the secondary school. Specifically, this course provides the pre-service teacher with an opportunity to study the art of teaching

by extended observation of and actual experience in teaching secondary school students; to collaborate with school colleagues, parents, and agencies in the larger community for the purpose of generating additional support for students' learning and well-being; to engage in effective interactions with parents for the purpose of generating additional support for students' learning and well-being; to implement practices that convey an understanding of the responsibilities, structure and activities of the teaching profession; and to reflect on his/her teaching and its efforts on student growth and learning. Seminars are provided to help the pre-service teacher solve problems related to his/her teaching experiences and to deal with other professional matters. The pre-service teacher is placed in the public schools of Baltimore City and nearby counties and is assigned to contrasting cultural and instructional situations. The University provides a staff representative who works with the cooperating teacher and with the pre-service teacher by making frequent visits to the schools. An additional student teaching fee is required for matriculation in this course. **Prerequisites:** Completion of all methods and professional education courses in the general, major and professional sequence, and admission to the Teacher Education Program.

**MORGAN STATE UNIVERSITY**  
**DEPARTMENT OF TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT PROFESSIONAL**  
**EDUCATION CURRICULUM SEQUENCE: UNDERGRADUATE**  
**PHYSICAL EDUCATION CANDIDATES**

This sequence, which consists of forty-five credit hours, begins with the course, “Foundations of Education and Teaching,” and culminates in the student teaching practicum. Students may not enroll in 300 level education courses without first having successfully passed (grade “C” or better) EDUC 200. Only students who have been admitted to the Teacher Education Program unconditionally will be permitted to register for: (1) Methods and (2) Student Teaching. **Teacher candidates must complete 100 consecutive days of the required internship in order to be eligible for graduation. Only those students who have successfully passed the appropriate Praxis I and II tests will be certified as having been graduated from a State approved program. Praxis I and II scores must be submitted to the Department Chair by November 1 (fall graduation) or April 1 (spring graduation). The undergraduate Secondary Education course sequence (effective fall 2010) is as follows:**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
EDUC 200	Foundations of Education and Teaching	3
EDUC 301	Human Development and Learning	3
SCED 302	Principles of Teaching in Secondary Schools	3
EDUC 303	Electronic Instructional Materials	3
SCED 307	Adolescent Psychology	3
EDUC 334	Introduction to Special Education	3
EDUC 415	Cultural Influences & Managing a Diverse Learning Environment	3
SCED 429	Methods of Teaching Reading in the Secondary Content Area, Part 1	3
SCED 430	Methods of Teaching Reading in the Secondary Content Area, Part 11	3
*SCED/EDUC XXX	Methods of Teaching (Area of Specialization)	3
<b>Course Number Depends on your area of specialization</b>		
EDUC 480	Phase I Internship	0
EDUC 488	Student Teaching Dual Experience	12
<b>(Art, Music, or Phys Ed Majors</b>		
or		
SCED 490	Student Teaching	12
*EDUC 489	Phase II Internship	0
		<b>Total 42</b>

**Recommended Courses**

EDUC 222 Seminar/PRAXIS I (Academic Skills Assessment)	3
EDUC 486 Seminar/PRAXIS II (Principles of Learning and Teaching, and Specialty Areas)	1

\*Teacher candidates must enroll in EDUC 480 (Phase I Internship) concurrently with the appropriate Methods course, and enroll in EDUC 489 concurrently with EDUC 488 and SCED 490.

**DEPARTMENT OF TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT  
CURRICULUM SEQUENCE: ELEMENTARY EDUCATION**

**NB: Students must follow the extant program at the time of Morgan State Matriculation.** Students may not enroll in 300 and above level education courses without first having passed (grade “C” or better) EDUC.200. A fee for LIVE TEXT is associated with some of the courses. Eligibility for the 100 consecutive day internship practicum requires mandatory finger printing. A fee is required for finger printing. In order to be eligible for graduation, all students must: 1) earn the Maryland State qualifying score on the Praxis Core & Praxis II assessments; 2) earn a grade of at least “C” on all major, supporting and developmental courses; 3) complete 100 consecutive days of the internship practicum; 4) complete all MSU/Departmental Outcome Assessments; 5) complete all Major Exit and Program Developmental Surveys; 6) earn a GPA of **2.75** or better. **Praxis CORE & Praxis II scores must be submitted to the Department Chair by November 1 (fall graduation) or April 1 (spring graduation).** Students who fail to satisfy all graduation criteria will not be permitted to participate in the graduation exercises.

**FRESHMAN YEAR (FIRST SEMESTER)**

ENGL 101	EC-FRESHMAN COMPOSITION I	3
<sup>1</sup> BIOL 101	BP-INTRODUCTORY BIOLOGY I	4
ORED 103	FRESHMAN ORIE SEUS	1
<sup>1</sup> HIST 105	SB-U.S. HISTORY I	3
EDUC 200	FOUND OF EDUC & TEACHING	3
PHEC ---	PHYS ED ELEC	1
		15

**FRESHMAN YEAR (SECOND SEMESTER)**

SPCH 101	PRINCIPLES OF SPEECH	3
ENGL 102	EC-FRESHMAN COMPOSITION II	3
<sup>1</sup> PSYC 101	SB-GENERAL PSYCHOLOGY	3
<sup>2</sup> MATH 107	THE NUMBER SYSTEM	3
ELED 210	PROCESS/ACQUISITION READING	3
		15

**SOPHOMORE YEAR (FIRST SEMESTER)**

XXX ---	BP-PHYSICAL SCIENCE	3
<sup>2</sup> MATH 108	GEOMETRY & MEASUREMENT	3
PHIL 109	CT-INTRO TO LOGIC	3
<sup>1</sup> HUMA 201	AH-INTRO TO HUMANITIES I	3
<sup>3</sup> EDUC 222	PRAXIS CORE (Academic Skills for Educators)	3
		15

**SOPHOMORE YEAR (SECOND SEMESTER)**

XXX ---	HH-HEALTH & HLTHFUL LIV	3
<sup>2</sup> MATH 110	MQ-ALG, FUNC & ANAL GEOM	3
<sup>1</sup> ART 308	AH-THE VISUAL ARTS	3
<sup>1</sup> EASC 205	EARTH SCIENCE	4
EDUC 301	HUMAN LEARNING & CHILD DEVELOPMENT	3
		16

**JUNIOR YEAR (FIRST SEMESTER)**

MATH 205	PROB, STATS & DISCRETE MATH	3
ENGL 250	VOCABULARY DEVELOPMENT	3
ELED 310	INSTRUCTION OF READING	3
EDUC 334	INTRO TO SPECIAL EDUCATION	3
<sup>4</sup> GEOG 101	INTRO TO GEOGRAPHY	3
		15

**JUNIOR YEAR (SECOND SEMESTER)**

<sup>1</sup> EDUC 303	IM-ELEC INSTRUC MATERIALS	3
ELED 316	CURR PRIN & INSTR MGMT	3
ELED 318	MATERIALS FOR TEACHING READING & LANGUAGE ARTS	3
HIST 350	CI-INTRO TO AFRICAN DIASPORA	3
ENGL 353	ADVANCE GRAMMAR	3
		15

**<sup>5</sup>SENIOR YEAR (FIRST SEMESTER)**

ELED 412	ASSESSMENT OF RDNG INSTRUCTION & CLASSROOM DIAGNOSTICS	3
EDUC 415	CULTURAL INFL & MANAGING A DIVERSE LRNING ENVIRONMENT	3
ELED 475	INTEGRATED METH OF LA/SS	3
ELED 476	INTEGRATED METH OF TCHNG MATH	2
ELED 478	INTEGRATED METH OF TCHNG SCI	2
ELED 479	INTEGRATED METHODS OF TCHNG ART, MUSIC, & PHYS ED	3
<sup>6</sup> EDUC 480	PHASE I INTERNSHIP	0
<sup>3</sup> EDUC 486	PRAXIS II SEMINAR	1
		17

**<sup>5</sup>SENIOR YEAR (SECOND SEMESTER)**

<sup>7</sup> ELED 487	STUDENT TEACHING IN THE ELEM SCHOOLS	12
<sup>8</sup> EDUC 489	PHASE II INTERNSHIP SEMINAR	0
		12

<sup>1</sup>Recommended

<sup>2</sup>Or higher level Math course

<sup>3</sup>In addition to tuition, a fee maybe associated with this course.

<sup>4</sup>Recommended to be Geography 101/106. A geography supporting course is required.

<sup>5</sup>Only students who have been admitted to the Teacher Education Program **Unconditionally** will be permitted to register for: 1) Methods Courses (First Semester Senior Status) and, 2) Student Teaching (Second Semester Senior Status).

<sup>6</sup>EDUC.480 must be taken concurrently with ELED.475, 476, 478, and 479.

<sup>7</sup>A Student Teaching fee is associated with this course.

<sup>8</sup>ELED.489 must be taken concurrently with ELED.487.

This policy applies to qualified seniors interested in enrolling in graduate courses. Undergraduates improperly enrolled in graduate courses may be administratively withdrawn from the course. Undergraduates who may be admitted to accelerated bachelor's to master's degree programs should consult their program requirements on registering for and the application of graduate courses to degree requirements.

