

The Richard W. Riley College of Education

Jemie 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 Science
- 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	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, 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.

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 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

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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.

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, Center for Pedagogy*
Caroline Everington, *Associate Dean*
Patricia L. Graham
Susan Green
Jennie Rakestraw, *Dean*
Jonatha W. Vare, *Chair, Department of Curriculum
and Instruction*

Associate Professors

A. J. Angulo
Rebecca Evers
Christine Ferguson
Shelley Hamill
Mel Horton
Marshall G. Jones
Jennifer Jordan
Carol Marchel
Elke Schneider
Carol Shields
Sue Spencer
Bradley Witzel, *Assistant Chair, Department of
Curriculum and Instruction.*

Assistant Professors

Albert Bolognese
Wanda Briggs
Judy Britt
Kelly M. Costner
Moody Crews
Diana Durbin
Lisa Harris, *Director, Instructional Technology
Center*
Lisa Johnson
Danella Kasparek
Curt Laird
Deborah Leach
Mary Martin
Alice J. McLaine
Kavin Ming
Deborah Mink, *Director, Student Academic Services*
Mark Mitchell
Linda Pickett
Nakia Pope
Kristi Schoepfer
Tenisha Powell
David Vawter
Linda Winter

Instructors

Abbigail Armstrong
Natalie Kotowski
Rebecca O. Malambri
Suzanne Okey
Beth Peters
Melanie Powley
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		
MATH 150	Introduction to Discrete Mathematics	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		
HMXP 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 Humanities/ Arts list, p. 16	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

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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		
MATH 150	Introduction to Discrete Mathematics	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		
HMXP 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
ENGL Literature elective	See approved Humanities/Arts List, p. 16	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

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 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		
MATH 150	Introduction to Discrete Mathematics	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		
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 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, p. 38		3
Natural Science		
Consult adviser and list, p. 16		7
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 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

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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
MATH 150	Introduction to Discrete Mathematics	3
MATH 201, MAED 200	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		
MATH 150	Introduction to Discrete Mathematics	3
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		3
One semester of foreign language		3-4
Skills for a Common Experience and Thinking 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 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 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:		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 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	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		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

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		
MATH 150	Introduction to Discrete Mathematics	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		
HMXP 102	The Human Experience: Who Am I?	3
ENGL 208 (Global)	Foundation of World Literature	0
HIST 212 (Historical)	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 111	World Civilizations to 950	0
Natural Science	Consult adviser and list, p. 16	7
Intensive Writing		
WRIT 350	Introduction to Composition Theory & Pedagogy	0
Constitution Requirement		
HIST 211	US History to 1877	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 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

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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*

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		
MATH 150	Introduction to Discrete Mathematics	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
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	Select from approved list, p. 16	3
Historical Perspectives	May be met with HIST 211	3
Developing Critical Skills and Applying Them to Disciplines		25
Social Science	See approved list, p. 16	6
PSYC 101	General Psychology	3
Humanities and Arts	See approved list, p. 16	6-9
Natural Science		7
BIOL 307	Human Anatomy	4
Physical/Earth Science		3
Intensive Writing		0-3
PHED 381	Research Methods in Physical Activity and Sports Mgmt	0
Constitution Requirement		0-3
HIST 211 or ECON 103	US History to 1877, Intro to Political Economy	0
Physical Education Core		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 Mgmt	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	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	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	3
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	Field Experience in Teaching Phys Ed	1
Activity Credits		6
Total		125-128

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

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 150	Introduction to Discrete Mathematics	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		
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives		
	Select from approved list, p. 16	3
Historical Perspectives		
HIST 211	US History to 1877	3
Developing Critical Skills and Applying Them to Disciplines		
		22-28
Social Science		
PSYC 101	See approved list, p. 16	3-6
Humanities and Arts		
Electives	Must have at least 2 different designators	6-9
Natural Science		
BIOL 307	Human Anatomy	7
PHYS OR CHEM		4
		3
Intensive Writing		
PHED 381	Research Methods in Phys Activity & Sports Mgmt	0
Constitution Requirement		
HIST 211	US History to 1877	0
Athletic Training Core		
BIOL 308	Human Physiology	78
HLTH 300	Personal & Comm Health	4
NUTR 221	Food & Nutrition	3
NUTR 520	Sports Nutrition	3
PHED 242	Motor Learning & Control	3
PHED 267	Weight Training	3
PHED 361	First Aid	1
PHED 381	Research Methods in Phys Activity & Sports Mgmt	1
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology	3
PHED 385	Exercise Physiology I Lab	3

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PHED 465	Strength Training & Conditioning	2
PHED 480	Exercise Testing & Prescription	3
PHED 548	Psychology of Sport & Phys Activity	3
ATRN 101	Introduction to Athletic Training	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
ATRN 310	Asses of Ath Inj & Illness: Lower Extrem	2
ATRN 311	Asses of Ath Inj & Illness: Lower Extrem Lab	1
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 361	Advanced Emergency Care	2
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 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, 152, and PHED 361.
4. Complete BIOL 307 or 308 (or equivalent)
 - Students who do not earn a grade of "C-" or better may be given probationary status in the ATEP.
5. Complete a minimum of 75 hours of directed observation with certified Athletic Trainers. 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 a certified athletic trainer.
 - 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 (when available), and two current athletic training students.

Continuation in the Athletic Training Education Program

Candidates admitted into the ATEP are required to maintain a minimum overall grade point average of 2.5, a minimum grade point average of 2.75 for all coursework in the athletic training core, and must be in good standing within the University community.

Athletic Training Education Program Completion

To exit the ATEP, athletic training candidates must meet all degree requirements as well as the following requirements:

1. Successful completion of a minimum of 125 semester hours with a minimum GPA of 2.5.
2. Completion of the athletic training core with a minimum GPA of 2.75.
3. Completion of BIOL 307 and BIOL 308 (or equivalent) with a minimum grade of "C-" in each.
4. Successful completion of a competency and proficiency review by the Program Director, Clinical Coordinator, and one ACI.

Appeals

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

1. Submit a letter of appeal to the Program Director and the Chair of the Department of Health and Physical Education. 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 the Department of Health and Physical Education 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 Program Director, regarding the decision on the student's status.
5. All Appeals Committee decisions remain confidential and final.

Bachelor of Science in Exercise Science

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	Applied Calculus	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		
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives		
Historical Perspectives		
HIST 211	US History to 1877	3
Developing Critical Skills and Applying Them to Disciplines		
Social Science		
PSYC 101	General Psychology	3
SOCL 201	Introduction to Sociology	3
Humanities and Arts		
		6
Natural Science		
BIOL 307	Human Anatomy	4
CHEM 105	General Chemistry and Lab	4
Intensive Writing		
PHED 381	Research Methods in Phys Activity & Sports Mgmt	0
Constitution Requirement		
HIST 211	US History to 1877	0
Subtotal		45

Exercise Science Core		51
EXSC 101	Intro to Exercise Science	3
EXSC 485	Exercise Physiology II and Lab	4
EXSC 511	Physical Activity for Special & Aging Populations	3
EXSC 495	Internship	12
HLTH 300	Personal & Comm Health	3
HLTH 406	Exercise & Health Promotion	3
PHED 267	Weight Training	1
PHED 208	Weight Control Through Diet & Exercise	2
PHED 242	Motor Learning & Control	3
PHED 361	First Aid & CPR	1
PHED 381	Research Methods in Phys Activity & Sports Mgmt	3
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology I	3
PHED 385	Exercise Physiology I Lab	1
PHED 465	Strength & Conditioning	2
PHED 480	Exercise Testing & Prescription	3
PHED 481	Exercise Testing & Prescription Lab	1
Scientific Foundation Core		14
BIOL 203/204	Principles of Biology & Lab	4
BIOL 307	Anatomy	0
BIOL 308	Human Physiology	4
NUTR 221	Food & Nutrition	3
CHEM 105	General Chemistry I	0
NUTR 520	Sports Nutrition	3
Electives: Select from the following :		15
BIOL 206	General Zoology	4
CHEM 106/108	General Chemistry II and Lab	4
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

All students seeking Junior level acceptance to the Exercise Science (EXSC) Program must be formally admitted before they are allowed to continue in the advanced EXSC courses or go on Internship.

Transfer students will undergo a review of their transcripts. Appropriate transfer courses will be accepted if deemed equivalent by Winthrop University Admissions, College of Education, and EXSC faculty.

All applicants for admission into the EXSC Program must meet the following requirements:

1. Complete a minimum of 60 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 EXSC core.
3. Complete the following EXSC Core courses with a grade of "B-" or better in each course: EXSC 101, HLTH 300, PHED 208, PHED 267.
4. Complete or enroll in BIOL 307 or BIOL 308 (or equivalent). Students who do not earn a grade of "C-" or better may be given probationary status in EXSC.
5. Complete CHEM 105(or equivalent) with a grade of "C-" or better. Students who do not earn a grade of "C-" or better may be given probationary status in EXSC.
6. Submit an Application packet for admission to the EXSC Program to the Program Director (PD) during Fall semester Junior year that includes:
 - a. official transcripts from all institutions of higher education attended.
 - b. EXSC application form.
 - c. an admission essay (500 words, 2 pages double spaced in Times New Roman 12 point font) that details the student's careers goals and current progress towards these career goals.

- d. two professional letters of recommendation.
7. Undergo a standardized interview with the Admission Selection Committee comprised of the Program Director, one additional EXSC faculty member, one off-campus exercise scientist or other allied health professional (when available), and two current EXSC students.

Continuation in the EXSC Program

Candidates admitted into EXSC must continue to maintain a minimum overall grade point average of 2.5, a minimum grade point average of 2.75 for all coursework in the EXSC Core, and must be in good standing within the University community. Students who fall below these levels (or who earn less than C- in BIOL 307, BIOL 308 or CHEM 105/107 or equivalent) will be placed on probation (written notification) with the opportunity to improve their GPA over one additional semester. Courses may be re-taken to improve GPA. Students who fail to maintain two consecutive semesters of these requirements will be dismissed from the program.

EXSC Program Completion

To exit EXSC, candidates must meet all degree requirements (including General Education) as well as the following requirements:

1. Successful completion of a minimum of 126 semester hours with a minimum GPA of 2.5.
2. Completion of the EXSC core with a minimum GPA of 2.75.
3. Completion of BIOL 307, BIOL 308, and CHEM 105(or equivalent) with a minimum grade of "C-" in each.
4. Completion of a 12-credit professional internship (560 hours).

Appeals

Students denied admission to EXSC and/or dismissed from EXSC may appeal to the selection committee in the following steps:

1. Submit a letter of appeal to the Program Director and the Chair of the Department of Health and Physical Education. 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 the Department of Health and Physical Education 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 in writing 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 Program Director, regarding the decision on the student's status.
5. All Appeals Committee decisions remain confidential and final.

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)	Applied Calculus	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		
HMPX 102	The Human Experience: Who Am I?	3
Global Perspectives		
	Select from approved list, p. 16	3
Historical Perspectives		
	Select from approved list, p. 16	3
Developing Critical Skills and Applying Them to Disciplines		
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 16. Must have at least 2 different designators from 2 different areas.	7

Intensive Writing		
PHED 381	Research Methods in Phys Activity & Sports Mgmt	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 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 392	Field Work in Sport Management	3
SPMA 398	Seminar in Sport Management	1
SPMA 425 or SOCL 506	Global & Behav Perspect in Sport or Sociology of Sport	3
SPMA 426	Administration & Governance of Sport Organizations	3
SPMA 493	Internship in Sport Management	12
Electives		4
Total		124

*Intensive Writing requirement

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

Admission Criteria

1. 2.75 overall GPA at time of application. Student must maintain 2.75 throughout his or her academic career to complete the degree.
2. Complete with a "C" or higher: SPMA 101, SPMA 235, SPMA 200, WRIT 101, HMXP 102, ACCT 280
3. Completion of 9 cultural events
4. Completion of MATH 105
5. Completion of 45 semester hours

Admission Process

The *Application for Admission to the Sport Management Program* must include the following:

1. Application Form (available online)
2. Current resume
3. One page written statement that includes professional goals, recent accomplishments, and reason for choice of major

Traditional Students:

Each student must submit an *Application for Admission to the Sport Management Program* to the Coordinator of Sport Management. Applications may be submitted during any of the following submission periods:

- a. October 15th (decision made by November 1st)
- b. March 15th (decision made by April 1st)
- c. July 15th (decision made by August 1st)

Students may apply to the program at any time after earning 45 credits; however, students must apply by the time they have completed 60 credits of coursework.

Students will either be: (a) fully admitted; (b) admitted conditionally (pending semester grades); or (c) denied with an opportunity to reapply after completing 15 additional credits of coursework.

Students who are fully admitted may register for upper level courses in the sport management major without restriction. Students who are admitted conditionally will undergo a subsequent grade review at the conclusion the next full semester. A student admitted conditionally will be allowed to take no more than 6 credits of sport management course during the review semester, not to include SPMA 355. Students who are denied may not take any sport management courses until receiving either full or conditional acceptance.

All students will receive a letter indicating application result. This letter will indicate that if at any point a student falls below the required grade point average, he/she will be placed on probation for one semester. If after the probationary semester, the grade point average is not satisfied, the student will be discontinued from the major for a minimum of one semester. Re-application will be granted only after the grade point average is raised. If grade point average falls below the requirement a second time, student will be permanently discontinued.

Transfer Students:

Each student must submit an *Application for Admission to the Sport Management Program* to the Coordinator of Sport Management. Transfer students entering Winthrop with 54 or more credits must apply for admission during the first application period after their start date; also, in certain circumstances, the Coordinator of Sport Management may review an application in a non-submission period. Submission periods are as follows:

- a. October 15th (decision made by November 1st)
- b. March 15th (decision made by April 1st)
- c. July 15th (decision made by August 1st)

External transfer students may use a GPA from transferring institution to meet the admission criteria. The cultural event requirement is waived for external transfer students. All other transfer students will follow the same process as traditional students.

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		
MATH 150	Introduction to Discrete Mathematics	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		
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives		
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 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, Music for the Class Teacher	3
Elective		3
Natural Science		
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

RICHARD W. RILEY COLLEGE OF EDUCATION--SPECIAL EDUCATION

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**~	Intellectual Disabilities: Characteristics and Needs	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		
MATH 150	Introduction to Discrete Mathematics	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		
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives		
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 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
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 515**	Consultation & Collaboration in Special and Gen Educ	3
SPED 575**~	Educational Procedures for Students with MD & SD	3
SPED 582**~	Intellectual Disabilities: Characteristics and Needs	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

		Semester Hours
General Education Courses		
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		
MATH 150	Introduction to Discrete Mathematics	3
Technology		
CSCI 101		3
Oral Communication		
	See approved list, p. 16	3
Logic/Language/Semiotics		
MATH elective		3
Elective	See approved list, p. 16	3
Skills for Common Experience and Thinking Across Disciplines		
HMPX 102	The Human Experience: Who Am I?	3
Global Perspectives		
	See approved list, p. 16	3
Historical Perspectives		
	See approved list, p. 16	3
Developing Critical Skills and Applying them to Disciplines		
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. 16	3
ENGL 211 or 330	Major Am Authors, Women & Lit	3
Natural Science		
Earth or Physical Science	See approved list, p. 16	3
BIOL 150/151	Elements of Liv Sys/Investigations into Liv Sys	4
Intensive Writing		
	See approved list, p. 16	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
HLTH 501	Substance Abuse Education	3

<i>Business/Media</i>		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
 <i>Early Intervention</i>		 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

All applicants or students transferring to the Family and Consumer Sciences Program must meet the following requirements to be admitted to the program:

1. Complete one semester of academic work at Winthrop (no less than 12 hours and no Family and Consumer Sciences courses are allowed in the initial 12 hours), and achieve a minimum cumulative grade point average of 2.25 for all coursework.
2. Select a specialization—Youth Issues, Business/Media, or Early Intervention, or minor in one of the following—Health, Human Resource Management, Nutrition, or Gerontology.

Additional Requirements:

1. Students must meet all University requirements and earn a cumulative grade point average of 2.25 or greater in order to graduate.
2. The following courses are restricted to Family and Consumer Sciences majors in good standing (a 2.25 minimum cumulative grade point average): FACS 211, FACS 340, FACS 381, FACS 401, FACS 501, FACS 500, and FACS 502.
3. Students must complete the Professional Courses with a grade of "C" or better in each course: FACS 211, FACS 381, FACS 401, FACS 500, FACS 501, FACS 502, EDCI 331, NUTR 221, NUTR 231, NUTR 232, HLTH 506, SOCL 305.
4. Complete a minimum of 40 hours of courses numbered above 299. In order to meet this University requirement, students may have to take courses above 299 as their electives.