

The Richard W. Riley College of Education

Jennie Rakestraw, Dean

Caroline Everington, Associate Dean

Marshall Jones, Director of Graduate Studies

Lisa Johnson, Senior Associate to the Dean

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: Adolescent Studies, Consumer Studies, Early Childhood Studies
- Bachelor of Science in Middle Level Education
English/Language
Mathematics
Science
Social Studies
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	Science, Grades 9 - 12
Dance, Grades K - 12	Biology
English, Grades 9 - 12	Chemistry
Modern Languages, Grades K - 12	Social Studies, Grades 9 - 12
French	History
Spanish	Political Science
Mathematics, Grades 9 - 12	Theatre, Grades K - 12
Music, 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 Literacy
- Master of Arts in Teaching
- Master of Education in Middle Level Education
- Master of Education in Special Education
- Master of Science in Sport and Fitness Administration

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. The Athletic Training Education program is accredited by the Commission on Accreditation of Athletic Training Education (CCATE). 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 certification with a majority of states in the nation.

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 located in the Office of Student Academic Services, 144 Withers/WTS, (803) 323-4750.

Prior to course registration, students are required to have the approval of their faculty adviser. Students may change advisers through a formal request to the appropriate department chair or the Advisement Coordinator.

Professional Education Unit Standards and Core Curriculum

Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that produce learners prepared for 21st century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings, candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system. Expectations for candidate professional dispositions include upholding high standards of fairness, integrity, communication, and commitment. To review the complete Initial Teacher Preparation Unit Standards Framework, visit <http://www.winthrop.edu/coe/default.aspx?id=12866>. Students' progress on each of the organizing Unit Standards and professional dispositions is assessed as they demonstrate the competencies needed to be effective educators.

The Professional Education Core facilitates students' achievement of the Unit Standards and provides the curricular framework for a distinctive school-based, clinical approach to teacher preparation. Within the Core, students engage in supervised practice applying their developing knowledge and skills.

The Professional Education Core consists of:

EDUC 101	Developing Observation and Analysis Skills	1
EDUC 200	Developmental Sciences and the Context of Poverty	3
EDUC 220	Assessment to Meet Diverse Needs	2
EDCO 201	Literacy and the English Language Learner	2
EDCO 202	Supporting the Student with Disabilities in the General Education Classroom	2
EDCO 203	Supporting the Student Identified as Gifted in the General Education Classroom	1
EDCO 305	Technology in the Classroom	2
EDCO 306	Teaching Methods for the Inclusive Classroom	2
EDCO 350	Analyzing Classroom Climate	1
EDCO 351	Establishing Positive Classroom Climate	1
EDUC 401	Internship I: Understanding Contextual Factors	1
EDUC 402	Internship II: Assessment and Instruction	9
EDUC 410	Education in a Democracy	2
Total Credits		29

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.*

Criminal Background and Sex Offender Check Requirement

In order to fulfill South Carolina legislative requirements and related public school policy, all students who participate in any type of field-based experience (e.g., service learning, observation, tutoring, practicum, internship) associated with schools or other educational agencies must undergo a name-based South Carolina criminal records search by the South Carolina Law Enforcement Division (SLED) and a National Sex Offender Registry check. Students must show a clear record on both background checks. (Students other than those in EDUC 101 are responsible for obtaining and providing documentation of the SLED background check to the Office of Clinical and Field Experience.) If a criminal record is revealed, results are considered on an individual basis to determine whether or not the student should be placed in the field experience. These decisions are usually made in conjunction with the school district or educational agency. Typically students will not be placed in a field-based experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Winthrop will not place students who have been convicted of or plead guilty to a violent crime as outlined in law, whose names appear in the National Sex Offender Registry, or who have been required to register as sex offender pursuant to state law. Also, students will not be placed in a field-based experience if they have been convicted of a felony that would make the student ineligible for a Professional Teaching Certificate.

A second and more extensive FBI check is required prior to the senior year for undergraduate teacher education students or the final year for MAT students in order to meet state certification requirements. In order to be placed in field experience or internship settings at this point, students must show a clear record and no offenses that would make them ineligible for professional certification.

The College of Education has appropriate processes in place for accomplishing the SLED, FBI, and National Sex Offender Registry background checks for students. Undergraduates are charged a course fee that pays for the SLED check, and students pay for the FBI check when they complete the certification application forms. All students who transfer to Winthrop University and seek teacher certification must complete the SLED check—paying the \$25 fee through the on-line SLED process—and provide written documentation of a clear criminal background prior to enrolling in any course that requires a field-based experience or internship. The College of Education will conduct all National Sex Offender Registry checks and ensure that no student with sex offender status is enrolled in a course that requires a field-based experience.

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 a critical 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 or designee 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 before applying to the Teacher Education Program.
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 specified core courses with a grade of "C" or better (see advisor for course list).
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,
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 Education core, and
 - the Dean of Education or designee

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 an Internship application the spring before they begin AREA 392 and begin the application process for SC Initial Certification which includes a background check. Refer to the Student Academic Services website for current fees: <http://coe.winthrop.edu/sas/PDF%20Files/Certification/CertificationQ&A.pdf>.

Placements in schools for teacher education field experiences, practica, and internships will be within a 60 mile radius of the University campus. Travel to and from placements is the student's responsibility, and the student must assume liability for any required travel.

Requirements for Entry into the Internship Stage

All teacher education candidates seeking to complete the Internship stage of the Teacher Education Program must meet all requirements before being allowed to enroll in EDUC 401 - Internship I: Contextual Factors or EDUC 402 - Internship I: Assessment and Instruction. 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 Dean of the College of Education or designee 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. Grade of "C" or better in courses designated by the candidate's program area.
5. Completion of all required courses as specified by faculty in the major.
6. Documentation of passage of PRAXIS II examinations in the content area of certification to advance to Internship II. For the most current information on the required PRAXIS II tests for your content area, visit the South Carolina Department of Education website: <http://www.scteachers.org/>. In addition, teacher candidates seeking certification in French or Spanish must score at the level of Advanced Low on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview before they may begin EDUC 402 - Internship II: Assessment and Instruction.
7. Competency review indicating satisfactory completion of (a) 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

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 402 - Internship II: Assessment and Instruction.
3. 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).
4. 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 Appeals Subcommittee reviews the appeal from the student and 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.

PRAXIS II Series

Passage of the PRAXIS II Series content area examinations is required prior to entry into the professional stage for 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>.

Faculty

Professors

A. J. Angulo
Charles J. Bowers
Steveda Chepko, *Chair,*
Department of Physical Education, Sport and Human Performance
Mark Dewalt, *Chair, Department of Counseling, Leadership and Educational Studies*
Caroline Everington, *Associate Dean of Accreditation and Student Services*
Rebecca Evers
Christine Ferguson
Susan Green
Marshall G. Jones, *Director of Graduate Studies*
Carol Marchel
Jennie Rakestraw, *Dean*
Jonatha W. Vare, *Chair, Department of Curriculum and Pedagogy*

Associate Professors

Wanda Briggs
Shelley Hamill
Lisa Johnson, *Senior Associate to the Dean*
Jennifer Jordan
Mary B. Martin
Deborah Mink
Mark Mitchell
Linda Pickett
Susan Reichelt
Elke Schneider
Kristi Schoepfer
Carol Shields
Sue Spencer
Bradley Witzel

Assistant Professors

Abbigail Armstrong
Albert Bolognese
Marleah Bouchard
Judy Britt
Kelly M. Costner
Diana Murdock
Erin Hamel
Lisa Harris
Shawwna Helf
Danella Kasperek
Deborah Leach
Cheryl Mader
Alice J. McLaine
Kavin Ming
Deana Peterson
Tenisha Powell
T. Dale Ritchie
Gayle Sawyer
David Vawter
Janet Wojcik

Instructors

Natalie Kotowski
Lee Johnson
Kathryn Miller
Geoff Morrow
Suzanne Okey
Melanie Powley
Suzanne Sprouse, *Director of Instructional Technology Center*
Mary F. Watson

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

*The Teacher Education Professional Education Sequence is pending the approval of the
 South Carolina Commission on Higher 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	Met in major with EDUC 305 (Pending Gen Ed approval)	0
Oral Communication	Met in major with ECED 352 (Pending Gen Ed approval)	0
Logic/Language/Semiotics		
MATH 291* and 292*	Basic Number Concepts; Num, Msmt, Geom for Teachers	6
Skills for Common Experience and Thinking Across Disciplines		
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	Met in major with EDCI 210	0
Historical Perspectives		
HIST 211* or EDUC 312*	United States History or History of American Education	3
Developing Critical Skills and Applying them to Disciplines		
Social Science	3 hours met in major with EDUC 200	
GEOG 101*	Human Geography	3
PLSC 201 or ECON 103	American Govt or Intro to Pol Econ	3
Humanities and Arts	3 hours met in major with READ 290	
VPAS 320	Integrated Arts for the ECED/ELEM Teacher (Pending Gen Ed approval)	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	Met in major with READ 290	0
Constitution Requirement	Met with HIST 211 or EDUC 312	0
Professional Education Sequence		83
EDUC101**	Developing Observation and Analysis Skills	1
EDUC 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Literacy and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Student Identified as Gifted	1
EDUC220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods for the Inclusive Classroom	2
EDCO 351**	Establishing Positive Classroom Climate	1
EDUC 401**	Internship: Understanding Contextual Factors	1
EDUC 402	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCI 210**	Home-School-Community Partners with Diverse Families	3
EDCI 215**	Early Intervention for Special Needs	2
EDCI 400**	Contemporary Strategies for Curriculum Integration	2
EDCI 450**	Capstone for Educational Leaders	1
ECED 200**	Foundations of Early Childhood Education	3
ECED 295**	Creative Activities for Young Children	3
ECED 350**	Teaching Mathematics in Early Childhood Education	3
ECED 351**	Teaching Science in Early Childhood Education	3
ECED 352**	Teaching Social Studies in Early Childhood Education	3
ECED 420	Internship 1 Early Childhood	1
ELEM 360**	Teaching Mathematics in the Elementary School	3
ELEM 361**	Teaching Science in the Elementary School	3
ELEM 362**	Teaching Social Studies in the Elementary School	3
HLTH 403**	Health Education Methods for Early Childhood	1
MATH 393***	Alg, Data Analysis, & Geo Concepts for Teachers	3
PHED 203**	Developmental Movement for Young Children	2

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READ 150**	Foundations of Language and Literacy	1
READ 250**	Introduction to the Literacy Framework	1
READ 290**	Children's Literature	3
READ 370**	Teach Emerg, Begin, & Strugg Readers & Writers	3
READ 380**	Teach Transition, Intermed, & Adv Readers & Writers	3
READ 415**	Literacy to Meet Diverse Needs	2
SPED 510**	PBIS for the Classroom Teacher	3
Total		126

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

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

***A grade of C- or better must be earned.

See pages 16-18 for additional degree requirements.

Bachelor of Science in Elementary Education

The Teacher Education Professional Education Sequence is pending the approval of the South Carolina Commission on Higher 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	Met in major with EDUC 305 (Pending Gen Ed approval)	0
Oral Communication	Met in major with ECED 352 (Pending Gen Ed approval)	0
Logic/Language/Semiotics		
MATH 291* and 292*	Basic Number Concepts; Num, Msmt, Geom for Teachers	6
Skills for Common Experience and Thinking Across Disciplines		
HMXF 102*	The Human Experience: Who Am I?	3
Global Perspectives	Met in major with EDCI 210	0
Historical Perspectives		
HIST 211* or HIST 312*	United States History, History or American Education	3
Developing Critical Skills and Applying them to Disciplines		
Social Science	3 hours met in major with EDUC 200	
GEOG 101*	Human Geography	3
PLSC 201 or ECON 103	American Govt or Intro to Pol Econ	3
Humanities and Arts	3 hours met in major with READ 290	
VPAS 320	Integrated Arts for the ECED/ELEM Teacher (Pending Gen Ed approval)	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	Met with READ 290	0
Constitution Requirement	Met with HIST 211 or EDUC 312	0
Professional Education Sequence		83
EDUC 101**	Developing Observation and Analysis Skills	1
EDUC 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Literacy and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Student Identified as Gifted	1
EDUC 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods for the Inclusive Classroom	2
EDCO 351**	Establishing Positive Classroom Climate	1
EDUC 401**	Internship: Understanding Contextual Factors	1
EDUC 402	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCI 210**	Home-School-Community Partnerships w/Diverse Families	3
EDCI 400**	Contemporary Strategies for Curriculum Integration	2

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EDCI 450**	Capstone for Educational Leaders	1
ELEM 293**	Lab Experiences in the Elementary Classroom	2
ELEM 360**	Teaching Mathematics in the Elementary School	3
ELEM 361**	Teaching Science in the Elementary School	3
ELEM 362**	Teaching Social Studies in the Elementary School	3
ELEM 420	Internship I Elementary	1
ECED 200**	Foundations of Early Childhood Education	3
EDCI 305** or EDCI 315**	Introduction to the Middle School or Developmental Aspects of Middle Level Learners	3
ECED 350**	Teaching Mathematics in Early Childhood Education	3
ECED 351**	Teaching Science in Early Childhood Education	3
ECED 352**	Teaching Social Studies in Early Childhood Educ	3
HLTH 303**	Health Education	2
MATH 393***	Alg, Data Analysis, & Geo Concepts for Teachers	3
PHED 261**	Movement Activities for Teachers of Children Ages 6-12	1
READ 150**	Foundations of Language and Literacy	1
READ 250**	Introduction to the Literacy Framework	1
READ 290**	Children's Literature	3
READ 370**	Reading & Writ Exp Methods I	3
READ 380**	Reading & Writ Exp Methods II	3
READ 415**	Literacy to Meet Diverse Needs	2
SPED 510**	PBIS for the Classroom Teacher	3
Total		126

*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

***A grade of C- or better must be earned.

See pages 16-18 for additional degree requirements.

**Bachelor of Science in Middle Level Education
English/Language (plus additional specialization area)**

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 two areas: English/Language Arts, mathematics, 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.**

The Teacher Education Professional Education Sequence is undergoing significant change. At the time of this publication, the South Carolina Commission on Higher Education is reviewing these changes. Please see your academic advisor or Student Services Director for updated course information.

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		
Writing and Critical Thinking		12-16
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills	May be met in the major if choosing Math concentration	
MATH 150	Introduction to Discrete Mathematics	0-3
Technology	Met in major with EDUC 275	0
Oral Communication	Met in major with ENGE 391	0
Logic/Language/Semiotics		
One semester of foreign language		3-4
Elective	See approved list, page 16	3
Skills for a Common Experience and Thinking Across Disciplines		6
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	Met in major with ENGL 208	0
Historical Perspectives	See approved list, page 16	3
Developing Critical Skills and Applying them to Disciplines		13-22
Social Sciences*	See approved list, page 16; 3 hours met with PLSC 201	3-6

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Humanities and Arts*	3 hours met in major with ENGL 211; if selecting the Science or Math concentration, choose ENGL lit from the following: ENGL 203, 312, 317, 330 or 370, and then 0-3 hours from approved list, p. 16. If selecting Social Studies concentration, then remaining 3-6 hours met with HIST 111-112.	3-6
*15 hours must be taken from these 2 areas.		
Natural Science	See approved list, p. 16	7
Intensive Writing	Met in major with EDCI 330	0
Constitution Requirement	May be met in the major if choosing Social Studies concentration	
PLSC 201	American Government	0-3
Professional Education Sequence		42
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 330	Strategies and Assessment for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
English/Language Arts Content Concentration		27
ENGL 208	Foundation of World Literature	3
ENGL 211	Major American Authors	3
ENGL 530	Grammar in Theory and Practice	3
READ 321	Elem & Mid School Lang Arts	3
READ 461	Intro to Teaching Read	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
ENGE 519	Adolescent Literature	3
Required Methods		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	3
Select from the following list:		3
ENGL 203	Major British Authors	
ENGL 308	World Literature after 1700	
ENGL 312	African American Literature	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 502	Studies in Non-Western Literature	
ENGL 507	History & Development of Modern English	
Select from one of the following concentrations: Mathematics, Science, or Social Studies		
Mathematics Concentration		25-28
Take the following based on the Mathematics Placement exam:		
MATH 101, 201, 104, 202 and MAED 200, 301, 300		7-9
MATH 150 (C or better required)	Introduction to Discrete Mathematics	3
MATH 291, MATH 292, MATH 393		9
MATH 341	Statistical Methods	3
Required Methods		
MAED 391	Principles of Teaching Mathematics	3
Elective		0-1
Science Concentration		26
Basic Concentration		
Select one of the following sequences:		
BIOL 150/151 and 205 or 206	Elements of Living Systems, Gen Botany, Gen Zoology	8
CHEM 105 and CHEM 106/108	General Chemistry I & II	
PHYS 201 and 202	General Physics I & II	
GEOL 110/113 and 210/211	Physical Geology, Historical Geology	

Select from the following list. All must be different from the Basic Concentration		15
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	
Required Methods		
SCIE 391	Principles of Teaching Science	3
Social Studies Concentration		30
HIST 111	World Civilizations to 950	3
HIST 112	World Civilizations from 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 Government, State & Local Gov't	3
ECON 215	Principles of Macroeconomics	3
GEOG 101	Human Geography	3
Select from the following list:		3
HIST 113	World Civilizations since 1720	
SOCL 101	Social Problems & Social Policy	
SOCL 201	Principles of Sociology	
ANTH 201	Intro to Cultural Anthropology	
ANTH 203	Intro to Language and Culture	
Required Methods		
SCST 391	Principles of Teaching Social Studies	3
Total		124-126

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

See pages 16-18 for additional degree requirements.

**Bachelor of Science in Middle Level Education
Mathematics (plus additional specialization area)**

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 two areas: English/Language Arts, mathematics, 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.**

The Teacher Education Professional Education Sequence is undergoing significant change. At the time of this publication, the South Carolina Commission on Higher Education is reviewing these changes. Please see your academic advisor or Student Services Director for updated course information.

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		12-16
Writing and Critical Thinking		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills	Met in major with MATH 150	0
Technology	Met in major with EDUC 275	0
Oral Communication	Met in major with MAED 391	0
Logic/Language/Semiotics	3 hours met in major with MATH	
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
Global Perspectives	May be met in major with ENGL 208 or HIST 112	0-3
Historical Perspectives	May be met in major with ENGL 507 or HIST 111	0-3
Developing Critical Skills and Applying them to Disciplines		
Social Sciences	See approved list, p. 16	3*
	3 hours may be met in major with PLSC 201	0-6
Humanities and Arts	See approved list, p. 16; 6 hours may be met in the major	3*

*15 hours must be taken from these two areas.

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

Natural Science	See approved list, p. 16; may be met in the major	0-7
Intensive Writing	Met in major with EDCI 330	0
Constitution Requirement	Met with PLSC 201	0
Professional Education Sequence		42
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 330	Strategies and Assessment for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
Mathematics Concentration		25-28
Take the following based on the Mathematics Placement exam:		
MATH 101, 201, 104, 202 and MAED 200, 301, 300		7-9
MATH 150*	Introduction to Discrete Mathematics	3
MATH 291*, MATH 292*, MATH 393		9
MATH 341	Statistical Methods	3
Required Methods		
MAED 391	Principles of Teaching Mathematics	3
Elective		0-1
<i>Select from one of the following concentrations: English/Language Arts, Science, or Social Studies</i>		
English/Language Arts Concentration, see page 87		27
Science Concentration, see page 83		26
Social Studies Concentration, see page 83		30
Total		127-133

*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

See pages 16-18 for additional degree requirements.

**Bachelor of Science in Middle Level Education
Science (plus additional specialization area)**

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 two areas: English/Language Arts, mathematics, 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.**

The Teacher Education Professional Education Sequence is undergoing significant change. At the time of this publication, the South Carolina Commission on Higher Education is reviewing these changes. Please see your academic advisor or Student Services Director for updated course information.

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		12-16
Writing and Critical Thinking		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
Quantitative Skills		
MATH 150	Introductory Discrete Mathematics	3
Technology	Met in major with EDUC 275	0
Oral Communication	Met in major with SCIE 391	0
Logic/Language/Semiotics	See approved list, p. 16; may be met in major	0-3
One semester of foreign language		3-4
Skills for a Common Experience and Thinking Across Disciplines		3-9
HMPX 102	The Human Experience: Who Am I?	3

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

Global Perspectives	May be met in major with ENGL 208 or HIST 112	0-3
Historical Perspectives	May be met in major with ENGL 507 or HIST 111	0-3
Developing Critical Skills and Applying them to Disciplines		
Social Sciences	See approved list, p. 16	3*
	3 hours may be met in major with PLSC 201	0-6
Humanities and Arts	See approved list, p. 16; 6 hours may be met in the major	3*
*15 hours must be taken from these two areas.		
Natural Science	Met in the major	0
Intensive Writing	Met in major with EDCI 330	0
Constitution Requirement		
PLSC 201	American Government	0
Professional Education Sequence		
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**	Working With Except & Div Learners	3
EDUC 390**	Core Issues in Teacher Education	3
EDUC 475	Internship in Reflective Practice	10
EDUC 490	Capstone for Educational Leaders	2
EDCI 305**	Introduction to the Middle School	3
EDCI 315**	Developmental Aspects of Middle Level Learners	3
EDCI 325**	Content Literacy for Middle Level Learners	3
EDCI 330	Strategies and Assessment for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
Science Concentration		
Basic Concentration		
Select one of the following sequences:		8
BIOL 150/151 and 205 or 206	Elements of Living Systems, Gen Botany, Gen Zoology	
CHEM 105 and CHEM 106/108	General Chemistry I & II	
PHYS 201 and 202	General Physics I & II	
GEOL 110/113 and 210/211	Physical Geology, Historical Geology	
Select from the following list. All must be different from the Basic Concentration		15
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	
Required Methods		
SCIE 391	Principles of Teaching Science	3
<i>Select from one of the following concentrations: English/Language Arts, Mathematics, or Social Studies</i>		
English/Language Arts Concentration, see page 82		27
Mathematics Concentration, see page 82		26-27
Social Studies Concentration, see page 83		30
Total		127

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

See pages 16-18 for additional degree requirements.

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION
Bachelor of Science in Middle Level Education
Social Studies (plus additional specialization area)

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 two areas: English/language arts, mathematics, 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.**

The Teacher Education Professional Education Sequence is undergoing significant change. At the time of this publication, the South Carolina Commission on Higher Education is reviewing these changes. Please see your academic advisor or Student Services Director for updated course information.

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		15-16
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	Met in major with EDUC 275	0
Oral Communication	Met in major with SCST 391	0
Logic/Language/Semiotics	See approved list, p. 16	3
One semester of foreign language		3-4
Skills for a Common Experience and Thinking Across Disciplines		3-6
HMPX 102	The Human Experience: Who Am I?	3
Global Perspectives	Met in major with GEOG 101	0
Historical Perspectives	May be met in major with HIST 212	0-3
Developing Critical Skills and Applying them to Disciplines		13
Social Sciences	Met in major with PLSC 201 or 202 and ECON 215 or 216	0*
Humanities and Arts	See approved list, p. 16. One course must be an ENGL literature; 3 hours met in major with HIST 111	6*
*15 hours must be taken from these two areas.		
Natural Science	Consult adviser and list, p. 16	7
Intensive Writing	Met in major with EDCI 330	0
Constitution Requirement		
HIST 211	US History to 1877	0
Professional Education Sequence		42
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 330	Strategies and Assessment for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
Social Studies Concentration		30
HIST 111	World Civilizations to 950	3
HIST 112	World Civilizations from 950-1750	3
Select one course from the following:	HIST 113, SOCL 101, SOCL 201, ANTH 201, ANTH 203	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	Prin of Microeconomics/Prin of Macroeconomics	3
GEOG 101	Human Geography	3
Required Methods		
SCST 391	Principles of Teaching Social Studies	3

Select from one of the following concentrations: *English/Language Arts, Mathematics, or Science*

English/Language Arts		27
ENGL 208	Foundation of World Literature	3
ENGL 211	Major American Authors	3
ENGL 530	Grammar in Theory and Practice	3
READ 321	Elem & Mid School Lang Arts	3
READ 461	Introduction to Teaching Reading	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
ENGL 519	Adolescent Literature	3
Required Methods		
ENGE 391	Prin of Teaching Engl in Middle & Second Schools	3
Select from the following list:		3
ENGL 203	Major British Authors	
ENGL 308	World Literature after 1700	
ENGL 312	African American Literature	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 502	Studies in Non-Western Literature	
ENGL 507	History & Development of Modern English	
Mathematics Concentration, see page 82		25-28
Science Concentration, see page 82		26
Total		125

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

See pages 16-18 for additional degree requirements.

Bachelor of Science in Physical Education - Teacher Certification

The Teacher Education Professional Education Sequence is undergoing significant change. At the time of this publication, the South Carolina Commission on Higher Education is reviewing these changes. Please see your academic advisor or Student Services Director for updated course information.

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		15
Writing and Critical Thinking		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
Quantitative Skills		
MATH 150	Introduction to Discrete Mathematics	3
Technology	Met in major with EDUC 275	0
Oral Communication		
SPCH 201	Public Speaking	3
Logic/Language/Semiotics	3 hours met with SPCH 201	
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	3
Skills for a Common Experience and Thinking Across Disciplines		6-9
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	See approved list, p. 16	3
Historical Perspectives	May be met with HIST 211	0-3
Developing Critical Skills and Applying Them to Disciplines		22-25
Social Science	See approved list, p. 16	6
PSYC 101	General Psychology	3
Humanities and Arts	See approved list, p. 16	6
Natural Science		
Biology	See approved list, p. 16	4
Physical/Earth Science	See approved list, p. 16	3
Intensive Writing	Met in major with PHED 381	0
Constitution Requirement		0-3
HIST 211 or ECON 103	US History to 1877, Intro to Political Economy; may be met in another area	

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 Target Games	2
PHED 248	Teaching Net/Wall and Striking/Fielding Games	2
PHED 590	Assessment in Phys Ed	3
PHED 303	Teaching Aerobic Activity	1
PHED 566*	Phys Ed Curr & Methods K-5	3
PHED 550	Adapted Physical Activity and Sport	3
PHED 591*	Prin of Teaching PE Curr & Methods 6-12	3
PHED 394	Field Experience in Teaching Phys Ed	1
Activity Credits		4
Total		124-130

***C or better must be earned**

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 in aerobic capacity (Pacer Test or Mile run), muscular strength and endurance (curl-up), flexibility (sit & reach), and upper body strength and endurance (push-up & modified push-up) as measured by Fitnessgram.**
4. Demonstrate competence in selected game categories as measured by a B- or better in PHED 234 and 248.**
5. Demonstrate the six fundamental movement skills at the proficiency level as measured by Departmental rubrics.**
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 566 and 591
2. Pass Praxis II.

In addition to the above requirements, all requirements must be met for initial admission to the Richard W. Riley College of Education.

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

See pages 16-18 for additional degree requirements.

RICHARD W. RILEY COLLEGE OF EDUCATION--ATHLETIC TRAINING
Bachelor of Science in Athletic Training

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		15
Writing and Critical Thinking		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
Quantitative Skills		
MATH 150	Introduction to Discrete Mathematics	3
Technology		
CSCI 101 & 3 from 101A, B, C, F, I or P	Intro to Comp & Info Processing	3
Oral and Expressive Communication		
SPCH 201	Public Speaking	3
Logic/Language/Semiotics	Met in another area with CSCI 101/labs & SPCH 201	0
Skills for a Common Experience and Thinking Across Disciplines		9
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	See approved list, p. 16	3
Historical Perspectives		
HIST 211	US History to 1877	3
Developing Critical Skills and Applying Them to Disciplines		22
Social Science	See approved list, p. 16	3-6*
PSYC 101	General Psychology	3
Humanities and Arts	See approved list, p. 16; must have at least 2 different designators	6-9*
*must have 15 hours between these two areas		
Natural Science		
NUTR 221	Food & Nutrition	3
PHYS OR CHEM	See approved list, p. 16	4
Intensive Writing	Met in major with PHED 381	0
Constitution Requirement	Met in another area with HIST 211	0
Athletic Training Core		81
BIOL 307	Human Anatomy	4
BIOL 308	Human Physiology	4
HLTH 300	Personal & Comm Health	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
PHED 385	Exercise Physiology I Lab	1
PHED 465	Strength Training & Conditioning	2
PHED 480	Exercise Testing & Prescription	3
PHED 401	Psychology of Sport & Phys Activity	3
ATRN 151	Foundations of Athletic Training	3
ATRN 152	Foundations of Athletic Training Lab	1
ATRN 201	Clinical Observations in Ath Training	1
ATRN 202	Clinical Experience in Ath Training I	2
ATRN 301	Clinical Experience in Ath Training II	2
ATRN 302	Clinical Exper in Ath Training III	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 381	Advanced Taping Lab	1
ATRN 401	Clinical Experience in Ath Training IV	3
ATRN 402	Clinical Exper in Ath Training V	3
ATRN 450	Therapeutic Exer & Rehab for Ath Training	2
ATRN 451	Therapeutic Exer & Rehab for Ath Training Lab	1

RICHARD W. RILEY COLLEGE OF EDUCATION--ATHLETIC TRAINING

ATRN 480	Capstone in Athletic Training	3
ATRN 510	Pharmacology for Athletic Training	3
ATRN 563	Medical Aspects of Sport & Related Inj	3
Select one course from the following list (with advisor approval):		3-4
NUTR 520	Sports Nutrition	3
EXSC 485	Exercise Physiology II and Lab	4
EXSC 511	Physical Activity for Special & Aging Populations	3
PHED 510	Financial Mgmt of Fitness & Interschol Athl Prog	3
PHED 525	Risk Mgmt in Physical Activity & Sport	3
Total		127-128

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 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 "C" or better in each course: 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 127 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 Physical Education, Sport and Human Performance. 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 Physical Education, Sport and Human Performance 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.

See pages 16-18 for additional degree requirements.

Bachelor of Science in Exercise Science

General Education		Semester Hours
ACAD 101	Principles of the Learning Academy	1
Critical Skills		15
Writing and Critical Thinking		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
Quantitative Skills		
MATH 105	Applied Calculus	3
Technology		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	3
Oral Communication		
SPCH 201	Public Speaking	3
Logic/Language/Semiotics	Met in another area with CSCI 101/labs & SPCH 201	0
Skills for a Common Experience and Thinking Across Disciplines		9
HMXP 102	The Human Experience: Who Am I?	3
Global Perspectives	See approved list, p. 16	3
Historical Perspectives		
HIST 211	US History to 1877	3
Developing Critical Skills and Applying Them to Disciplines		15-18
Social Science	See approved list, p. 16	0-3*
PSYC 101	General Psychology	3
SOCL 201	Introduction to Sociology	3
Humanities and Arts	See approved list, p. 16	6-9*
	Must have at least 2 different designators	
*must have 15 hours between these two areas		
Natural Science	Met in major with BIOL 203/204 and CHEM 106/108	0
Intensive Writing	Met in major with PHED 381	0
Constitution Requirement	Met in another area with HIST 211	0
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		21
BIOL 203/204	Principles of Biology & Lab	4
BIOL 307	Anatomy	4
BIOL 308	Human Physiology	4
NUTR 221	Food & Nutrition	3
CHEM 105	General Chemistry I	3
NUTR 520	Sports Nutrition	3

Electives: Select from the following :

BIOL 206	General Zoology	4	15
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 401	Psychology of Sport & Physical Activity	3	
PHYS 201	General Physics I	4	
PHYS 202	General Physics II	4	
PSYC 301 or MATH 141	Statistics	4	
PSYC 206	Developmental Psychology	3	
PSYC 313	Abnormal Psychology	3	
SPMA 235	Sport Event Management	3	
Total			127

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 by October 15 and Spring by March 15 of the Junior year that includes:
 - a. EXSC application form.
 - b. an admission essay (500 words, 2 pages double spaced in Times New Roman 12 point font) that details the student's career goals and current progress towards these career goals.
 - c. 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 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 127 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 Physical Education, Sport and Human Performance. 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 Physical Education, Sport and Human Performance 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.

See pages 16-18 for additional degree requirements.

Bachelor of Science - Sport Management

		Semester Hours
General Education		
ACAD 101	Principles of the Learning Academy	1
Critical Skills		15
Writing and Critical Thinking		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
Quantitative Skills	See approved list, p. 16	3
Technology		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing	3
Oral Communication		
SPCH 201	Public Speaking	3
Logic/Language/Semiotics	Met in another area with CSCI 101/labs & SPCH 201	0
Skills for a Common Experience and Thinking Across Disciplines		9
HMXP 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		22
Social Science	See approved list, p. 16	3-6*
ECON 103 or 215	Introduction to Political Economy, Microeconomics	3
Humanities and Arts	Must have at least 2 different designators	6-9*
*must have 15 hours within these 2 areas		
Natural Science	See approved list, p. 16. Must come from 2 different areas and one course must have a lab	7
Intensive Writing	Met in major with PHED 381	0
Constitution Requirement	ECON 103, HIST 211 or PLSC 201	0-3
Major Requirements		64
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 for Sport Management	3
MTKG 380	Principles of Marketing	3
MTKG 483	Sales & Relationship Marketing	3
MTKG 484	Sport Marketing	3
PHED 381	Research Methods in Phys Activity & Sports Mgmt	3
PHED 525	Risk Management In Physical Activity & Sport	3
SPMA 101	Introduction to Sport Management	3
SPMA 200	Sport Governance and Ethics	3
SPMA 235	Sport Event and Facility 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	Global & Behav Perspect in Sport	3
SPMA 426	Administration of Sport Organizations	3
SPMA 496	Internship in Sport Management	10
SPMA 494	Sport Management Portfolio	2
Electives		13
Total		124

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, PHED 200, WRIT 101, HMXP 102, ACCT 280
3. Completion of 9 cultural events
4. Completion of a quantitative skills course
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 fully admitted; admitted conditionally (pending semester grades); or denied with an opportunity to reapply after completing 15 additional credits of coursework, not to include courses in the SPMA degree.

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 of the next full semester. A student admitted conditionally will be allowed to take no more than 6 credits of courses in the SPMA degree program 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.

Students who elect to major in Sport Management and then decide to switch majors may not reenter into any Sport Management Core courses for a period of one semester. (The summer semester may not be counted as the one semester wait period). Once a student has dropped the Sport Management major, a wait period of one semester shall occur before the student can reenter into any Sport Management Core courses. At the end of one semester where the student is not a Sport Management major, students may reenter the Sport Management Core courses provided they have satisfied all SPMA admission criteria, applied or reapplied for SPMA Program admission, and been formally accepted into the SPMA Program.

See pages 16-18 for additional degree requirements.

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

The Teacher Education Professional Education Sequence is undergoing significant change. At the time of this publication, the South Carolina Commission on Higher Education is reviewing these changes. Please see your academic advisor or Student Services Director for updated course information.

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		
	Met in major with EDUC 275	0
Oral Communication		
	Met in major with SPED 391	0
Logic/Language/Semiotics		
MATH 291* and 292*	Basic Number Concepts; Num,Msmt, Geom for Teachers	6
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
	See approved list, p. 16	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		
	Met in major with READ 322	0
Constitution Requirement		
	Met in another area with PLSC 201 or ECON 103	0
Professional Education Sequence		
		76
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Psychology of the Learner I	3
EDUC 250**	Psychology of the Learner II	3
EDUC 275**	Integ Tech to Support Teaching & Learning	2
EDUC 310**	Working With Except & Div Learners	3
EDUC 390**	Core Issues in Teacher Education	3
EDUC 475	Internship in Reflective Practice	10
EDUC 490	Capstone for Educational Leaders	2
ELEM 341**	Teaching Social Studies in the Elem School	3
ELEM 431**	Teaching Science in the Elem School	3
ELEM 436**	Teaching Math in the Elem School	3
PSYC 510	Behavior Analysis and Behavior Change	3
READ 321/322	Elem & Middle School Language Arts/ Lab	4
READ 461**	Intro to Teach Reading in the Elementary School	3
READ 571**	Diagnostic & Prescriptive Teach of Read	3
SPED 281*	Introduction to Special Education	3
SPED 292*	Lab Exp with Exceptional Children	3
SPED 391**	Assessment	3
SPED 392	Prin of Teaching Exceptional Children	1
SPED 561**	Characteristics of Child with Learn Disabilities	3
SPED 582**	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

*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

See pages 16-18 for additional degree requirements.

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

The Teacher Education Professional Education Sequence is undergoing significant change. At the time of this publication, the South Carolina Commission on Higher Education is reviewing these changes. Please see your academic advisor or Student Services Director for updated course information.

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	Met in major with EDUC 275	0
Oral Communication	Met in major with SPED 391	0
Logic/Language/Semiotics		
MATH 291* and 292*	Basic Number Concepts; Num,Msmt, Geom for Teachers	6
Skills for Common Experience and Thinking Across Disciplines		
HMPX 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
PLSC 201 or ECON 103	American Govt or Intro to Pol Economy	3
Humanities and Arts		
ARTE 547 or MUST 315	Art for Class Teachers or Music for the Class Teacher	3
	See aproved list, p. 16	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	Met in major with READ 322	0
Constitution requirement	Met in another area with PLSC 201 or ECON 103	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**	Teachinc 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

*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

See pages 16-18 for additional degree requirements.

RICHARD W. RILEY COLLEGE OF EDUCATION--FAMILY AND CONSUMER SCIENCES
Bachelor of Science - Family and Consumer Sciences
Pending approval by the South Carolina Commission on Higher 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		
CSCI 101 and 3 from 101A, B, C or P	Intro to Comp Info Processing	3
Oral Communication	See approved list, p. 16	3
Logic/Language/Semiotics		
MATH and elective	See approved list, p. 16	6
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 101 or 201	Social Problems, Prin of Sociology	3
PLSC 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
Constitution requirement	Met in another area with PLSC 201 or ECON 103	0
Subtotal		56
Professional Courses (C or better required in each course and cannot be taken on the S/U basis)		41
FACS 101	Introduction to Family and Consumer Sciences	1
FACS 211	Product Construction and Design	3
FACS 401	Consumer Economics	3
FACS 495	Internship in Family and Consumer Sciences	6
FACS 500	Family Life Education	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
SOCL 305	Marriage and Family	3
FACS 573	Career Education	3
FACS 350	Parenting Throughout the Lifespan	3
Specialization		18
Electives		9
Total		124

Specializations:

Adolescent Studies		18
SOCL 314	Race and Ethnic Relations	3
SOCL 332	Sociology of Conflict and Conflict Resolution	3
EDUC 200	Developmental Sciences and the Context of Poverty	3
HLTH 300	Personal & Community Health	3
HLTH 501	Substance Abuse Education	3
PSYC 313	Abnormal Psychology	3

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

Consumer Studies		18
MGMT 321	Principles of Management	3
MCOM 241	Media Writing	3
MCOM 370	Principles of Public Relations	3
SOCL 310	Sociology of the Environment	3
MGMT 425	Training and Development	3
ENTR 373	Introduction to Entrepreneurship	3
Early Childhood Studies		18
EDCI 336	Young Children: Insuring Success	3
EDUC 200	Developmental Sciences and the Context of Poverty	3
ECED 109	Management and Supervision of Childcare Centers	3
ECED 332	Introduction to Early Childhood Education	3
SPED 281	Introduction to Special Education	3
SPED 561	Children with Learning Disabilities	3

1. Entering freshmen can declare Family and Consumer Sciences as a major.
2. All Family and Consumer Sciences students must achieve a minimum cumulative grade point average of 2.25 prior to registering for any Family and Consumer Sciences courses except FACS 101.
3. All Family and Consumer Sciences students must select a specialization – Adolescent Studies, Consumer Studies, or Early Childhood Studies.

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) or with permission of the instructor: FACS 211, 350, 401, 495, 500, 501, 502 and 573.
3. Students must 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.

See pages 16-18 for additional degree requirements.