The Richard W. Riley College of Education

Jennie Rakestraw, Dean Caroline Everington, Associate Dean Mark Dewalt, Director of Graduate Studies Kelly M. Costner, 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 Athletic Training
- Bachelor of Science in Early Childhood Education
- South Carolina Certification: PK- 3rd grade
- Bachelor of Science in Elementary Education South Carolina Certification: Grades 2 - 6
- Bachelor of Science in Exercise Sciences
- Bachelor of Science in Family and Consumer Sciences Specializations: Business/Media, Early Intervention, Youth Issues
 Bachelor of Science in Middle Level Education
- South Carolina Certification: Grades 5-8
- Bachelor of Science in Physical Education South Carolina Certification: Grades K - 12
- Bachelor of Science in Special Education Learning/Emotional Disabilities Mental/Severe Disabilities
- South Carolina 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	
Dance, Grades K - 12	Music, Grades K - 12
English, Grades 9 - 12	Science, Grades 9 - 12
Modern Languages, Grades K - 12	Biology
French	Social Studies, Grades 9 - 12
Spanish	History
Mathematics, Grades 9 - 12	Political Science
	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, modern languages, music, dance, theatre, and secondary teachers (Biology, English, Social Studies, 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 associations. Recognition by these agencies assures program quality

and 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, administrative staff, and local school practitioners charged with the responsibility of guiding, monitoring, and reviewing all aspects of the Teacher Education Program at Winthrop University.

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 their 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.

courses	are noused v	within the	Center	tor reua	agogy
The	Professional	Education	Core of	consists	of:

1110 11010351011	a 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
		Sophomore year - Fall	AREA 391	Senior year - Fall only
		Sophomore year - Spring	AREA 392	Senior year - Fall only
		Sophomore year	EDUC 475	Senior year - 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. Any Teacher Education Professional Dispositions and Skills found will be reviewed prior to admission.

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 or satisfy the testing requirement with minimum scores on the SAT, SAT I, or ACT.
- 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, or completion of Teacher Cadet program, or participation in Teaching Fellows program,
 - 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, (b) satisfactory Field Experience Midterm and Final Evaluations, and if appropriate, (c) a review of Teacher Education Profession Dispositions and Skills forms.
- 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.

Teacher Education Program Completion

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 if appropriate, a review of Teacher Education Professional Dispositions and Skills Form(s).
- 5. 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 528	Art Education Foundations and Elementary Methods
ARTE 547	Art for Classroom Teachers
ARTE 548	Curriculum Art Education and Secondary Methods
ARTE 550	Principles of Teaching Art
DCED 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 391	Prin of Teaching Early Childhood Education
ECED 432	Teaching Math in Early Childhood Education
ECED 433	Teaching Science in 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 Grades K-6
ELEM 431	Teaching Science in Elementary School
ELEM 436	Teaching Math in Elementary School
ENGE 391	Principles of Teaching English in Middle and Secondary Schools
HLTH 303	Methods of Teaching Health Education in Elementary School
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 590	Principles of Teaching Music: Elementary
MUST 591	Principles of Teaching Music: Secondary
PHED 348	PE Curr & Method for Young Child Grades K-5
PHED 349	PE Curr & Meth for Inter or Middle School
PHED 391	Prin of Teaching PE, Curr & Meth, Grades 6-12
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
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

Charles J. Bowers Steveda Chepko, *Chair*, *Department of Health and Physical Education* Mark Dewalt, *Director, Graduate Studies* Caroline Everington, *Associate Dean* Patricia L. Graham Susan Green Terry L. Norton Jennie Rakestraw, *Dean* Johnny Sanders, Jr. Jonatha W. Vare, *Director, Center for Pedagogy*

Associate Professors

Barbara Blackburn Rebecca Evers Christine Ferguson Shelley Hamill Mel Horton Richard C. Ingram Marshall G. Jones Carol Marchel Sue Peck, *Chair, Department of Curriculum and Instruction* Carol Shields Sue Spencer

Assistant Professors

A. J. Angulo Albert Bolognese Wanda Briggs Kelly M. Costner, Director, Student Academic Services Moody Crews Lisa Johnson Danella Kasparek Deborah Leach Mary Martin Alice J. McLaine Deborah Mink Mark Mitchell Linda Pickett Nakia Pope Elke Schneider Kristi Schoepfer Tenisha Tolbert David Vawter Linda Winter Bradley Witzel Janet Wojcik

Instructors

Abbigail Armstrong Lisa Harris, Director, Instructional Technology Center Patricia Hillard Rebecca O. Malambri Suzanne Okey Beth Peters Anita Sanders 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	1 0 5	
Writing and Critical Thinking		
WRIT 101, CRTW 201	Composition; Critical Reading, Thinking & Writing	6
Quantitative Skills		2
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology EDUC 275*	Integ Tech to Support Teaching & Learning	0
Oral Communication	Integ Tech to Support Teaching & Learning	0
ECED 391*~	Teaching Social Studies in ECED	0
Logic/Language/Semiotics	Teaching cochi oranico in 2022	0
MATH 291*	Basic Number Concepts for Teachers	3
MATH 292*	Number, Meas, and Geometry Concepts for Teacher	rs 3
Skills for Common Experience and Thinki		
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives		
GEOG 101	Human Geography	3
Historical Perspectives	United Chates History on American Ethnic History	2
HIST 211, 212 or 308 Developing Critical Skills and Applying th	United States History or American Ethnic History	3
Social Science	len to Disciplines	
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 appproved Humanities/Arts list, p. 38	3
Natural Science		4
PHYS 250/251	Matter and Energy/Lab	4
GEOL 250/251 BIOL 150/151	Earth and Space Systems/Lab Elements of Living Systems/Invest into Living Sys	4 4
Intensive Writing	Elements of Elving Systems/ invest into Elving Sys	т
READ 322	Elementary and Middle School Lang Arts Lab	0
Professional Education Sequence	5	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*~ EDUC 390*~	Working With Except & Div Learners Core Issues in Teacher Education	3 3
EDUC 390*~ EDUC 475~	Internship in Reflective Practice	3 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*~ EDCI 221*	Teaching Science in ECED	3
EDCI 331* EDCI 336*	Community Connections for Families Young Children: Insuring Success	3 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

RICHARD W. RILEY COLLEGE OF EDUCATION--ELEMENTARY EDUCATION

Bachelor of Science in Elementary Education

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills	Thepes of the learning readenty	1
Writing and Critical Thinking		
WRIT 101,CRTW 201	Composition; Crit Reading, Thinking & Writing	6
Quantitative Skills	composition, ent neutanig, filmanig et (filmig	0
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology	2	-
EDUC 275**	Integ Tech to Support Teaching & Learning	0
Oral Communication	0 11 0 0	
ELEM 391	Prin of Teaching Elem School: Grades K-6	0
Logic/Language/Semiotics	U U U U U U U U U U U U U U U U U U U	
MATH 291* and 292*	Basic Number Concepts; Num, Msmt, Geom for Teach	hers 6
MATH 393*	Algebra, Data Analysis, & Geom Concepts for Teacher	
Skills for Common Experience and Thinkir		
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	1	
GEOG 101*	Human Geography	3
Historical Perspectives	0 1 5	
HIST 211*, 212* or 308*	United States History or American Ethnic History	3
Developing Critical Skills and Applying th		
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
ENGLLiterature elective	See approved Humanities/Arts 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
GEOL 210, GEOL 220, PHYS 253, BIOL 101	or 106	3
Intensive Writing		
READ 322**	Elementary and Middle School Lang Arts Lab	0
Professional Education Sequence		63
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
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
DCED 351	Dance for the Elementary Classroom	1
THED 351	Theatre for the Elementary Classroom	1
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

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 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	* 0 0 0	
CTQR 150	Quantitative Methods in Crtical Thinking	0
Technology		
EDUC 275	Integ. Tech to Support Teaching & Learning	0
Oral Communication	0 11 0 0	
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	0
Logic/Language/Semiotics	0 0	
MATH 103	Algebra & Trigonometry	0
One semester of foreign language	0 0 9	3-4
Skills for a Common Experience and Thin	king Across Disciplines	
HMXP 102	The Human Experience: Who Am I?	3
ENGL 208 (Global)	Foundation of World Literature	0
ENGL 507(Historical)	History & Development of Modern English	0
Developing Critical Skills and Applying the		
Social Sciences	I II II II II	
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, p. 38		3
Natural Science	Consult adviser and list, p. 38	7
Intensive Writing	consult adviser and hst, p. so	,
WRIT 350	Introduction to Composition Theory & Pedagogy	0
Constitution Requirement		0
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	forenees in financie bever butenion	-
English/Language Arts		30
ENGL 203	Major British Authors	3
ENGL 208	Foundation of World Literature	3
ENGL 211	Major American Authors	3
ENGL 507	History & Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Rea	
WRIT 350	Introduction to Composition Theory & Pedagogy	3
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	interaction to composition meory & readgogy	5

RICHING W. RILLI COLLEGE OF LDUCK		
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 follo	owing: 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 th	iis 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	Commonition Critical Booding Thinling & Multing	(
	Composition; Critical Reading, Thinking, & Writing	6		
Quantitative Skills	Overstitation Matheda in Critical Thinking	0		
CTQR 150 Technology	Quantitative Methods in Critical Thinking	0		
EDUC 275	Integ Tech to Support Teaching & Learning	0		
Oral Communication	Integ. Tech to Support Teaching & Learning	0		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	0		
Logic/Language/Semiotics	The of feaching Englin wid & Secon Schools	0		
MATH elective		3		
One semester of foreign language		3-4		
Skills for a Common Experience and Think	cing Across Disciplines	5-1		
HMXP 102	The Human Experience: Who Am I?	3		
ENGL 208 (Global)	Foundation of World Literature	0		
ENGL 507 (Historical)	History & Development of Modern English	Ő		
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		

RICHA	RD W. RILEY COLLEGE OF EDUCATIONMIDDLE LEVEL E	EDUCA
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 208	Foundation of World Literature	3
ENGL 211	Major American Authors	3
ENGL 507	History & 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
ENGL 519	Adolescent Literature	3
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	3
Choose one:	0 0	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	
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	5 0,7 0,7	15
	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	5	4
Select four additional hours from the follow	wing 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	. 0	127

**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 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 Crtical Thinking	3
Technology	Ŭ	
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	0 0	
One semester of foreign language		
Consult adviser and list		6
Skills for a Common Experience and Th	ninking Across Disciplines	
HMXP 102	The Human Experience: Who Am I?	3
ENGL 208 (Global)	Foundation of World Literature	0
HIST 212	US History since 1877	0
Developing Critical Skills and Applying		
Social Sciences	8 ······	
PLSC 201 or 202	American Govt, State & Local Govt	0
GEOG 101	Human Geography	0
Humanities and Arts	Human Geography	0
ENGL 203	Major British Authors	0
ENGL 211	Major American Authors	0
HIST 111	World Civilizations to 950	0
Natural Science	Consult adviser and list, p. 38	7
Intensive Writing	Consult adviser and list, p. 50	,
WRIT 350	Introduction to Composition Theory & Pedagogy	0
Constitution Requirement	introduction to composition meory & redagogy	0
HIST 211	LIC History to 1977	0
	US History to 1877	39
Professional Education Sequence EDUC 110**	Teachers, Schools & Society	3
EDUC 210**		3
	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	2
EDUC 275**	Integ. Tech to Support Teaching & Learning	2 3
EDUC 310**~	Working With Except & Div Learners	
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 208	Foundation of World Literature	3
ENGL 211	Major American Authors	3
ENGL 507	History & Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Rea	
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 111	World Civilizations to 950	3
HIST 112	World Civilizations 950-1750	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

RICHARD W. RILEY COLLEGE OF EDUCATION--PHYSICAL EDUCATION/CERTIFICATION Bachelor of Science in Physical Education - Teacher Certification

General Education	S	emester Hours
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		2
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology EDUC 275	Integ Tech to Support Teaching & Learning	0
Oral and Expressive Communication	Integ Tech to Support Teaching & Learning	0
SPCH 201	Public Speaking	0
Logic/Language/Semiotics	i ubite opeaking	0
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 Thin		9
HMXP 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 T		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 PHED 381	Passarch Mathada in Physical Activity and Sports Ma	0-3 mt 0
Constitution Requirement	Research Methods in Physical Activity and Sports Mg	0-3
HIST 211 or ECON 103	US History to 1877, Intro to Political Economy	3
Physical Education Core	es misory to 1077, mile to remical Economy	17-18
HLTH 300	Personal & Comm Health	3
PHED 242	Motor Learning & Control	3
PHED 361/224	First Aid,CPR or Lifeguarding	1-2
PHED 381	Research Methods in Physical Activity and Sports Mg	mt 3
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology	3
PHED 385	Exercise Physiology Lab	1
Teacher Certification Sub Core		62
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 EDUC 390	Working with Exceptional & Div Learners Core Issues in Teacher Ed	3 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	3
PHED 118	Movement Education & Ed Gymnastics	1
PHED 150	Skill Themes, Concepts, Nat'l Standards	2
PHED 202	Concepts of Fitness & Exercise	2
PHED 234	Teaching Invasion and Net Games	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 391	Prin of Teaching PE Curr & Methods 6-12	3
PHED 394 Activity Credite	Field Experience in Teaching Phys Ed	1
Activity Credits		7 125-128
Total		123-128

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

1. A "C" or better in PHED 112 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. Achieve and Maintain the healthy zones on all components of health related fitness as measured by Fitnessgram.*

4. Demonstrate competency in selected invasion and net games as measured by a B- or better in PHED 234.*

5. Demonstrate the six fundamental movement skills at the proficiency level as measured by the South Carolina Assessment criteria.*

6. Complete an application for Continuation in the Teacher Certification program.

Before enrolling in EDUC 475 and 490, teacher candidates must:

1. Achieve a C or better in PHED 348 and 391

2. Pass Praxis II (both content and video portion).

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.

*Accommodations will be made for teacher candidates with documented physical disabilities.

Bachelor of Science in Athletic Training

		с н
General Education	Districtory (the Learning Assistant	Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking	Composition	2
WRIT 101 CRTW 201	Composition	3 3
	Critical Reading, Thinking & Writing	3
Quantitative Skills	Quantitative Methods in Critical Thinking	3
CTQR 150 Technology	Quantitative Methods in Critical Thinking	5
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	0
Oral and Expressive Communication	Intro to Comp & Info Processing	0
SPCH 201	Public Speaking	0
Logic/Language/Semiotics	Tuble Speaking	0
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 Thin		5
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	Select from approved list, p. 37	3
Historical Perspectives	Select nonit approved list, p. 57	5
HIST 211	US History to 1877	3
Developing Critical Skills and Applying T		22-28
Social Science	See approved list, p. 37	3-6
PSYC 101	General Psychology	3
Humanities and Arts	General i sychology	6-9
Electives	Must have at least 2 different designators	6-9
Natural Science	Whast have at least 2 unrefert designators	7
BIOL 307	Human Anatomy	4
PHYS OR CHEM	Tumun / Matomy	3
Intensive Writing		0
PHED 381	Research Methods in Phys Activity & Sports Mgmt	0
Constitution Requirement	Research methods in Filys relivity & opons ment	
HIST 211	US History to 1877	0
Athletic Training Core		78
BIOL 308	Human Physiology	4
HLTH 300	Personal & Comm Health	3
NUTR 221	Food & Nutrition	3
NUTR 520	Sports Nutrition	3
PHED 242	Motor Learning & Control	3
PHED 267	Weight Training	1
PHED 361	First Aid	1
PHED 381	Research Methods in Phys Activity & Sports Mgmt	3
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology	3
	- J OJ	-

RICHARD W. RILEY COLLEGE OF EDUCATIO	DNATHLETIC TRAINING	
PHED 385	Exercise Physiology I Lab	1
PHED 465	Strength Training & Conditioning	2
PHED 480	Exercise Testing & Prescription	3
PHED 548	Pscyhology of Sport & Phys Activity	3
ATRN 101	Introduction to Athletic Training	3 2
ATRN 151	Foundations of Athletic Training	2
ATRN 152	Foundations of Athletic Training Lab	1
ATRN 201	Clinical Experience in Ath Training I	1
ATRN 202	Clinical Experience in Ath Training II	2
ATRN 301	Clinical Experience in Ath Training III	2
ATRN 302	Clinical Exper in Ath Training IV	2 2 2 2
ATRN 310	Asses of Ath Inj & Illness: Lower Extrem	
ATRN 311	Asses of Ath Inj & Illness: Lower Extrem Lab	1 2 1 2 1 2
ATRN 320	Asses of Ath Inj & Illness: Upper Extrem	2
ATRN 321	Asses of Ath Inj & Illness: Upper Extrem Lab	1
ATRN 330	Asses of Ath Inj & Illness: Head/Trunk	2
ATRN 331	Asses of Ath Inj & Illness: Head/Trunk Lab	1
ATRN 350	Therapeutic Modalities for Athletic Training	2
ATRN 351	Therapeutic Modalities for Athletic Training Lab	1
ATRN 401	Clinical Experience in Ath Training V	2
ATRN 402	Clinical Exper in Ath Training VI	2
ATRN 450	Therapeutic Exer & Rehab for Ath Training	2
ATRN 451	Therapeutic Exer & Rehab for Ath Training Lab	1
ATRN 480	Capstone in Athletic Training	2
ATRN 481	Capstone in Athletic Training Lab	1
ATRN 510	Pharmacology for Athletic Training	3
ATRN 561	Advanced Emergency Care	2
ATRN 563	Medical Aspects of Sport & Related Inj	3
Total		125

ATHLETIC TRAINING ADMISSIONS CRITERIA

All students seeking to complete the Clinical Stage of the 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 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 ATEP. The 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 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 athletic training core.
- 3. Complete the following Athletic Training core courses with a grade of "B" or better in each course: ATRN 101, ATRN 151 & 151L, 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.

RICHARD W. RILEY COLLEGE OF EDUCATION--EXERCISE SCIENCE Bachelor of Science in Exercise Science

Critical SkillsFind piece of the Tearing ActivityIWRIT 10Composition3CRTW 201Critical Reading, Thinking & Writing3Quantitative SkillsIntro to Comp & Info Processing0Oral and Expressive CommunicationPublic Speaking0SPCH 201Public Speaking0Ingrid JanguagySemiotics1CSCI 101 & 3 from 101A, B, C, or PIntro to Comp & Info Processing3SPCH 201Public Speaking3Skills for a Common Experience and Thinking Across Disciplines3Skills for a Common Experience and Thinking Across Disciplines3Scial ScienceSelect from approved list, p. 37Bitstorical Skills and Applying Then to Disciplines3Social ScienceMust have at least 2 different designatorsNatural ScienceHuman AnatomyBitorical Skills and Applying Then to Disciplical Science3CHEM 105/107General Chemistry and LabIntensive Writing12HIED 381Research Methods in Phys Activity & Sports MgmtConstitution Requirement12HIED 245InternsityHIED 245InternsityHIED 245Hoter	General Education ACAD 101	Principles of the Learning Academy	Semester Hours
Writing and Critical ThinkingJWRIT 101Composition3CRTW 201Critical Reading, Thinking & Writing3Quantitative Skills3MATH 105Calculus for Managerial and Life Sciences3TechnologyCalculus for Managerial and Life Sciences3CSCI 101 & 3 from 101A, B, C, or PIntro 10 Comp & Info Processing0Cord and Expressive Communication03SPCH 201Public Speaking3SPCH 201Public Speaking3SPCH 201Speaking3SPCH 201The Human Experience: Who Am 1?3Global PerspectivesSelect from approved list, p. 373Historical PerspectivesSelect from approved list, p. 373Historical PerspectivesSelect from approved list, p. 373SOCL 201General Psychology3SOCL 201General Psychology3SOCL 201General Psychology3SOCL 201General Chemistry and Lab4HIST 211US History to 18770SubtoalMush have at least 2 different designators3Exercise Science Core5152SUSCL 30Physical Activity for Special & Aging Populations3EXSC 405Exercise Physiology 11 and Lab4EXSC 405Exercise Respecial & Aging Populations3EXSC 405Exercise Respecial & Aging Populations3EXSC 405Exercise Respecial & Aging Populations3EXSC 405Exercise		Theoples of the Leanning Academy	1
WRIT 101Composition3Quantitative SkillsCritical Reading, Thinking & Writing3Quantitative SkillsCalculus for Managerial and Life Sciences3TechnologyCalculus for Managerial and Life Sciences3CSCI 101 & B from 101 A, B, C, or PIntro to Comp & Info Processing0Oral and Expressive CommunicationPublic Speaking3SPCH 201Public Speaking3Skills for a Common Experience and Thinking Across Disciplines3Skills for a Common Experience and Thinking Across Disciplines3Skills for a Common Experience and Thinking Across Disciplines3Skills for a Common Experience and Thinking Across Disciplines3Bitstorical PerspectivesSelect from approved list, p. 37HIMXP 102The Human Experience: Who Am 12Social Science5PSVC 101General Psychology3Social ScienceMust have at least 2 different designatorsNatural ScienceMust have at least 2 different designators4Itensvie WritingGeneral Chemistry and Lab4Intensive Writing14Intensive Writing14Intensive Science51Bitstorial Science51FXSC 101Intro to Exercise Science51SubtolatExercise Physiology 11 and Lab4LXSC 485Exercise Physiology 11 and Lab4LXSC 511Physical Activity for Special & Aging Populations3EXERCE Science Core51FXSC 101			
CRTW 201Critical Reading, Thinking & Writing3Quantitative SkillsIntro to Comp & Info Processing0CSCI 101 & 3 from 101A, B, C, or PIntro to Comp & Info Processing0Oral and Expressive CommunicationPublic Speaking0SPCH 201Public Speaking3Stoll 5 for a Common Experience and Thinking Across Disciplines3Stoll for a Common Experience and Thinking Across Disciplines3Stoll 6 for a Common Experience and Thinking Across Disciplines3Stoll 6 for a Common Experience and Thinking Across Disciplines3Stoll 7 ErspectivesSelect from approved list, p. 37Ilbs for a Common ExperienceUS History to 1877Social Science7PSOCL 101General PsychologySocial Science7BIOL 307Human AnatomyHIBT 211US History to 1877PHED 381Research Methods in Phys Activity & Sports MgmtOcrossitution Requirement4HIBT 211US History to 1877Stubtol3Exercise Science Core51EXEC 485Exercise ScienceStubtol1 Intro decising Special & Aging PopulationsStubtolFersonal & Comming & Comming & Common and a Comming & Comming & Common and a Comming & Commin and a	÷ ÷	Composition	3
MATH 105Calculus for Managerial and Life Sciences3TechnologyIntro to Comp & Info Processing0Oral and Expressive CommunicationPublic Speaking0SIGCH 201Public Speaking3SIGCH 203 from 101A, B, C, or PIntro to Comp & Info Processing3SIGCH 204 from 101A, B, C, or PIntro to Comp & Info Processing3SIGCH 201 FrequenciesSteplines3SIGLI 5 from 101A, B, C, or PIntro to Comp & Info Processing3SIGLI 5 from 101A, B, C, or PIntro to Comp & Info Processing3SIGLI 5 from 101A, B, C, or PIntroduction of Scieplines3SIGLI 5 from 101A, B, C, or PIntroduction of Scieplines3Sigli 5 for a Common Experience and Thinking Across D FullAnna Processing3SIGLI 5 from 101A, B, C, or PIntroduction to Scieplines3Social ScienceIntroduction to Scieplay3SOCL 201Introduction to Scieplay3Humanities and ArtsSelect from approved list, p. 386Natural ScienceImage Analogy4Intensive WritingIntensive and Lab4Intensive WritingIntensive Multing4Intensive WritingIntensive to IS770SubtolalResearch Methods in Phys Activity & Sports Mgmt1Constitution Requirement11EXSC 405Internsipin1INTH 406Exercise Science3EXSC 405Internsipin1INTH 406Exercise Science	CRTW 201		3
TechnologyIntro to Comp & Info Processing0CSCI 101 & & 3 from 101 A, B, C, or PIntro to Comp & Info Processing0Iogic/Language/SemioticsPublic Speaking3SRUE 201Public Speaking3Skills for a Common Experience and Thinking Across Disciplines3HMXP 102The Human Experience: Who Am I?3Global PerspectivesSelect from approved list, p. 373Historical PerspectivesSelect from approved list, p. 373Social ScienceFilteron to Isciplines3Poveloping Critical Skills and Applying Them to Disciplines3Social ScienceFilteron approved list, p. 386PSYC 101General Psychology3SOCL 201Introduction to Sociology3Humanities and ArtsSelect from approved list, p. 386BIOL 307Human Anatomy4Constitution RequirementHestoristry and Lab4HENT 211US History to 18770SubtotalExercise Science51EXSC 485Exercise Physiology II and Lab4EXSC 511Intro to Exercise Science51EXSC 495Internship12HUTH 300Personal & Common Health3PHED 247Weight Crinol Through Diet & Exercise2PHED 245Haternship12HUTH 300Personal & Control3PHED 246Exercise Physiology I I and Lab1HUTH 300Personal & Control3PHED 246Exercise Phys	Quantitative Skills		
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RICHARD W. RILEY COLLEGE OF EDUCATION--SPORT MANAGEMENT

RICHARD VV. RILL I COLLEGE	COFEDUCATIONSFORT MANAGEMENT	
HLTH 500	Contemporary Health Problems	3
HLTH 501	Substance Abuse Education	3
HLTH 507	Women's Health Issues	3
PHED 303	Teaching Aerobic Activities	1
PHED 307	Outdoor Education: Theory & Practice	2
PHED 525	Risk Management in PA and Sport	3
PHED 548	Psychology of Sport & Physical Activity	3
PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PSYC 301	Statistics	4
PSYC 206	Developmental Psychology	3
PSYC 313	Abnormal Psychology	3
SPMA 235	Sport Event Management	3
Total	- •	125

After 30 hours, all exercise science majors must meet the following requirements:

- 1. A C or better in EXSC 101.
- 2. Minimum of 2.25 cumulative GPA in all undergraduate coursework at Winthrop.

For admission to EXSC program:

- 1. C or better in BIOL 307 and 308 with labs
- 2. C or better in PHED 382 and 384.
- 3. Adviser and program approval.

For admission to EXSC internship:

- 1. Completion of BIOL 307 and 308 with labs with C or better.
- 2. Minimum of 2.5 cumulative GPA in all required EXSC coursework.
- 3. Adviser and program approval.

Bachelor of Science - Sport Management

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills	Timelples of the Learning Academy	I
Writing and Critical Thinking		
WRIT 101	Composition	3
CRTW 201	Critical Reading, Thinking & Writing	3
Quantitative Skills	enticul Redding, filmking & Withing	0
MATH 105 (MATH 101 if needed)	Calculus for Managerial & Life Sciences	3
Technology	Calculus for Managerial & Life Sciences	5
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	0
Oral and Expressive Communication	nuo to comp a nuo riocessing	Ũ
SPCH 201	Public Speaking	0
Logic/Language/Semiotics	rubile opeaking	Ũ
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 Thinki		U
HMXP 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 T		22-28
Social Science		
ECON 103	Introduction to Political Economy	3
PSYC 101	General Psychology	3
Elective	8	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 differen	t
	designators from 2 different areas.	7
Intensive Writing	0	
PHED 381	Research Methods in Phys Activity & Sports Mgmt	0-3
Constitution Requirement	j j r o o	
ECON 103	Introduction to Political Economy	0-3
	5	

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 483	Sales & Relationship Marketing	3
MTKG 484	Sport Marketing	3
PHED 200	Sport Ethics	3
PHED 381*	Research Methods in Phys Activity & Sports Mgmt	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 355	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 & Governance of Sport Organizations	3
SPMA 493	Internship in Sport Management	12
Electives		7
Total		124

*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 the 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. SPMA majors are limited to 30 hours of business administration courses. Students who exceed these maxima will not be allowed to apply those additional hours toward the required degree program.

RICHARD W. RILEY COLLEGE OF EDUCATION--SPECIAL EDUCATION

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		<i>,</i>
WRIT 101,CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills	Operatively a Mathe Isia Califad Third in	2
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology EDUC 275**	Integ Tech to Support Teaching & Learning	0
Oral Communication	Integ Tech to Support Teaching & Learning	0
SPED 391**~	Assessment	0
Logic/Language/Semiotics	Assessment	0
MATH 291	Mathematics for Elementary Teachers	3
MATH 292	Geometry for Elementary Teachers	3
Skills for Common Experience and Thinki		5
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	The Human Experience. Who this is	0
GEOG 101 or PLSC 260	Human Geog, United Nations	3
Historical Perspectives		
HIST 211, 212 or 308	United States History or American Ethnic History	3
Developing Critical Skills and Applying the 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	Finicical Cove of Indo to For Economy	0
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**~ READ 571**-	Intro to Teach Reading in the Elementary School	3 3
READ 571**~ SPED 281*	Diagnostic & Prescriptive Teach of Read Introduction to Special Education	3
SPED 291*	Lab Exp with Exceptional Children	3
SPED 292 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, I	
Total		128
*Special Education students must earn a grade	of C or hottor	120

*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 in Special Education (Mental/Severe Disabilities)

Critical Skills Composition, Crit Reading, Thinking & Writing 6 Quantitative Skills Quantitative Methods in Critical Thinking 3 Technology Integ Tech to Support Teaching & Learning 0 Oral Communication Assessment 0 Logic/Language/Semiotics 3 3 MATH 291 Genomenty for Elementary Teachers 3 Skills for Common Experience and Thinking Across Disciplines 3 HMXP 102 The Human Experience: Who Am 12 3 Global Perspectives 1 3 HIST 211, 212 or 308 United States History or American Ethnic History 3 Developing Critical Skills and Applying them to Disciplines 3 3 Social Science 3 3 3 ANTH 201 Cultural Anthropology 3 3 Social Science 3 3 3 3 Social Science 3 3 3 3 Social Science 3 3 3 3 Blob 210 or ECON 103 American Core or Music for the Class Teacher 3 3 Soci 210 or ECON 103 American Core Systems	General Education Courses ACAD 101	Principles of the Learning Academy	Semester Hours
WRIT 101_CRTW 201Composition, Crit Reading, Thinking & Writing6Quantitative SkillsQuantitative Methods in Critical Thinking3CTQR 150Quantitative Methods in Critical Thinking3TechnologyInteg Tech to Support Teaching & Learning0Dral CommunicationAssessment0Iogi/J anguag/Semiotics3MATH 291Geometry for Elementary Teachers3Skills for Common Experience and Thinking Across Disciptines3HMXP 102The Human Experience: Who Am I?3Global Perspectives3Historical Perspectives1HIST 211, 212 or 308United States History or American Ethnic History3Social Science3Social Science3Social Science3MATE 347- or MUST 315~Art for Class Teachers or Music for the Class Teacher3Humanities and Arts4HITS 220/251Laving Systems/Investigations in Living Systems4GEOL 250/251Earth & Space Systems/Lab4HITS 220/251Language Arts Lab0Professional Education Sequence76EDUC 1075**Intensive Morking Ketserer 13EDUC 257**Integ Techning Ketarer 13EDUC 257**Integ Techning Ketarer 13EDUC 250**Psychology of the Learner 13EDUC 250**Psychology of the Learner 13EDUC 250**Intensity Except Kobi Learners3EDUC 250**Intensity Receive Practice10ED	Critical Skills	1 0 7	
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*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--FAMILY AND CONSUMER SCIENCES

Bachelor of Science - Family and Consumer Sciences

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills	Thiciples of the Learning Academy	I
Writing and Critical Thinking		
WRIT 101,CRTW 201	Composition, Crit Reading, Thinking & Writing	6
Quantitative Skills	composition, chi reading, minking a winning	0
CTQR 150	Quantitative Methods in Critical Thinking	3
Technology	2	-
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 Thin	king Across Disciplines	
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	See approved list, p. 37	3
Historical Perspectives	See approved list, p. 37	3
Developing Critical Skills and Applying		
Social Science	•	
PSYC 101	General Psychology	3
SOCL 101or 201	Soc Problems, Prin of Soc,	3
PSLC 201 or ECON 103	American Govt or Intro to Pol Econ	3
Humanities and Arts	See approved list, p. 38	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		37
FACS 211	Apparel Design and Construction	3
FACS 340	Cooperative Internship Experience	3
FACS 381	Textiles	3
FACS 401	Consumer Economics	3
FACS 500	Contemp Issues: Professional & Family Living	3
FACS 501	Residential Technology	3
FACS 502	Family Resource Management	3
EDCI 331	Community Connections for Families	3
NUTR 221	Food and Nutrition	3
NUTR 231	Food Composition	3
NUTR 232	Food Composition Laboratory	1
HLTH 506	Human Sexuality	3
SOCL 305	Marriage and Family	3
Specialization or Minor*		15-21
Electives**		9-16
Total		124
	Specializations:	
Youth Issues		18
SOCL 101 or 201	Social Problems, 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
HI TH 501	Substance Abuse Education	3

3

Personal & Community Health Substance Abuse Education

- SCED 573 SOCL 227 **HLTH 300**
- HLTH 501

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

	RICHARD VV. RILE I COLLEGE OF EDUCATIONFAMILI AND CO	NSUMER S
Business/Media		18
ACCT 280	Accounting Info for Business Decisions I	3
MKTG 380	Principles of Marketing	3
MGMT 321	Principles of Management	3
MGMT 355	Business Communication	3
MCOM 241	Media Writing	3
MCOM 370	Principles of Public Relations	3
Early Intervention		21
SOCL 101 or 201	Social Problems, Principles of Sociology	3
SCWK 200	Introduction to Social Work	3
PSYC 206	Developmental Psychology	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.

**Electives: To meet the University requirement of 40 hours above 299, students may need to take courses above 299 as their electives.

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.