

The Richard W. Riley College of Education

Patricia L. Graham, Dean

Caroline Everington, Associate Dean

Mark Dewalt, Director of Graduate Studies

Cindy Johnson-Taylor, Director of Student Academic Services

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service. The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in learning, leadership, stewardship, and the communication of ideas.

Undergraduate Degree Programs

- Bachelor of Science in Early Childhood Education
Certification: PK- 3rd grade
- Bachelor of Science in Elementary Education
Certification: Grades 2 - 6
- Bachelor of Science in Family and Consumer Sciences
Specializations: Business/Media, Early Intervention, Youth Issues
- Bachelor of Science in Middle Level Education
Certification: Grades 5-8
- Bachelor of Science in Physical Education
Certification: Grades K - 12
Non-Certification: Athletic Training, Fitness/Wellness
- Bachelor of Science in Special Education
Learning/Emotional Disabilities
Mental/Severe Disabilities
Certification: Grades K - 12
- Bachelor of Science in Sport Management
with the College of Business Administration

Additionally, the Richard W. Riley College of Education works cooperatively with the College of Visual and Performing Arts and the College of Arts and Sciences to offer a number of approved teacher education programs in the following areas:

Art, Grades K - 12	Music, Grades K - 12
Dance, Grades K - 12	Science, Grades 9 - 12
English, Grades 9 - 12	Biology
Modern Languages, Grades K - 12	Social Studies, Grades 9 - 12
French	History
Spanish	Political Science
Mathematics, Grades 9 - 12	Theatre, Grades K - 12

Graduate Degree Programs

The Richard W. Riley College of Education offers a number of graduate degrees to provide leadership and personnel for schools and human service programs. These graduate degrees include:

- Master of Education in Counseling and Development
- Master of Education in Educational Leadership
- Master of Education in Curriculum and Instruction
- Master of Education in Reading
- Master of Arts in Teaching
- Master of Education in Middle Level Education
- Master of Education in Special Education
- Master of Science in Physical Education

More information concerning the graduate programs can be obtained by writing:

Graduate Director
Richard W. Riley College of Education 106 Withers/WTS
Winthrop University
Rock Hill, South Carolina 29733

Accreditations

The Richard W. Riley College of Education is proud of its accreditations and affiliations. The Teacher Education Program at Winthrop University is accredited by the National Council for Accreditation of Teacher Education (NCATE) for the preparation of early childhood, elementary, middle level, special education, physical education, art, music, dance, theatre, and secondary teachers (Biology, English, Social Studies, Modern Languages, and Mathematics) through the Bachelor's degree. At the graduate level, the Master of Education and the Master of Arts in Teaching degrees are nationally accredited by NCATE. All teacher education programs are approved by the South Carolina State Board of Education, and all programs are fully accredited by their specialized professional association. Recognition by these agencies assures program quality and

RICHARD W. RILEY COLLEGE OF EDUCATION

affords students who complete teacher preparation at Winthrop University the opportunity to apply for reciprocal accreditations with a majority of states in the nation.

Instructional Facilities and Special Programs

Macfeat Early Childhood Laboratory School

The Macfeat Early Childhood Laboratory School functions as a research laboratory where innovative approaches in early childhood education are investigated. Macfeat provides opportunities to observe and interact with a diverse group of children ages 3 to 5 years in full and half day programs. Macfeat is nationally accredited by the National Association for the Education of Young Children (NAEYC).

North Central Mathematics and Science Regional Center

Through an infrastructure of eight regional centers, the Office of Curriculum and Standards in the South Carolina Department of Education provides statewide leadership and services to schools and districts in the areas of mathematics and science. The North Central Mathematics and Science Regional Center works with schools in Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York counties.

Instructional Technology Center

The primary function of the Instructional Technology Center is to enhance the knowledge and use of educational technology by Winthrop's faculty and students. The Center is open to students, faculty, and the local public schools as a resource for educational technology needs, curriculum development, and preparation of instructional materials. Selected instructional materials, hardware, and software are available for student use.

South Carolina Teaching Fellows Program

The Teaching Fellows Program for South Carolina is funded by the South Carolina General Assembly in an effort to recruit the finest high school graduates to the teaching profession. The Winthrop University Teaching Fellows Program, *New Bridges*, is an innovative program designed to offer students an intensive, coordinated service learning experience in working collaboratively with the local community, business, and school leaders to provide services to Latino children/families and others whose first language is not English. The program began in fall 2002 and admits approximately 25 students a year.

The Center for Educator Recruitment, Retention, and Advancement (CERRA)

The Center for Educator Recruitment, Retention, and Advancement (CERRA) is an ambitious effort by the General Assembly, the state's public and private colleges and universities, education-related agencies, businesses, and the state public school system to recruit and retain a new generation of academically-able classroom teachers. The Center works with over 150 high schools in South Carolina in support of the Teacher Cadet program. In addition, the Center provides a statewide job placement service, coordinates the state's Teaching Fellows Program and National Board Certification efforts, and houses the most current information available on teacher supply and demand.

Student Academic Services

Student Academic Services has primary responsibility for coordination of academic advising, placement of practicum students for public school experiences, assignment of all field placements and internships, and all matters pertaining to certification. The office serves as an information center for matters concerning degree programs in the Richard W. Riley College of Education, procedures for admission to teacher education, scholarships, and academic requirements and regulations of the University.

The Teacher Education Committee

The faculty at Winthrop University recognize that the preparation of teachers is a university-wide responsibility. Hence, the various programs for teacher preparation represent a cooperative effort by all academic areas involved in teacher education. This effort is overseen by the Teacher Education Committee (TEC). The TEC is comprised of faculty, students, practitioners, and administrative staff charged with the responsibility of guiding, monitoring, and reviewing all aspects of the Teacher Education Program at Winthrop University.

Corps of Mentor Teachers

Accomplished public school teachers are invited to join the Corps of Mentor Teachers, a program for educators who mentor Winthrop teacher candidates. Acceptance into the Corps is based on an application and the completion of EDUC 655, Teacher Leadership: Conversations from the Field. This course is co-taught by Winthrop faculty and P-12 teachers and guides participants to explore their understanding of such issues as creating democratic learning communities, the value of professional collaboration, teacher leadership, educational renewal, the role of mentors, and the scholarship of teaching.

Academic Advising

Academic advising is an integral part of the learning process at Winthrop University. Faculty in the Richard W. Riley College of Education regard academic advising as a major responsibility which enhances teaching and campus life. All students in the College of Education are assigned a faculty adviser. Faculty advisers work with students to review academic goals and explain how course work and field assignments assist them in attaining their personal and

professional goals. Students have a responsibility to schedule regular appointments with the faculty adviser. Students can make the most of advising by reading this *Catalog* and being prepared for discussion of academic goals, responsibilities, and requirements.

Additionally, the College provides a full-time academic adviser to assist freshmen and transfer students. After an initial meeting with the academic adviser, a faculty adviser from the student’s chosen discipline of study will be assigned. The Richard W. Riley College of Education’s academic adviser is:

Ms. Rebecca Malambri
 Student Academic Services
 144 Withers/WTS
 (803) 323-4750

Prior to course registration, students are required to have the approval and signature of the faculty adviser. Students may change advisers through a formal request to the appropriate department chair or the Director of Student Academic Services.

Professional Education Core

All teacher education students are required to complete a planned sequence of courses and field experiences designed to prepare them for their roles in schools and society. The Professional Education Core is designed around the conceptual framework, **Teacher as Educational Leader**. The curriculum is organized with concepts, themes, stages of development, and numerous competencies to best prepare contemporary educators. The following organizing conceptual statements outline the emphases of the core.

1. *The educational leader strives to improve the human condition through reflective study of human development, learning, and diversity.*
2. *The educational leader possesses an understanding of the historical foundations of schooling and exhibits ethical behavior consistent with the laws and policies governing American education.*
3. *The educational leader employs appropriate curricular decisions to provide effective instruction.*
4. *The educational leader is a skilled teacher able to design, deliver, evaluate, and refine instruction.*
5. *The educational leader serves as an example of a reflective teacher, scholar, communicator, and advocate serving the interests of students and society.*

Students’ progress on each of the organizing concepts is assessed continuously as they move through the conceptual framework’s three stages of development: exploratory, preprofessional, and professional. The three critical points of review are admission to the Teacher Education Program, approval to enter the professional or internship stage, and entry into the profession.

The College of Education is committed to the preparation of educational leaders. To that end, professional dispositions are assessed throughout the program to ensure teacher candidates are meeting the highest standards of the profession.

The professional Core ensures that teacher education students can integrate general content, professional knowledge, and pedagogical knowledge to create meaningful learning experiences for all students. This integrative focus of teacher education sets Winthrop University and its graduates apart from other programs.

By having faculty who hold diverse disciplinary perspectives teach throughout the sequence of courses, the Core encourages students to develop a professionally responsible understanding of the diversity that defines learners and teachers. Within the Core, students engage in supervised practice applying their developing knowledge and skills. All Core courses are housed within the Center for Pedagogy.

The Professional Education Core consists of:

EDUC 110	Teachers, Schools & Society	3
EDUC 210	Psychology of the Learner I	3
EDUC 250	Psychology of the Learner II	3
EDUC 275	Integ Tech To Support Teaching & Learning	2
EDUC 310	Working With Excep & Diverse Learners	3
EDUC 390	Core Issues in Teacher Education	3
AREA 391	Principles of Teaching (Content)	3
AREA 392	Field Experience in Teaching (Content)	1
EDUC 475	Internship in Reflective Practice	10
EDUC 490	Capstone for Educational Leaders	2
Total Credits		33

Suggested sequence

EDUC 110	Freshman year	EDUC 390	Senior year - Fall only
EDUC 210	Sophomore year - Fall	AREA 391	Senior year - Fall only
EDUC 250	Sophomore year - Spring	AREA 392	Senior year - Fall only
EDUC 275	Sophomore year	EDUC 475	Senior - Spring
EDUC 310	Junior year	EDUC 490	Senior year - Spring

NOTE: *The College of Education faculty are continuously reviewing and revising curricula to meet the needs of contemporary schools. Students applying to Winthrop should be alert to curricular changes as they occur and how those changes impact their programs.*

Admission to the Teacher Education Program

The Teacher Education Program at Winthrop University may be completed by students enrolled in the Richard W. Riley College of Education, the College of Arts and Sciences, and the College of Visual and Performing Arts. All students seeking to complete the Teacher Education Program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Admission to the Teacher Education Program serves as the first level of assessment under the conceptual framework, **Teacher as Educational Leader**. Admission is granted by the Dean of the Richard W. Riley College of Education who notifies each student upon acceptance into the program. All students seeking admission must meet the following requirements:

1. Attend an information session on admission to Teacher Education during the semester of enrollment in EDUC 110 or during the semester the first education course is taken at Winthrop.
2. Complete a minimum of 45 semester hours, fifteen of which must be completed at Winthrop University.
3. Achieve a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
4. Complete the following core courses with a grade of "C" or better in each course: EDUC 110, 210 and 275.
5. Pass all sections (Reading, Writing and Mathematics) of PRAXIS I.
6. Submit an Application for Admission to Teacher Education to Student Academic Services that includes:
 - a) a disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education,
 - b) evidence of 25 hours of recent, successful, supervised experience working with the age-level student for which certification is sought,
 - c) an admission essay that documents the student's growth toward becoming an educational leader in a democracy. Students are required to provide examples of how their experiences in general education, core courses, major courses, field experiences, cultural events, service learning, and using technology have prepared them to be well-educated teacher candidates who are committed to and capable of working with diverse and challenging students,
 - d) one to three original pieces of the student's best work from courses taken at Winthrop University that support the admission application.
7. Receive a favorable recommendation from the following:
 - the Director of Student Academic Services
 - an admission committee comprised of faculty from the major and the Center for Pedagogy, and
 - the Dean of Education

Continuation in the Teacher Education Program

Candidates admitted to the Teacher Education Program are required to maintain a minimum overall grade point average of 2.75 and must be in good standing within the University community. Candidates must submit a field experience application the spring before they begin AREA 392.

Requirements for Entry into the Professional Stage

All teacher education candidates seeking to complete the Professional (Internship) stage of the Teacher Education Program must meet all requirements before being allowed to enroll in EDUC 475 - Internship in Reflective Practice and EDUC 490 - Capstone for Educational Leaders. Approval to enter the Professional Stage serves as the second level of assessment under the conceptual framework, Teacher as Educational Leader. Approval is granted by the Director of Student Academic Services after candidates have met all the following requirements:

1. Submission of an internship application to Student Academic Services.
2. Completion of a minimum of 110 semester hours.
3. Minimum cumulative GPA of 2.75 for coursework completed at Winthrop.
4. Completion of the following core courses with a grade of "C" or better in each course: EDUC 310 and 390.
5. Grade of "C" or better in courses designated by the candidate's program area.
6. Completion of all required courses as specified by faculty in the major.
7. Competency review indicating satisfactory completion of (a) required Work Samples in designated program area methods courses and Core education classes and (b) satisfactory Field Experience Midterm and Final Evaluations.
8. Completed disclosure statement regarding criminal or unethical conduct.
9. Signed recommendations from:
 - Faculty Adviser
 - Department Chair in the candidate's major and/or Program Area designee
 - Director of the Center for Pedagogy

NOTE: Before beginning full-time internship in the state of South Carolina, a teacher education candidate must obtain a clear fingerprint/FBI check.

Program Completion from the Teacher Education Program

To exit the program, teacher education candidates must meet all degree requirements as well as the following requirements:

1. Successful completion of a minimum of 124 semester hours with a minimum GPA of 2.75.
2. Passage of EDUC 475, Internship in Reflective Practice, and EDUC 490, Capstone for Educational Leaders.
3. Completion of the Praxis II tests in the candidate's content area.
4. Successful completion of a competency review by the program area committee in which the following

documents are reviewed: Internship Midterm and Final Evaluations, Scored Rubrics for the Internship Work Sample and the Senior file, and Teacher Education Professional Dispositions and Skills Form(s).

- Signed recommendation by the following members of the program area committee: program area designee, department chair in the major, and the university internship supervisor.

Appeals

Any student wishing to appeal an admission decision, a program requirement, an internship placement issue, or a certification recommendation issue must make such an appeal in accordance with the policies and procedures established by the Teacher Education Committee (TEC). Students must obtain a "Petition For Exception" form from Student Academic Services. Petitions must be completed with accurate information and include supporting documentation such as a transcript, current course schedule, letters of support, and other appropriate documentation. Students are strongly urged to develop their petitions with the direct assistance of their faculty advisers. All petitions must be signed by the student, the student's adviser, and the department chair of the student's major area. The completed petition is submitted to Student Academic Services. The Petitions Committee, a subcommittee of the TEC, reviews the appeal from the student, makes a recommendation to the TEC, which in turn makes a recommendation to the Dean of the Richard W. Riley College of Education. Students are then notified in writing of the Dean's decision within thirty working days.

In special circumstances and when recommended by the department chair, the Dean may grant a one-time waiver of a restriction in order for a student to continue coursework in a timely manner.

Professional courses restricted to students admitted to the Teacher Education Program

No teacher education candidate will be allowed to register for the following courses without formal admission to the Teacher Education Program.

Area 392	Field Experience in Teaching Content Area
ARTE 391	Principles of Teaching Art
ARTE 547	Art for Classroom Teachers
ARTE 548	Curriculum Development in Art Education
ARTE 549	Foundations of Art Education
ARTE 550	Principles of Teaching Art
DANT 391	Principles of Teaching Dance
EDCI 305	Introduction to the Middle School
EDCI 315	Developmental Aspects of Middle Level Learners
EDCI 325	Content Literacy for Middle Level Learners
ECED 333	Creative Activities for Young Children
ECED 432	Teaching Math in Early Childhood Education
ECED 433	Teaching Science in Early Childhood Education
ECED 391	Prin of Teaching Early Childhood Education
EDUC 310	Working With Exceptional & Diverse Learners
EDUC 390	Core Issues in Teacher Education
EDUC 475	Internship in Reflective Practice
EDUC 490	Capstone for Educational Leaders
ELEM 341	Teaching Social Studies in Elementary School
ELEM 391	Principles of Teaching Elementary Education
ELEM 431	Teaching Science in Elementary School
ELEM 436	Teaching Math in Elementary School
ENGL 391	Principles of Teaching English
HLTH 303	Health Education
MAED 391	Principles of Teaching Mathematics
MAED 548	Secondary Math Curriculum & Pedagogy Issues
MLAN 391	Principles of Teaching Modern Language
MUST 315	Music for the Classroom Teacher
MUST 548	Principles of Teaching Music in Elementary Schools
MUST 549	Principles of Teaching Music in Secondary Schools
MUST 590	Principles of Teaching Music: Elementary
MUST 591	Principles of Teaching Music: Secondary
PHED 348	PE Curr & Method for Young Child Grades K-3
PHED 349	PE Curr & Meth for Inter or Middle School
PHED 369	Instructional Lab
PHED 391	Prin of Teaching PE, Curr & Meth, Grades 8-12
PHED 394	Field Experience
READ 461	Intro to Teaching Reading in the Elementary School
READ 510	Literature for Children
READ 541	Reading in the Secondary School
READ 561	Teaching Basic Reading Skills
READ 562	Teach Basic Reading Skills in Mid & Secondary Schools
READ 571	Diagnostic & Prescriptive Teach of Reading
SCIE 391	Principles of Teaching Science

RICHARD W. RILEY COLLEGE OF EDUCATION

SCST 391	Principles of Teaching Social Studies
SPED 391	Assessment
SPED 561	Charac of Child with Learning Disabilities
SPED 562	Educ Proc for Learning Disabilities
SPED 575	Educational Procedures for Students with Mental & Severe Disabilities
SPED 582	Mental Retardation
SPED 583	Children with Behav & Emotional Problems
SPED 585	Introduction to Academic & Behavioral Methods in ED/LD/MD/SD
SPED 586	Advanced Academic & Behavioral Methods in ED/LD
THED 391	Principles of Teaching Theatre

Teacher Certification Additional Requirement

Within General Education requirements, teacher education candidates must select one course from Multicultural Perspectives. See pages 38-39 for the current approved list.

PRAXIS II Series

The PRAXIS II Series content area examinations are required for graduation of all candidates in the teacher education program. For the most current PRAXIS information required for test(s) in your content area, visit the South Carolina Department of Education website: <http://www.scteachers.org/cert/exam.cfm>.

For current Title II information on the performance of Winthrop's teacher education majors and minors on the PRAXIS II series examinations, please refer to the Richard W. Riley College of Education web page: <http://coe.winthrop.edu/title2>.

Faculty

Professors

Carol S. Anfin
Charles J. Bowers
Steveda Chepko, *Chair*,
Department of Health and Physical Education
Mark Dewalt, *Director, Graduate Studies*
Caroline Everington, *Associate Dean*
Patricia L. Graham, *Dean*
Terry L. Norton
Johnny Sanders, Jr.
Jonatha W. Vare, *Director, Center for Pedagogy*
Peggy P. Whiting

Associate Professors

Rebecca Evers
Christine Ferguson
Susan Green
Richard C. Ingram
Marshall G. Jones
Sue Peck, *Chair*,
Department of Curriculum and Instruction
Linda Schoonmaker
Carol Shields
Sandra Wilson

Assistant Professors

A. J. Angulo
Barbara Blackburn
Ida Chauvin
Shelley Hamill
Mel Horton
Lisa Johnson
Cindy Johnson-Taylor, *Director*,
Student Academic Services
Danella Kasperek
Carol Marchel
Mary Martin
Alice J. McLaine
Carol McNulty
Deborah Mink
Mark Mitchell
Nakia Pope
Elke Schneider
Kristi Schoepfer
Warren Sipp
Sue Spencer
David Vawter
Linda Winter
Bradley Witzel

Instructors

Abbigail Armstrong
Lisa Harris, *Director, Instructional
Technology Center*
Rebecca O. Malambri
Suzanne Okey
Beth Peters
Roberta Polizzotto
Anita Sanders
Carolyn Thackston
Tenisha Tolbert
Mary F. Watson

RICHARD W. RILEY COLLEGE OF EDUCATION--EARLY CHILDHOOD EDUCATION
Bachelor of Science in Early Childhood Education

General Education Courses		Semester hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101, CRTW 201	Composition; Critical Reading, Thinking & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
EDUC 275*	Integ Tech to Support Teaching & Learning	0
Oral Communication		
ECED 391*~	Teaching Social Studies in ECED	0
Logic/Language/Semiotics		
MATH 291*	Basic Number Concepts for Teachers	3
MATH 292*	Number, Meas, and Geometry Concepts for Teachers	3
Skills for Common Experience and Thinking Across Disciplines		
GNED 102	The Human Experience: Who Am I?	3
Global Perspectives		
GEOG 101	Human Geography	3
Historical Perspectives		
HIST 211, 212 or 308	United States History or American Ethnic History	3
Developing Critical Skills and Applying them to Disciplines		
Social Science		
SOCL 101 or 201 or ANTH 201	Prin of Sociology or Cultural Anthropology	3
PSLC 201 or ECON 103	American Govt or Intro to Pol Econ	3
Humanities and Arts		
ARTE 547~	Art for Classroom Teachers	3
MUST 315~	Music for the Classroom Teacher	3
ENGL Literature	See approved list, p. 38	3
Natural Science		
PHYS 250/251	Matter and Energy/Lab	4
GEOL 250/251	Earth and Space Systems/Lab	4
BIOL 150/151	Elements of Living Systems/Invest into Living Sys	4
Intensive Writing		
READ 322	Elementary and Middle School Lang Arts Lab	0
Professional Education Sequence		66
EDUC 110*	Teachers, Schools & Society	3
EDUC 210*	Psychology of the Learner I	3
EDUC 250*	Psychology of the Learner II	3
EDUC 275*	Integ Tech to Support Teaching & Learning	2
EDUC 310*~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
ECED 109*	Management and Supervision Childcare Centers	2
ECED 332*	Introduction to Early Childhood Education	3
ECED 333*~	Creative Activities for Young Children	3
ECED 391*~	Teaching Social Studies in ECED	3
ECED 392*~	Field Experiences in ECED	1
ECED 432*~	Teaching Mathematics in ECED	3
ECED 433*~	Teaching Science in ECED	3
EDCI 331*	Community Connections for Families	3
EDCI 336*	Young Children: Insuring Success	3
PHED 203	Developmental Movement for Young Children	3
READ 321*	Elementary & Middle School Language Arts	3
READ 322*	Elementary and Middle School Lang Arts Lab	1
READ 461~	Intro to Teach Reading in the Elementary School	3
READ 510~	Literature for Children	3
Electives		6
Total		124

*A grade of C or better must be earned and this course cannot be taken as S/U

~Restricted to students admitted to the Teacher Education program

Bachelor of Science in Elementary Education

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101,CRTW 201	Composition; Crit Reading, Thinking & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
EDUC 275**	Integ Tech to Support Teaching & Learning	0
Oral Communication		
ELEM 391	Prin of Teaching Elem School: Grades K-6	0
Logic/Language/Semiotics		
MATH 291* and 292*	Basic Number Concepts; Num,Msmt, Geom for Teachers	6
MATH 393*	Algebra, Data Analysis, & Geom Concepts for Teachers	3
Skills for Common Experience and Thinking Across Disciplines		
GNEB 102	The Human Experience: Who Am I?	3
Global Perspectives		
GEOG 101*	Human Geography	3
Historical Perspectives		
HIST 211*, 212* or 308*	United States History or American Ethnic History	3
Developing Critical Skills and Applying them to Disciplines		
Social Science		
SOCL 201* & ANTH 201*	Prin of Sociology & Cult Anthropology	6
PSLC 201* or ECON 103*	American Govt or Intro to Pol Econ	3
Humanities and Arts		
ARTE 547	Art for Classroom Teachers	3
MUST 315	Music for the Classroom Teacher	3
THED 350	Theatre & Dance for the Classroom Teacher	2
Natural Science		
PHYS 250*/251*	Matter and Energy/Lab	4
GEOL 250*/251*	Earth and Space Systems/Lab	4
BIOL 150*/151*	Elements of Living Systems/Invest into Living Sys	4
GEOL 210, GEOL 220, PHYS 253, BIOL 101or 106		3
Intensive Writing		
READ 322**	Elementary and Middle School Lang Arts Lab	0
Professional Education Sequence		64
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310***~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
ELEM 293	Lab Experiences in Public School	3
ELEM 341***~	Teach Social Studies in the Elementary School	3
ELEM 391~	Prin. of Teaching Elem School: Grades K-6	3
ELEM 392~	Field Experience in Teaching Elem	1
ELEM 431***~	Teach Science in Elementary School	3
ELEM 436***~	Teaching Math in the Elementary School	3
ENGLliterature elective		3
HLTH 303~	Health Education	2
PHED 261	Movement & Fit Act for Teach of Child Ages 6-12	1
READ 321**	Elementary & Middle School Language Arts	3
READ 322**	Elementary and Middle School Lang Arts Lab	1
READ 461***~	Intro to Teach Reading in the Elementary School	3
READ 510***~	Literature for Children	3
READ 571***~	Diagnostic & Prescriptive Teach of Read	3
Total		124

*A grade of C or better must be earned.

**A grade of C or better must be earned and this course cannot be taken as S/U

~Restricted to students admitted to the Teacher Education program

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION
Bachelor of Science in Middle Level Education
English/Language Arts and Math

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in two separate content areas. Each student will have a teacher preparation program in English/Language Arts and then may choose one of three areas: math, science or social studies. Due to the complexity of this degree, its content areas, general education requirements, and lack of electives, students are urged to **always receive prior approval from their advisors before enrolling in any course.**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	0
Technology		
EDUC 275	Integ. Tech to Support Teaching & Learning	0
Oral Communication		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	0
Logic/Language/Semiotics		
MATH 103	Algebra & Trigonometry	0
One semester of foreign language		3-4
Skills for a Common Experience and Thinking Across Disciplines		
GNED 102	The Human Experience: Who Am I?	3
ENGL 207 (Global)	Major World Authors	0
ENGL 302 (Historical)	The Development of Modern English	0
Developing Critical Skills and Applying them to Disciplines		
Social Sciences		
PLSC 201	American Government	3
Consult advisor and list		3
Humanities and Arts		
ENGL 203	Major British Authors	0
ENGL 211	Major American Authors	0
Consult advisor and list, p. 38		3
Natural Science		
Consult advisor and list, p. 38		7
Intensive Writing		
WRIT 350	Introduction to Composition Theory & Pedagogy	0
Constitution Requirement		
PLSC 201	American Government	0
Professional Education Sequence		
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
EDCI 305**	Introduction to the Middle School	3
EDCI 315**	Developmental Aspects of Middle Level Learners	3
EDCI 325**	Content Literacy for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
Content Concentrations		
English/Language Arts		
ENGL 203	Major British Authors	3
ENGL 207	Major World Authors	3
ENGL 211	Major American Authors	3
ENGL 302	The Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Read	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION

Choose one:		3
ENGL 300	Approaches to Literature	
ENGL 305	Shakespeare	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 518	African American Literature	
ENGL 519	Adolescent Literature	3
Required Methods		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	3
Mathematics		25
CTQR 150	Quantitative Methods in Critical Thinking	3
MATH 103, MATH 201, MAED 200	Algebra & Trig, Calculus I, Intro to Mathematica	7-8
OR		
MATH 201, MAED 200 & one of the following: MATH 202, MATH 301H, MATH 261		
MATH 546	Applied Statistics for the Sciences	3
MATH 291, MATH 292, MATH 393		9
Required Methods		
MAED 391	Principles of Teaching Mathematics	3
Elective		0-1
Total		124

**A grade of C or better must be earned and this course cannot be taken as S/U

~Restricted to students admitted to the Teacher Education program

**Bachelor of Science in Middle Level Education
English/Language Arts and Science**

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in two separate content areas. Each student will have a teacher preparation program in English/Language Arts and then may choose one of three areas: math, science or social studies. Due to the complexity of this degree, its content areas, general education requirements, and lack of electives, students are urged to **always receive prior approval from their advisers before enrolling in any course.**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	0
Technology		
EDUC 275	Integ. Tech to Support Teaching & Learning	0
Oral Communication		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	0
Logic/Language/Semiotics		
MATH elective		0
One semester of foreign language		3-4
Skills for a Common Experience and Thinking Across Disciplines		
GNEC 102	The Human Experience: Who Am I?	3
ENGL 207 (Global)	Major World Authors	0
ENGL 302 (Historical)	The Development of Modern English	0
Developing Critical Skills and Applying them to Disciplines		
Social Sciences		
PLSC 201	American Government	3
Consult adviser and list		3
Humanities and Arts		
ENGL 203	Major British Authors	0
ENGL 211	Major American Authors	0
Consult adviser and list		3
Natural Science	Required Science Program	0
Intensive Writing		
WRIT 350	Introduction to Composition Theory & Pedagogy	0
Constitution Requirement		
PLSC 201	American Government	0

Professional Education Sequence		39
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
EDCI 305**	Introduction to the Middle School	3
EDCI 315**	Developmental Aspects of Middle Level Learners	3
EDCI 325**	Content Literacy for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
Content Concentrations		
English/Language Arts		30
ENGL 203	Major British Authors	3
ENGL 207	Major World Authors	3
ENGL 211	Major American Authors	3
ENGL 302	The Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Read	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
Choose one:		3
ENGL 300	Approaches to Literature	
ENGL 305	Shakespeare	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 518	African American Literature	
ENGL 519	Adolescent Literature	3
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	3
Sciences		30
Basic Concentration		8
Select one of the following sequences:		
BIOL 150/151 and BIOL 205 or 206	Elements of Living Systems, Gen Botony, Gen Zoology	
CHEM 105/107 and CHEM 106/108	General Chemistry I & II	
PHYS 201 and 202	General Physics I & II	
GEOL 110/113 and GEOL 210/211	Physical Geology, Historical Geology	
Additional Basics		15
Select three or four from the following list. All must be different from the Basic Concentration.		
CHEM 105/107	General Chemistry I	
PHYS 201	General Physics I	
GEOL 110/113	Physical Geology	
BIOL 150/151	Elements of Living Systems	
PHYS 253	Astronomy	
Science Electives		4
Select four additional hours from the following list:		
ANTH 202	Intro to Biological Anthropology	
BIOL 205	General Botony	
BIOL 206	General Zoology	
CHEM 106/108	General Chemistry II	
GEOL 210/211	Historical Geology	
GEOL 220	Oceanography	
PHYS 202	General Physics II	
A BIOL course above 299		
A CHEM course above 299		
A GEOL course above 299		
A PHYS course above 299		
Required Methods Course		
SCIE 391	Principles of Teaching Science	3
Total		130

**A grade of C or better must be earned and this course cannot be taken as S/U.

~Restricted to students admitted to the Teacher Education program

Bachelor of Science in Middle Level Education
English/Language Arts and Social Studies

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in two separate content areas. Each student will have a teacher preparation program in English/Language Arts and then may choose one of three areas: math, science or social studies. Due to the complexity of this degree, its content areas, general education requirements, and lack of electives, students are urged to **always receive prior approval from their advisers before enrolling in any course.**

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
EDUC 275	Integ. Tech to Support Teaching & Learning	0
Oral Communication		
ENGE 391	Prin of Teaching Engl in Middle & Second Schools	0
Logic/Language/Semiotics		
One semester of foreign language		
Consult adviser and list		6
Skills for a Common Experience and Thinking Across Disciplines		
GNED 102	The Human Experience: Who Am I?	3
ENGL 207 (Global)	Major World Authors	0
HIST 212	US History since 1877	0
Developing Critical Skills and Applying them to Disciplines		
Social Sciences		
PLSC 201 or 202	American Govt, State & Local Govt	0
GEOG 101	Human Geography	0
Humanities and Arts		
ENGL 203	Major British Authors	0
ENGL 211	Major American Authors	0
HIST 101	World Civilizations to 1500	0
Natural Science	Consult adviser and list, p. 38	7
Intensive Writing		
WRIT 350	Introduction to Composition Theory & Pedagogy	0
Constitution Requirement		
HIST 211/212	US History to 1877/US History since 1877	0
Professional Education Sequence		
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
EDCI 305**	Introduction to the Middle School	3
EDCI 315**	Developmental Aspects of Middle Level Learners	3
EDCI 325**	Content Literacy for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
Content Concentrations		
English/Language Arts		
ENGL 203	Major British Authors	3
ENGL 207	Major World Authors	3
ENGL 211	Major American Authors	3
ENGL 302	The Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Read	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION

Choose one:		3
ENGL 300	Approaches to Literature	
ENGL 305	Shakespeare	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 518	African American Literature	
ENGL 519	Adolescent Literature	3
Required Methods		
ENGE 391	Prin of Teaching Engl in Middle & Second Schools	3
Social Studies		30
HIST 101	World Civilizations to 1500	3
HIST 102	World Civilizations since 1500	3
HIST 211	US History to 1877	3
HIST 212	US History since 1877	3
HIST 505	History of South Carolina	3
PLSC 201 or 202	American Govt, State & Local Govt	3
ECON 215 or 216	Princ of Microeconomics, Prin of Macroeconomics	3
GEOG 101	Human Geography	3
Select one from the following list:		3
SOCL 101	Social Problems & Social Policy	
SOCL 201	Prin of Sociology	
ANTH 201	Intro to Cultural Anthropology	
ANTH 203	Intro to Language & Culture	
Required Methods		
SCST 391	Principles of Teaching Social Studies	3
Total		125

***A grade of C or better must be earned and this course cannot be taken as S/U.
~Restricted to students admitted to the Teacher Education program*

Bachelor of Science in Physical Education - Teacher Certification

		Semester Hours
General Education		
ACAD 101	Principles of the Learning Academy	1
Critical Skills		15-24
Writing and Critical Thinking		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
EDUC 275	Integ Tech to Support Teaching & Learning	0
Oral and Expressive Communication		
SPCH 201	Public Speaking	0
Logic/Language/Semiotics		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
Skills for a Common Experience and Thinking Across Disciplines		9
GNED 102	The Human Experience: Who Am I?	3
Global Perspectives	Select from approved list, p. 37	3
Historical Perspectives	Select from approved list, p. 37	3
Developing Critical Skills and Applying Them to Disciplines		25
Social Science	See approved list, p. 37	6-9
PSYC 101	General Psychology	3
HIST 211 or ECON 103	Met in another area	0
Humanities and Arts	See approved list, p. 38	6-9
Natural Science		7
BIOL 307	Human Anatomy	4
Physical/Earth Science		3
Intensive Writing		0-3
PHED 381	Philosophy & Princ of Human Movement	0
Constitution Requirement		0-3
HIST 211 OR ECON 103	US History to 1877, Intro to Political Economy	3
Physical Education Core		19-21
HLTH 300	Personal & Comm Health	3
PHED 101	Intro to Physical Education	3
PHED 242	Motor Learning & Control	3
PHED 361/224	First Aid,CPR or Lifeguarding	1-2
PHED 381	Principles & Phil of Human Movement	3
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology	3
Passage of swimming proficiency test or a swimming class		0-1
Teacher Certification Sub Core		61
EDUC 110	Teachers, Schools, & Society	3
EDUC 210	Psychology of the Learner I	3
EDUC 250	Psychology of the Learner II	3
EDUC 275	Integrating Tech to Support Teach & Learn	2
EDUC 310	Working with Exceptional & Div Learners	3
EDUC 390	Core Issues in Teacher Ed	3
EDUC 475	Internship in Reflective Practice	10
EDUC 490	Capstone for Ed Leaders	2
HLTH 234	Strat for Teaching Health K-12 Educ	3
PHED 112	Movement Concepts	2
PHED 150	Skill Themes, Concepts, Nat'l Standards	2
PHED 202	Concepts of Fitness & Exercise	2
PHED 290	Assessment in Phys Ed	2
PHED 303	Teaching Aerobic Activity	1
PHED 348	Phys Ed Curr & Methods K-5	3
PHED 350	Phys Ed & Rec for Indiv With Disabilities	3
PHED 369	Instructional Lab	1
PHED 391	Prin of Teaching PE Curr & Methods 6-12	3
PHED 394	Field Experience in Teaching Phys Ed	1
Activity Credits		7
Total		125-128

After 30 hours, all teacher candidates must meet the following requirements:

1. A "C" or better in PHED 101 and EDUC 110.
2. Take the PRAXIS I examination. A passing score will not be required on PRAXIS I until the teacher candidate applies for formal admission into the College of Education.
3. Complete an application for Continuation in the Teacher Certification program.

In addition to the above requirements, all requirements must be met for initial admission to the Richard W. Riley College of Education. Teacher candidates must have successfully completed BIOL 307 before admission to Teacher Education will be granted.

**Bachelor of Science
Physical Education - Athletic Training Education Program (ATEP)**

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101	Composition	3
CRTW 201	Critical Reading, Thinking & Writing	3
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	0
Oral and Expressive Communication		
SPCH 201	Public Speaking	0
Logic/Language/Semiotics		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
Skills for a Common Experience and Thinking Across Disciplines		
GNED 102	The Human Experience: Who Am I?	3
Global Perspectives	Select from approved list, p. 37	3
Historical Perspectives		
HIST 211	US History to 1877	3
Developing Critical Skills and Applying Them to Disciplines		22-28
Social Science	See approved list, p. 37	3-6
PSYC 101	General Psychology	3
Humanities and Arts		6-9
Electives	Must have at least 2 different designators	9
Natural Science		7
BIOL 307	Human Anatomy	4
PHYS OR CHEM		3
Intensive Writing		0-3
PHED 381	Principles & Phil of Human Movement	3
Constitution Requirement		0-3
HIST 211	US History to 1877	3
Physical Education Core		19-21
HLTH 300	Personal & Comm Health	3
PHED 101	Intro to Physical Education	3
PHED 242	Motor Learning & Control	3
PHED 361/224	First Aid,CPR or Lifeguarding	1-2
PHED 381	Principles & Phil of Human Movement	3
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology	3
Passage of swimming proficiency test or a swimming class		0-1
Athletic Training Sub Core		58
BIOL 308	Human Physiology	4
PHED 111	Orientation to Athletic Training	1
PHED 211	Clinical Experience in Ath Training I	1
PHED 212/212L	Found of Ath Training & Lab	3
PHED 267	Weight Training	1
PHED 311	Clinical Exper in Ath Training	1
PHED 338/338L	Asses of Ath Inj & Illness: Lower Extrem	3
PHED 339/339L	Asses of Ath Inj & Illness: Upper Extrem	3
PHED 363	Medical Aspects of Sport & Related Inj	3

RICHARD W. RILEY COLLEGE OF EDUCATION--PHYSICAL EDUCATION

PHED 465	Strength Training & Conditioning	1
PHED 480	Exercise Testing & Prescription	3
PHED 496B	Administrative Aspects of Ath Training	3
PHED 497	Clinical Exper in Ath Training III	1
PHED 498	Clinical Exper in Ath Training IV	1
PHED 499	Clinical Exper in Ath Training V	1
PHED 500	Clinical Exper in Ath Training VI	1
PHED 506	Advanced Emergency Care	2
PHED 548	Psychology of Sport & Phys Activity	3
PHED 563/563L	Therapeutic Modalities for Athletic Training	3
PHED 564/564L	Assess of Ath Inj & Ill: Head, Trunk, & Spine	3
PHED 565/565L	Therapeutic Exer & Rehab for Ath Training	3
NUTR 221	Food & Nutrition	3
NUTR 520	Sports Nutrition	3
HLTH 501	Substance Abuse Education	3
Electives		4
Total		124-127

ATHLETIC TRAINING EDUCATION PROGRAM APPLICATION PROCESS

All students seeking to complete the Clinical Stage of the WU-ATEP must meet all admission requirements and be formally admitted before they are allowed to enroll in the advanced clinical experience courses.

Transfer students must request a review of their transcripts. Appropriate transfer courses will be accepted if deemed equivalent by Winthrop University admissions and academic personnel. Transfer students who are admitted into the WU-ATEP will be required to complete all of the clinical education components at Winthrop University.

Admission into the Clinical Stage of the WU-ATEP is a competitive process. Completing the application requirements does not guarantee admission into the WU-ATEP. The WU-ATEP is bound by accreditation standards to maintain strict ratios between athletic training students and clinical instructors and to assure that all athletic training students can meet rigorous technical standards. It is possible that a student might fulfill the application requirements and be denied admission into the WU-ATEP.

All applicants for admission into the Clinical Stage of the WU-ATEP must meet the following requirements:

1. Complete a minimum of 30 semester hours.
2. Achieve a minimum cumulative grade point average of 2.5 for all coursework and a minimum cumulative grade point average of 2.75 for all coursework in the H&PE core.
3. Complete the following Athletic Training core courses with a grade of "B" or better in each course: PHED 111, PHED 212 & 212L, PHED 361.
4. Complete BIOL 307 with a grade of "C" or better.
– application can be made during the semester of enrollment in BIOL 307; a final positive admission decision will not be made until the course is completed.
5. Complete a minimum of 75 hours of directed observation with ATCs. At least 25 of the hours must be done in an athletic training setting outside of Winthrop University.
6. Submit an Application for Admission to the Athletic Training Education Program to the Program Director (PD) that includes:
 - a. official transcripts from all institutions of higher education attended.
 - b. WU-ATEP application form.
 - c. an admission essay that documents the student's growth toward becoming an allied health professional.
 - d. two letters of recommendation, one should be from an ATC.
 - e. log which documents 75 observation hours.
7. Undergo a standardized interview with the Admission Selection Committee comprised of the Program Director, Clinical Coordinator, Winthrop University Head Athletic Trainer, Winthrop University Assistant Athletic Trainer, one off-campus ACI, and two current athletic training students.

Only students who meet requirements 1-3 are allowed to submit applications for admission into the WU-ATEP. When a student has completed the application process, the Admission Selection Committee will accept or reject the candidate's application. Students are notified by U.S. Mail regarding the outcome of their application.

Students denied admission to the WU-ATEP and/or dismissed from the WU-ATEP may appeal the decision in the following steps:

1. Submit a letter of appeal to the PD and the Chair of H&PE. The letter should detail how the student believes he/she has met the appropriate criteria.
2. Each appeal will be reviewed by an Appeals Committee comprised of the Chair of H&PE and two faculty members of the Chair's choice.
3. Upon review of the appeal, the Appeals Committee may request input from the selection committee and the student may request an open discussion with the Appeals Committee to explain his/her position.
4. The Appeals Committee will submit a written document to the student and to the PD regarding the decision on the student's status.
5. All Appeals Committee decisions remain confidential and final.

Bachelor of Science in Physical Education - Fitness/Wellness

		Semester Hours
General Education		
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101	Composition	3
CRTW 201	Critical Reading, Thinking & Writing	3
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	0
Oral and Expressive Communication		
SPCH 201	Public Speaking	0
Logic/Language/Semiotics		
CSCI 101& 3 from 101A, B, C, or P	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
Skills for a Common Experience and Thinking Across Disciplines		
GNEP 102	The Human Experience: Who Am I?	3
Global Perspectives	Select from approved list, p. 37	3
Historical Perspectives		
HIST 211	US History to 1877	3
Developing Critical Skills and Applying Them to Disciplines		22-28
Social Science	Select from approved list, p. 37	3-6
PSYC 101	General Psychology	3
Humanities and Arts		6-9
DANA		3
Electives	Must have at least 2 different designators	3-6
Natural Science		7
BIOL 307	Human Anatomy	4
Physical/Earth Science		3
Intensive Writing		0-3
PHED 381	Principles & Phil of Human Movement	0-3
Constitution Requirement		0-3
HIST 211	US History to 1877	3
Physical Education Core		19-21
HLTH 300	Personal & Comm Health	3
PHED 101	Intro to Physical Education	3
PHED 242	Motor Learning & Control	3
PHED 361/224	First Aid,CPR or Lifeguarding	1-2
PHED 381	Principles & Phil of Human Movement	3
PHED 382	Kinesiology	3
PHED 384	Exercise Pphysiology	3
Passage of swimming proficiency test or a swimming class		0-1
Fitness/Wellness Sub core		46
BIOL 308	Human Physiology	4
DANA 244	Survey of Recreational Dance Forms	1
NUTR 221	Food & Nutrition	3
PHED 264	Fitness/Wellness Careers Lab	1
PHED 223	Group Facilitation & Leadership	2

RICHARD W. RILEY COLLEGE OF EDUCATION--SPORT MANAGEMENT

PHED 266	Yoga	1
PHED 267	Weight Training	1
PHED 303	Teaching Aerobic Activities	1
PHED 320	Weight Control Through Diet & Exercise	2
PHED 395	Fitness/Wellness Program App	1
PHED 465*	Strength & Conditioning Certification	2
PHED 476*	Facilities Management & Design	3
PHED 480*	Exercise Testing & Prescription	3
PHED 495A*	Internship: Fitness/Wellness	12
PHED 496A*	Seminar in Fitness/Wellness Lead	1
PHED 548*	Psychology of Sport & Physical Activity	3
SPMA 235	Event Management	3
PHED 510*	Fiscal Mgmt of Fit & Athl Programs	3
FITNESS/WELLNESS--Select from the list below:		8-9
HLTH 500	Contemporary Health Problems	3
HLTH 501	Substance Abuse Education	3
EDUC 210	Psychology of the Learner I	3
EDUC 250	Psychology of the Learner II	3
PHED 307	Outdoor Education: Theory & Practice	2
PHED 379	Advanced Based Experiential Education	3
PHED 482	Effective Leadership in Outdoor Education	3
FITNESS/WELLNESS--Select from the list below:		3-4
(If 8 hours were completed above than 4 hours must be completed from the list below.)		
PHED 113	Disc Games	1
PHED 114	Mountain Biking	1
PHED 204 OR 207	Snow Skiing	1
PHED 224 OR 225	Lifeguarding Or Water Safety Instruction	1
PHED 226	Scuba Diving	1
PHED 245	Water Aerobics	1
PHED 246	Aerobic Walking	1
PHED 253	Basic Training	1
PHED 257	Cardio Kick	1
PHED 265	Aerobic Dance	1
PHED 282	Rock Climbing	1
Total		124-126

*Students enrolled in the Bachelor of Science in Physical Education with a concentration in Fitness/Wellness may not enroll in these courses unless they have at least a 2.25 grade-point average, completed 54 credit hours, a grade of C or better in PHED 101, and have completed both BIOL 307 and 308. Transfer students who need BIOL 307 and 308 and meet all other requirements will be permitted to take these courses during their first and second semester at Winthrop. If, during the first year of coursework at Winthrop, they do not complete BIOL 307 and 308, they will not be permitted to take PHED 495A or PHED 496A until the biology sequence is successfully completed.

Bachelor of Science - Sport Management

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101	Composition	3
CRTW 201	Critical Reading, Thinking & Writing	3
Quantitative Skills		
MATH 105 (MATH 101 if needed)	Calculus for Managerial & Life Sciences	3
Technology		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	0
Oral and Expressive Communication		
SPCH 201	Public Speaking	0
Logic/Language/Semiotics		
CSCI 101& 3 from 101A, B, C, or P	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
Skills for a Common Experience and Thinking Across Disciplines		
GNED 102	The Human Experience: Who Am I?	3

Global Perspectives	Select from approved list, p. 37	3
Historical Perspectives	Select from approved list, p. 37	3
Developing Critical Skills and Applying Them to Disciplines		22-28
Social Science		
ECON 103	Introduction to Political Economy	3
PSYC 101	General Psychology	3
Elective		0-3
Humanities and Arts	Must have at least 2 different designators	6-9
Natural Science	See approved list, p 38. Must have at least 2 different designators from 2 different areas.	7
Intensive Writing		
PHED 381	Principles & Phil of Human Movement	0-3
Constitution Requirement		
ECON 103	Introduction to Political Economy	0-3
Additional Requirements		78
ACCT 280	Managerial Accounting	3
BADM 510	Sport Law	3
FINC 410	Sport Budget & Finance	3
MGMT 321	Principles of Management	3
MGMT 422	Human Resources Management	3
MTKG 380	Principles of Marketing	3
MTKG 383	Professional Sales & Marketing	3
MTKG 484	Sport Marketing	3
PHED 325	Sport Governance & Ethics	3
PHED 381*	Principles & Phil of Human Movement	3
PHED 476	Facilities Management & Design	3
PHED 525	Risk Management In Physical Activity & Sport	3
PHED 548	Psychology of Sport	3
SPMA 101	Introduction to Sport Management	3
SPMA 235	Sport Event Management	3
SPMA 255	Research & Writing in Sport Management	3
SPMA 425 or SOCL 506	Current Issues in Sport or Sociology of Sport	3
SPMA 392	Field Work in Sport Management	3
SPMA 398	Seminar in Sport Management	1
SPMA 426	Administration of Sport Organizations	3
SPMA 493	Internship in Sport Management	12
Electives		7
Total		126

*Intensive Writing requirement

All applicants into the Probationary Stage of the Sport Management Program must meet the following requirements:

1. Complete a minimum of 23 semester hours.
2. Achieve a minimum cumulative grade point average of 2.25 for all coursework.
3. Complete the following SPMA courses with a grade of "C" or better in each course: SPMA 101 and SPMA 235.
4. Complete Math 101, if needed.
5. Submit an Application for Probationary Admission to the Sport Management Program to the Program Director.

All applicants into the Fully Admitted Stage of the Sport Management Program must meet the following requirements:

1. Complete a minimum of 54 semester hours.
2. Achieve a minimum cumulative grade point average of 2.5 for all coursework.
3. Complete the following courses with a grade of "C" or better in each course: SPMA 255, ACCT 280, CRTW 201.
4. Complete MATH 105.
5. Submit an Application for Fully Admitted Status to the Sport Management Program to the Program Director.

Once fully admitted, the student must maintain a minimum cumulative grade point average of 2.5 and earn a minimum grade of "C" in all SPMA, PHED, and College of Business courses. All students who wish to transfer into Sport Management Program from another academic major at Winthrop University must have earned a minimum cumulative grade point average of 2.0 before the transfer will be approved. All students who transfer into the Sport Management Program from another higher education institution, who need to meet the program admission criteria, will be allowed to take courses in the major above 299 for their first two semesters at Winthrop. If, at the end of the 2nd semester, such students have not met the admission criteria, they will not be permitted to take additional courses in the major until the admission criteria have been met. SPMA majors may not minor in any minor offered by the College of Business with the exception of Computer Science.

Bachelor of Science in Special Education (Learning/Emotional Disabilities)

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101,CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
EDUC 275**	Integ Tech to Support Teaching & Learning	0
Oral Communication		
SPED 391**~	Assessment	0
Logic/Language/Semiotics		
MATH 291	Mathematics for Elementary Teachers	3
MATH 292	Geometry for Elementary Teachers	3
Skills for Common Experience and Thinking Across Disciplines		
GNED 102	The Human Experience: Who Am I?	3
Global Perspectives		
GEOG 101, 103, 104, or PLSC 260	Human Geog, Geog of 3rd Wrld, Indust Nations, UN	3
Historical Perspectives		
HIST 211, 212 or 308	United States History or American Ethnic History	3
Developing Critical Skills and Applying them to Disciplines		
Social Science		
ANTH 101	Cultural Anthropology	3
SOCL 201	Principles of Sociology	3
PLSC 201 or ECON 103	American Govt or Intro to Pol Economy	3
Humanities and Arts		
ARTE 547~ or MUST 315~	Art for Class Teachers, Music for the Class Teacher	3
Elective		3
Natural Science		12
BIOL 150/151	Living Systems/Investigations in Living Systems	4
GEOL 250/251	Earth & Space Systems/Lab	4
PHYS 250/251	Matter & Energy/Lab	4
Intensive Writing		
READ 322	Language Arts Lab	0
Professional Education Sequence		76
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390**~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
ELEM 341**	Teaching Social Studies in the Elem School	3
ELEM 431**	Teaching Science in the Elem School	3
ELEM 436**~	Teaching Math in the Elem School	3
PSYC 510	Behavior Analysis and Behavior Change	3
READ 321/322	Elem & Middle School Language Arts/ Lab	4
READ 461~	Intro to Teach Reading in the Elementary School	3
READ 571~	Diagnostic & Prescriptive Teach of Read	3
SPED 281*	Introduction to Special Education	3
SPED 292*	Lab Exp with Exceptional Children	3
SPED 391**~	Assessment	3
SPED 392~	Prin of Teaching Exceptional Children	1
SPED 561**~	Characteristics of Child with Learn Disabilities	3
SPED 582**~	Mental Retardation	3
SPED 583**~	Child with Emot/Behav Problems	3
SPED 585**~	Intro Acad & Behavioral Meth in ED, LD, MD & SD	3
SPED 586**~	Advanced Academic & Behavioral Methods in ED, LD	3
Total		128

*Special Education students must earn a grade of C or better.

**A grade of C or better must be earned and this course cannot be taken as S/U

~Restricted to students admitted to the Teacher Education program

RICHARD W. RILEY COLLEGE OF EDUCATION--SPECIAL EDUCATION
Bachelor of Science in Special Education (Mental/Severe Disabilities)

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101,CRTW 201	Composition, Crit Reading, Thinking & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
EDUC 275**	Integ Tech to Support Teaching & Learning	0
Oral Communication		
SPED 391**~	Assessment	0
Logic/Language/Semiotics		
MATH 291	Mathematics for Elementary Teachers	3
MATH 292	Geometry for Elementary Teachers	3
Skills for Common Experience and Thinking Across Disciplines		
GNEC 102	The Human Experience: Who Am I?	3
Global Perspectives		
GEOG 101, 103, 104, or PLSC 260	Human Geog, Geog of 3rd Wrld, Indust Nations, UN	3
Historical Perspectives		
HIST 211, 212 or 308	United States History or American Ethnic History	3
Developing Critical Skills and Applying them to Disciplines		
Social Science		
ANTH 201	Cultural Anthropology	3
SOCL 201	Principles of Sociology	3
PSLC 201 or ECON 103	American Govt or Intro to Pol Economy	3
Humanities and Arts		
ARTE 547~ or MUST 315~	Art for Class Teachers or Music for the Class Teacher	3
Elective		3
Natural Science		12
BIOL 150/151	Living Systems/Investigations in Living Systems	4
GEOL 250/251	Earth & Space Systems/Lab	4
PHYS 250/251	Matter & Energy/Lab	4
Intensive Writing		
READ 322	Language Arts Lab	0
Professional Education Sequence		76
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390**~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
ELEM 341**~	Teaching Social Studies In Elementary School	3
ELEM 431**~	Teaching Science in Elementary School	3
ELEM 436~	Teaching Math in the Elementary School	3
PSYC 510	Behavior Analysis and Behavior Change	3
READ 321/322	Elementary School Language Arts/Lab	4
READ 461**~	Intro to Teach Reading in the Elementary School	3
READ 571	Diagnostic & Prescriptive Teach of Read	3
SPCH 351	Intro to Speech Correction	3
SPED 281*	Introduction to Special Education	3
SPED 293*	Lab Exp with Learners with Autism Spectrum Disorders	3
SPED 391**~	Assessment	3
SPED 392~	Prin of Teaching Except Children	1
SPED 575~	Educational Procedures for Students with MD & SD	3
SPED 582**~	Mental Retardation	3
SPED 583**~	Child with Emot/Behav Problems	3
SPED 585**~	Intro Acad & Behavioral Meth in ED, LD, MD & SD	3
Total		128

*Special Education students must earn a grade of C or better.

**A grade of C or better must be earned and this course cannot be taken as S/U

~Restricted to students admitted to the Teacher Education program

Bachelor of Science - Family and Consumer Sciences

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		
WRIT 101,CRTW 201	Composition, Crit Reading, Thinking & Writing	6
Quantitative Skills		
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology		
CSCI 101		3
Oral Communication	See approved list, p. 37	3
Logic/Language/Semiotics		
MATH elective		3
Elective	See approved list, p. 37	3
Skills for Common Experience and Thinking Across Disciplines		
GNED 102	The Human Experience: Who Am I?	3
Global Perspectives		
GEOG 104	Geography of Industrial Nations	3
Historical Perspectives		
HIST 211, 212, 308, or 310	U S History, Am Ethnic Hist, Women in America	3
Developing Critical Skills and Applying them to Disciplines		
Social Science		
PSYC 101, SOCL 101, 201, or ANTH 201	Gen Psych, Soc Problems, Prin of Soc, Cult Anth	6
PSLC 201 or ECON 103	American Govt or Intro to Pol Econ	3
Humanities and Arts		
THRA 120 or 312	Acting I, History of Dress & Decor	3
ENGL 211 or 330	Major Am Authors, Women & Lit	3
Natural Science		
Earth or Physical Science	See approved list, p. 38	3
BIOL 150/151	Elements of Liv Sys/Investigations into Liv Sys	4
Intensive Writing	See approved list, p. 38	3
Professional Courses		33
FACS 211	Garment Design and Structure I	3
FACS 231	Children and Families	2
FACS 340	Cooperative Internship Experience	3
FACS 381	Textiles	3
FACS 401	Consumer Econ & Resource Management	3
FACS 500	Contemp Issues: Professional & Family Living	3
FACS 501	Residential Technology	3
EDCI 331	Community Connections for Families	3
NUTR 221	Food and Nutrition	3
NUTR 321	Food Composition	3
NUTR 322	Food Composition Laboratory	1
HLTH 506	Human Sexuality	3
SOCL 505	Marriage and Family	3
Specialization or Minor*		18-22
Electives		9-13
Total		124

Specializations:

Youth Issues		18
SOCL 201	Principles of Sociology	3
SOCL 314	Race and Ethnic Relations	3
SCED 573	Career Education	3
SOCL 227	Criminal & Juvenile Justice System	3
HLTH 300	Personal & Community Health	3
HLTH 501	Substance Abuse Education	3

RICHARD W. RILEY COLLEGE OF EDUCATION--FAMILY & CONSUMER SCIENCES

<i>Business/Media</i>		18
ACCT 280	Accounting Info for Business Decisions I	3
MKTG 380	Principles of Marketing	3
MGMT 355	Business Communication	3
MCOM 205	Introduction to Mass Communication	3
MCOM 241	Media Writing	3
MCOM 346	Principles of Television Production	3
<i>Early Intervention</i>		22
SOCL 201	Principles of Sociology	3
SCWK 200 & 201	Introduction to Social Work & IT Lab	4
PSYC 306	Child Development	3
SPED 281	Introduction to Special Education	3
HLTH 300	Personal and Community Health	3
EDCI 336	Young Children: Insuring Success	3
READ 321	Elementary and Middle School Language Arts	3

*Students may minor in one of the following: health, human resource management, nutrition, or gerontology instead of choosing an area of specialization.

The Family and Consumer Sciences program accepts current students who have a cumulative gpa of 2.25 or greater. All students in the major must maintain at least a 2.25 cumulative gpa.