

# *The Richard W. Riley College of Education*

*Jennie Rakestraw, Dean*

*Caroline Everington, Associate Dean*

*Lisa Johnson, Associate Dean*

*Marshall Jones, Director of Graduate Studies*

## **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 Arts  
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	Social Studies, Grades 9 - 12
Modern Languages, Grades K - 12	History
French	Political Science
Spanish	Theatre, Grades K - 12
Mathematics, Grades 9 - 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 program is accredited by the Commission on Accreditation of Athletic Training Education (CCATE), and the Sport Management program is accredited by the Commission on Sport Management Accreditation (COSMA). 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 21<sup>st</sup> 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, professional behavior, 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 generally 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 Stu w/ Disab in the Gen Ed Classrm	2*
EDCO 203	Supporting the Stu Ident as Gifted in the Gen Ed Classrm	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 400/401	Internship I	1+
EDUC 402/403	Internship II	9/10+
EDUC 410	Education in a Democracy	2
<b>Total Credits</b>		<b>29-30</b>

*\*Some programs may have substituted other classes for these courses.*

*+These courses require participation in a pre-and post-semester orientation that follows the school district calendar.*

**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-

### **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 adviser for course list).
5. Pass all sections (Reading, Writing and Mathematics) of PRAXIS I or the Core Academic Skills for Educators test, 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 addresses the student's understanding of the Initial Teacher Preparation Unit Standards Framework. Students are required to reflect on the unit standards and to provide examples of how their experiences in general education, education core courses, and field experiences have prepared them to enter the professional stage of their program.
7. Receive a favorable review from:
  - The Director of Student Academic Services;
  - A Competency Review Committee comprised of two faculty, one of whom is from the candidate's major; and
  - The Dean of the College 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 an Internship application the spring before they begin the Internship I and begin the application process for SC Initial Certification that includes a background check. Refer to the Student Academic Services website for current fees: <http://www.winthrop.edu/uploadedFiles/coe/sas/CertificationQA.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.

### Admission to Internship I

All teacher education candidates seeking to enter Internship I must meet all requirements before being allowed to enroll in EDUC 400/401. Approval is granted by the Dean of the College of Education or designee after the candidate has met the following requirements:

1. Submission of an Internship I application to the Office of Field and Clinical Experiences.
2. Minimum GPA of 2.75 for coursework completed at Winthrop.
3. A grade of "C" or better in courses designated by the candidate's program area.
4. Completion of all required pre-requisite courses designated by the candidate's program area.
5. Completed disclosure statement regarding criminal or unethical conduct.
6. Competency Review indicating satisfactory completion of (a) EDCO 201, 202, and 203 or equivalent courses, (b) satisfactory performance in the junior field experience including passing scores on the Junior Field Experience Final Evaluation, and (c) evidence of satisfactory professional dispositions.
8. Receive a favorable review from:
  - A Competency Review Committee comprised of the program coordinator and two additional faculty;
  - The Department Chair in the candidate's major; and
  - The Director of the Office of Field and Clinical Experiences.

### Admission to Internship II

All teacher education candidates seeking to enter Internship II must meet all requirements before being allowed to enroll in EDUC 402/403. Approval is granted by the Dean of the College of Education or designee after the candidate has met the following requirements:

1. Submission of an Internship II application to the Office of Field and Clinical Experiences.
2. Completion of a minimum of 110 semester hours.
3. Minimum GPA of 2.75 for coursework completed at Winthrop.
4. A grade of "C" or better in courses designated by the candidate's program area.
5. Completion of all required pre-requisite courses designated by the candidate's program area.
6. Documentation of passage of Praxis II examinations in the content area of certification. In addition, candidates seeking certification in French or Spanish must score at the level of Advanced Low on the ACTFL (American Council on Teaching of Foreign Languages) Oral Proficiency Interview (OPI) before advancing to Internship II.
7. Completed disclosure statement regarding criminal or unethical conduct.
8. Competency Review indicating satisfactory completion of (a) EDCO 305, 306, 350 and 351 or equivalent courses, (b) satisfactory performance in Internship I including passing scores on the Internship I Final Evaluation, and (c) evidence of satisfactory professional dispositions.
9. Receive a favorable review from:
  - The Competency Review Committee comprised of the program coordinator and two additional faculty;
  - Department Chair in the candidate's major; and
  - The Director of the Office of Field and Clinical Experiences.

*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 402/403 - Internship II.
3. Successful completion of a competency review by the program area committee in which the following documents are reviewed: Internship II Midterm and Final Evaluations, Scored Rubrics for the Internship Work Sample, or edTPA assessment, and if appropriate, a review of Teacher Education Professional Dispositions and Skills Form(s).
4. Receive a favorable review from:
  - The Competency Review Committee comprised of the program coordinator and two additional faculty;
  - Department Chair in the candidate's major ; and
  - The Director of Clinical Office of Field and Clinical Experiences.

### 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://ed.sc.gov/agency/se/Educator-Certification-Recruitment-and-Preparation/Certification/Required-Examinations.cfm>.

### **Faculty**

#### **Professors**

A. J. Angulo  
 Charles J. Bowers  
 Mark Dewalt, *Acting Chair, Department of Curriculum and Pedagogy*  
 Caroline Everington, *Associate Dean and Director of Student Academic Services*  
 Rebecca Evers  
 Shelley Hamill  
 Lisa Johnson, *Associate Dean and Director of the Rex Institute*  
 Marshall G. Jones, *Director of Graduate Studies*  
 Carol Marchel  
 Jennie Rakestraw, *Dean*  
 Elke Schneider  
 Pamela Wash, *Chair, Department of Counseling, Leadership, and Educational Studies*  
 Bradley Witzel

#### **Associate Professors**

Wanda Briggs  
 Judy Britt  
 Kelly M. Costner  
 Dan Drane, *Chair, Department of Physical Education, Sport and Human Performance*  
 Lisa Harris  
 Jennifer Jordan  
 Deborah Leach  
 Mary B. Martin  
 Kavin Ming  
 Deborah Mink  
 Mark Mitchell  
 Diana Murdock  
 Linda Pickett  
 Tenisha Powell  
 Susan Reichelt  
 Kristi Schoepfer  
 Carol Shields  
 Sue Spencer  
 Janet Wojcik

#### **Instructors**

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

#### **Assistant Professors**

Abbigail Armstrong  
 Marleah Bouchard  
 Crystal Glover  
 Erin Hamel  
 Shawna Helf  
 Seth Jenny  
 Cheryl Mader  
 Alice J. McLaine  
 Joni Marr  
 Deana Peterson  
 Scot Rademaker  
 T. Dale Ritchie  
 Carrie Sanders  
 Gayle Sawyer  
 David Schary  
 David Vawter



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
<b>Critical Skills</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101*, CRTW 201*	Composition; Critical Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
MATH 150*	Introduction to Discrete Mathematics	3
<b>Technology</b>	Met in major with EDCO 305	0
<b>Oral Communication</b>	Met in major with ECED 352	0
<b>Logic/Language/Semiotics</b>		
MATH 291* and 292*	Basic Number Concepts; Num, Msmt, Geom for Teachers	6
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
HMXP 102*	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	Met in major with EDCI 210	0
<b>Historical Perspectives</b>		
HIST 211* or HIST/EDUC 312*	United States History or History of American Education	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>	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
<b>Humanities and Arts</b>	3 hours met in major with READ 290	
VPAS 320**	Integrated Arts for the ECED/ELEM Teacher	3
<b>Natural Science</b>		
PHYS 250*	Matter and Energy	4
GEOL 110*/113* or 250*/251*	Physical Geology/Lab, Earth and Space Systems/Lab	4
BIOL 150*/151*	Elements of Living Systems/Invest into Living Sys	4
<b>Intensive Writing</b>	Met in major with READ 290	0
<b>Constitution Requirement</b>	Met with HIST 211 or EDUC/HIST 312	0
<b>Professional Education Sequence</b>		<b>83</b>
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
EDUC 401**	Internship: Understanding Contextual Factors	1
EDUC 402*	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Litgeracy and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Student Identified as Gifted	1
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods for the Inclusive Classroom	2
EDCO 351**	Establishing Positive Classroom Climate	1
EDCI 210**	Home-School-Community Partners with Diverse Families	3
EDCI 320**	Early Intervention for Special Needs	2
EDCI 400**	Contemporary Strategies for Curriculum Integration	2
EDCI 450**	Capstone for Educational Leaders	1
ECED 300**	Foundations of Early Childhood Education	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 395**	Creative Activities for Young Children	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
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

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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
<b>Total</b>		<b>126</b>

\*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 Elementary Education**

<b>General Education Courses</b>		<b>Semester Hours</b>
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101*, CRTW 201*	Composition; Crit Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
MATH 150*	Introduction to Discrete Mathematics	3
<b>Technology</b>		
	Met in major with EDCO 305	0
<b>Oral Communication</b>		
	Met in major with ECED 352	0
<b>Logic/Language/Semiotics</b>		
MATH 291* and 292*	Basic Number Concepts; Num, Msmt, Geom for Teachers	6
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
HMPX 102*	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 101*	Human Geography	3
<b>Historical Perspectives</b>		
HIST 211* or EDUC/HIST 312*	United States History, History or American Education	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
Elective	3 hours met in major with EDUC 200	3
PLSC 201 or ECON 103	American Govt or Intro to Pol Econ	3
<b>Humanities and Arts</b>		
VPAS 320**	Integrated Arts for the ECED/ELEM Teacher	3
<b>Natural Science</b>		
GEOL 110*/113* or 250*/251*	Physical Geology/Lab, Earth and Space Systems/Lab	4
PHYS 250*	Matter and Energy	4
BIOL 150*/151*	Elements of Living Systems/Invest into Living Sys	4
<b>Intensive Writing</b>		
	Met with READ 290	0
	Met with HIST 211 or EDUC/HIST 312	0
<b>Constitution Requirement</b>		
		0
<b>Professional Education Sequence</b>		
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
EDUC 401**	Internship: Understanding Contextual Factors	1
EDUC 402*	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods for the Inclusive Classroom	2
EDCO 351**	Establishing Positive Classroom Climate	1
EDCI 400**	Contemporary Strategies for Curriculum Integration	2
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 300**	Foundations of Early Childhood Education	3

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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**	Teaching Health Education in Elem School	2
MATH 393***	Alg, Data Analysis, & Geo Concepts for Teachers	3
MLED 305** or MLED 315**	Introduction to the Middle School or Developmental Aspects of Middle Level Learners	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
<b>Total</b>		<b>126</b>

\*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 Arts (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.**

General Education Courses	Semester Hours
ACAD 101 Principles of the Learning Academy	1
<b>Critical Skills</b>	
<b>Writing and Critical Thinking</b>	<b>12-16</b>
WRIT 101 and CRTW 201 Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>	
MATH 150 Introduction to Discrete Mathematics	0-3
<b>Technology</b>	
Met in major with EDCO 305	0
<b>Oral Communication</b>	
Met in major with ENGE 391	0
<b>Logic/Language/Semiotics</b>	
One semester of foreign language	3-4
Elective See approved list, page 16	3
<b>Skills for a Common Experience and Thinking Across Disciplines</b>	<b>6</b>
HMXP 102 The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	
Met in major with ENGL 208	0
Historical Perspectives See approved list, page 16	3
<b>Developing Critical Skills and Applying them to Disciplines</b>	<b>13-22</b>
<b>Social Sciences</b>	
See approved list, page 16; 3 hours met with PLSC 201	3-6*
<b>Humanities and Arts</b>	
3 hours met in major with ENGL 211; <i>if selecting the Science or Math concentration, choose</i> 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.	
<b>Natural Science</b>	
See approved list, p. 16	7
<b>Intensive Writing</b>	
Met in major with MLED 330	0
<b>Constitution Requirement</b>	
May be met in the major if choosing Social Studies concentration	
PLSC 201 American Government	0-3



<b>Professional Education Sequence</b>		<b>42</b>
EDUC 101**	Developing Observation & Analysis Skills	1
EDUC 200**	Dev. Sciences & the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401**	Internship I—Contextual Factors	1
EDUC 402	Internship II—Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Lit and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Gifted Learner	1
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods of the Inclusive Class	2
EDCO 350**	Analyzing Classroom Climate	1
EDCO 351**	Establishing Positive Classroom Climate	1
MLED 305**	Introduction to the Middle School	3
MLED 315**	Developmental Aspects of Middle Level Learners	3
MLED 325**	Content Literacy for Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 392	Field Experiences in Middle Level Education	1
<b>English/Language Arts Content Concentration</b>		<b>27</b>
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 Reading	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
ENGE 519	Adolescent Literature	3
<b>Required Methods</b>		
ENGE 391	Princ of Teaching Engl in Mid & Secondary 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	
<i>Select from one of the following concentrations: Mathematics, Science, or Social Studies</i>		
<b>Mathematics Concentration</b>		<b>25-28</b>
Take from the following based on the Mathematics Placement exam:		
MATH 101, 201, 104, 202 and MAED 200, 301, 300		7-9
MATH 150 ( <i>C or better required</i> )	Introduction to Discrete Mathematics	3
MATH 291, MATH 292, MATH 393		9
MATH 341	Statistical Methods	3
<b>Required Methods</b>		
MAED 391	Principles of Teaching Mathematics	3
Elective		0-1
<b>Science Concentration</b>		<b>26</b>
<b>Basic Concentration</b>		
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 104 or 105	Chem and Problem Solving, General Chemistry I	
PHYS 201	General Physics I	
GEOL 110/113	Physical Geology	
BIOL 150/151	Elements of Living Systems	
PHYS 253	Astronomy	
<b>Required Methods</b>		
SCIE 391	Principles of Teaching Science	3

<b>Social Studies Concentration</b>		<b>30</b>
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 Microeconomics	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	
<b>Required Methods</b>		
SCST 391	Principles of Teaching Social Studies	3
<b>Total</b>		<b>124-126</b>

\*\*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.**

<b>General Education Courses</b>		<b>Semester Hours</b>
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		<b>9-10</b>
<b>Writing and Critical Thinking</b>		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>	Met in major with MATH 150	0
<b>Technology</b>	Met in major with EDCO 305	0
<b>Oral Communication</b>	Met in major with MAED 391	0
<b>Logic/Language/Semiotics</b>	3 hours met in major with MATH	
One semester of foreign language		3-4
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		<b>3-9</b>
HMXP 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	May be met in major with ENGL 208 or HIST 112	0-3
<b>Historical Perspectives</b>	May be met in major with ENGL 507 or HIST 111	0-3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Sciences</b>	See approved list, p. 16 3 hours may be met in major with PLSC 201	3* 0-6
<b>Humanities and Arts</b>	See approved list, p. 16; 6 hours may be met in the major	3*
*15 hours must be taken from these two areas.		
<b>Natural Science</b>	See approved list, p. 16; may be met in the major	0-7
<b>Intensive Writing</b>	Met in major with MLED 330	0
<b>Constitution Requirement</b>	May be met in major with PLSC 201	0-3
<b>Professional Education Sequence</b>		<b>42</b>
EDUC 101**	Developing Observation & Analysis Skills	1
EDUC 200**	Dev. Sciences & the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401**	Internship I—Contextual Factors	1
EDUC 402*	Internship II—Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Lit and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Gifted Learner	1

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EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods of the Inclusive Class	2
EDCO 350**	Analyzing Classroom Climate	1
EDCO 351**	Establishing Positive Classroom Climate	1
MLED 305**	Introduction to the Middle School	3
MLED 315**	Developmental Aspects of Middle Level Learners	3
MLED 325**	Content Literacy for Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 392	Field Experiences in Middle Level Education	1
<b>Mathematics Concentration</b>		<b>25-28</b>
Take from 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
<b>Required Methods</b>		
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>		
<b>English/Language Arts Concentration, see page 84</b>		<b>27</b>
<b>Science Concentration, see page 84</b>		<b>26</b>
<b>Social Studies Concentration, see page 85</b>		<b>30</b>
<b>Total</b>		<b>127-133</b>

\*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.**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		<b>12-16</b>
<b>Writing and Critical Thinking</b>		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>		
MATH 150	Introductory Discrete Mathematics	3
<b>Technology</b>	Met in major with EDCO 305	0
<b>Oral Communication</b>	Met in major with SCIE 391	0
<b>Logic/Language/Semiotics</b>	See approved list, p. 16; may be met in major	0-3
One semester of foreign language		3-4
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		<b>3-9</b>
HMPX 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	May be met in major with ENGL 208 or HIST 112	0-3
<b>Historical Perspectives</b>	May be met in major with ENGL 507 or HIST 111	0-3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Sciences</b>	See approved list, p. 16	3*
	3 hours may be met in major with PLSC 201	0-6
<b>Humanities and Arts</b>	See approved list, p. 16; 6 hours may be met in the major	3*
*15 hours must be taken from these two areas.		
<b>Natural Science</b>	Met in the major	0
<b>Intensive Writing</b>	Met in major with MLED 330	0
<b>Constitution Requirement</b>		
PLSC 201	American Government	0

<b>Professional Education Sequence</b>		<b>42</b>
EDUC 101**	Developing Observation & Analysis Skills	1
EDUC 200**	Dev. Sciences & the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401**	Internship I—Contextual Factors	1
EDUC 402*	Internship II—Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Lit and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Gifted Learner	1
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods of the Inclusive Class	2
EDCO 350**	Analyzing Classroom Climate	1
EDCO 351**	Establishing Positive Classroom Climate	1
MLED 305**	Introduction to the Middle School	3
MLED 315**	Developmental Aspects of Middle Level Learners	3
MLED 325**	Content Literacy for Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 392	Field Experiences in Middle Level Education	1
<b>Science Concentration</b>		<b>26</b>
<b>Basic Concentration</b>		
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	
<b>Required Methods</b>		
SCIE 391	Principles of Teaching Science	3
<i>Select from one of the following concentrations: English/Language Arts, Mathematics, or Social Studies</i>		
<b>English/Language Arts Concentration, see page 84</b>		<b>27</b>
<b>Mathematics Concentration, see page 84</b>		<b>26-27</b>
<b>Social Studies Concentration, see page 85</b>		<b>30</b>
<b>Total</b>		<b>127</b>

\*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--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.**

<b>General Education</b>		<b>Semester Hours</b>
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		<b>15-16</b>
<b>Writing and Critical Thinking</b>		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>		
MATH 150	Introduction to Discrete Mathematics	3
<b>Technology</b>	Met in major with EDCO 305	0
<b>Oral Communication</b>	Met in major with SCST 391	0
<b>Logic/Language/Semiotics</b>	See approved list, p. 16	3
One semester of foreign language		3-4
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		<b>3-6</b>
HMPX 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	Met in major with GEOG 101	0
<b>Historical Perspectives</b>	May be met in major with HIST 212	0-3
<b>Developing Critical Skills and Applying them to Disciplines</b>		<b>13</b>
<b>Social Sciences</b>	Met in major with PLSC 201 or 202 and ECON 215 or 216	0*
<b>Humanities and Arts</b>	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.		
<b>Natural Science</b>	Consult adviser and list, p. 16	7
<b>Intensive Writing</b>	Met in major with MLED 330	0
<b>Constitution Requirement</b>	Met in major with HIST 211	0
<b>Professional Education Sequence</b>		<b>42</b>
EDUC 101**	Developing Observation & Analysis Skills	1
EDUC 200**	Dev. Sciences & the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401**	Internship I—Contextual Factors	1
EDUC 402*	Internship II—Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Lit and the English Language Learner	2
EDCO 202**	Supporting the Student with Disabilities	2
EDCO 203**	Supporting the Gifted Learner	1
EDCO 305**	Technology in the Classroom	2
EDCO 306**	Teaching Methods of the Inclusive Class	2
EDCO 350**	Analyzing Classroom Climate	1
EDCO 351**	Establishing Positive Classroom Climate	1
MLED 305**	Introduction to the Middle School	3
MLED 315**	Developmental Aspects of Middle Level Learners	3
MLED 325**	Content Literacy for Middle Level Learners	3
MLED 330**	Strategies and Assessment for Middle Level Learners	3
MLED 392	Field Experiences in Middle Level Education	1
<b>Social Studies Concentration</b>		<b>30</b>
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
<b>Required Methods</b>		
SCST 391	Principles of Teaching Social Studies	3



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

English/Language Arts Concentration, see page 84	27
Mathematics Concentration, see page 84	25-28
Science Concentration, see page 84	25-26
<b>Total</b>	<b>125</b>

\*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 Physical Education - Teacher Certification

This degree is designed for students who wish to teach physical education. The curriculum of the degree prepares physical educators to teach in grades Pre-K-12. 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
<b>Critical Skills</b>		<b>15</b>
<b>Writing and Critical Thinking</b>		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
MATH 150	Introduction to Discrete Mathematics	3
<b>Technology</b>	Met in major with EDCO 305	0
<b>Oral Communication</b>		
SPCH 201	Public Speaking	3
<b>Logic/Language/Semiotics</b>	3 hours met with SPCH 201	
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing and labs	3
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		<b>6</b>
HMPX 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>	Met with HIST 211	0
<b>Developing Critical Skills and Applying Them to Disciplines</b>		<b>22</b>
<b>Social Science</b>	3 hours met in major with EDUC 200	
	See approved list, p. 16	6
<b>Humanities and Arts</b>	See approved list, p. 16	6
<b>Natural Science</b>		
Biology 150/151	Elements of Living Systems/Lab	4
Physical/Earth Science	See approved list, p. 16	3
<b>Intensive Writing</b>	Met in major with PHED 381	0
<b>Constitution Requirement</b>		
HIST 211	US History to 1877	3
<b>Physical Education Core</b>		<b>17</b>
HLTH 300	Personal & Community Health	3
PHED 242	Motor Learning & Control	3
PHED 361	First Aid and CPR	1
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
<b>Professional Education Core</b>		<b>26</b>
EDUC101**	Developing Observation and Analysis Skills	1
EDUC 200**	Developmental Sciences and the Context of Poverty	3
EDUC 401**	Internship: Understanding Contextual Factors	1
EDUC 402	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
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
EDCO 305**	Technology in the Classroom	2

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EDCO 306**	Teaching Methods of the Inclusive Class	2
EDCO 350**	Examining Classroom Climate	1
<b>Physical Education Certification Sub Core</b>		<b>40</b>
HLTH 434	Strategies for Teaching Health K-12	3
PHED 112**	Movement Concepts	3
PHED 150	Intro to Teaching P-12 Physical Education	3
PHED 202	Concepts of Fitness & Exercise	2
PHED 223	Group Facilitation	2
PHED 234	Teaching Invasion Games	2
PHED 247	Target/Striking/Fielding Games	2
PHED 248	Teaching Net/Wall Games	2
PHED 271	Technology in Physical Education	3
PHED 310	Diversity Issues in Physical Education	2
PHED 490	Seminar in Teaching Physical Education	2
PHED 550	Adapted Physical Activity and Sport	3
PHED 566**	Physical Ed Curriculum & Methods grades K-5	3
PHED 590	Assessment in Physical Education	3
PHED 591**	Prin of Teaching PE Curr & Methods 6-12	3
PHED 594	Internship I--Physical Education	2
<b>Total</b>		<b>127</b>

**\*\*C or better must be earned and cannot be taken on the S/U basis.**

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

1. A "C" or better in PHED 112 and EDUC 101.
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, 247 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 402 and PHED 490, teacher candidates must:

1. Achieve a C or better in PHED 566 and 591
2. Pass Praxis II: Physical Education Content and Design (0095/5095).

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.*

### **Bachelor of Science in Athletic Training**

<b>General Education</b>		<b>Semester Hours</b>
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		<b>15</b>
<b>Writing and Critical Thinking</b>		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
MATH 150	Introduction to Discrete Mathematics	3
<b>Technology</b>		
CSCI 101 & 3 from 101A, B, C, F, I or P	Intro to Comp & Info Processing and labs	3
<b>Oral and Expressive Communication</b>		
SPCH 201	Public Speaking	3
<b>Logic/Language/Semiotics</b>	Met in another area with CSCI 101/labs & SPCH 201	0
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		<b>9</b>
HMXP 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>		
HIST 211	US History to 1877	3
<b>Developing Critical Skills and Applying Them to Disciplines</b>		<b>22</b>
<b>Social Science</b>	See approved list, p. 16	3-6*
PSYC 101	General Psychology	3

<b>Humanities and Arts</b>	See approved list, p. 16; must have at least 2 different designators	6-9*
*must have 15 hours between these two areas		
<b>Natural Science</b>		
NUTR 221	Food & Nutrition	3
PHYS OR CHEM	See approved list, p. 16	4
<b>Intensive Writing</b>	Met in major with PHED 381	0
<b>Constitution Requirement</b>	Met in another area with HIST 211	0
<b>Athletic Training Core</b>		<b>81</b>
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 401	Psychology of Sport & Phys Activity	3
PHED 465	Strength Training & Conditioning	2
PHED 480	Exercise Testing & Prescription	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
ATRN 480	Capstone in Athletic Training	3
ATRN 510	Pharmacology for Athletic Training	3
ATRN 563	Medical Aspects of Sport & Related Inj	3
<b>Select one course from the following list (with adviser approval):</b>		<b>3-4</b>
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
<b>Total</b>		<b>127-128</b>

**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 preceptor (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 preceptor.

#### **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.*

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

<b>General Education</b>		<b>Semester Hours</b>
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		<b>15</b>
<b>Writing and Critical Thinking</b>		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
MATH 105	Applied Calculus	3
<b>Technology</b>		
CSCI 101 & 3 from 101A, B, C, or P	Intro to Comp & Info Processing and labs	3
<b>Oral Communication</b>		
SPCH 201	Public Speaking	3
<b>Logic/Language/Semiotics</b>	Met in another area with CSCI 101/labs & SPCH 201	0
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		<b>9</b>
HMPX 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>		
HIST 211	US History to 1877	3
<b>Developing Critical Skills and Applying Them to Disciplines</b>		<b>15-18</b>
<b>Social Science</b>	See approved list, p. 16	0-3*
PSYC 101	General Psychology	3
SOCL 201	Introduction to Sociology	3
<b>Humanities and Arts</b>	See approved list, p. 16	6-9*
	Must have at least 2 different designators	
*must have 15 hours between these two areas		
<b>Natural Science</b>	Met in major with BIOL 203/204 and CHEM 105	0
<b>Intensive Writing</b>	Met in major with PHED 381	0
<b>Constitution Requirement</b>	Met in another area with HIST 211	0
<b>Exercise Science Core</b>		<b>51</b>
EXSC 101	Intro to Exercise Science	3
EXSC 484/486	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 208	Weight Control Through Diet & Exercise	2
PHED 242	Motor Learning & Control	3
PHED 267	Weight Training	1
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
<b>Scientific Foundation Core</b>		<b>22</b>
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	4
NUTR 520	Sports Nutrition	3
<b>Electives: Select from the following :</b>		<b>14</b>
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 401	Psychology of Sport & Physical Activity	3
PHED 525	Risk Management in PA and Sport	3



PHYS 201	General Physics I	4
PHYS 202	General Physics II	4
PSYC 206	Developmental Psychology	3
PSYC 301 or MATH 141	Statistics	3-4
PSYC 213	Abnormal Psychology	3
SPMA 235	Sport Event Management	3
<b>Total</b>		<b>127</b>

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.*

RICHARD W. RILEY COLLEGE OF EDUCATION--SPORT MANAGEMENT  
**Bachelor of Science - Sport Management**

	<b>Semester Hours</b>
<b>General Education</b>	
ACAD 101 Principles of the Learning Academy	1
<b>Critical Skills</b>	<b>15</b>
<b>Writing and Critical Thinking</b>	
WRIT 101, CRTW 201 Composition, Critical Reading, Thinking & Writing	6
<b>Quantitative Skills</b>	
<b>Technology</b>	
CSCI 101 & 3 from 101A, B, C, or P Intro to Comp & Info Processing and labs	3
<b>Oral Communication</b>	
SPCH 201 Public Speaking	3
<b>Logic/Language/Semiotics</b>	
Met in another area with CSCI 101/labs & SPCH 201	0
<b>Skills for a Common Experience and Thinking Across Disciplines</b>	<b>9</b>
HMXP 102 The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	
See approved list, p. 16	3
<b>Historical Perspectives</b>	
See approved list, p. 16	3
<b>Developing Critical Skills and Applying Them to Disciplines</b>	<b>22</b>
<b>Social Science</b>	
See approved list, p. 16	3-6*
ECON 103 or 215 Introduction to Political Economy, Microeconomics	3
<b>Humanities and Arts</b>	
Must have at least 2 different designators	6-9*
*must have 15 hours within these 2 areas	
<b>Natural Science</b>	
See approved list, p 16. Must come from 2 different areas and one course must have a lab	7
<b>Intensive Writing</b>	
Met in major with PHED 381	0
<b>Constitution Requirement</b>	
ECON 103, HIST 211 or PLSC 201	0-3
<b>Major Requirements</b>	<b>64</b>
ACCT 280 Intro to Financial Accounting	3
BADM 510 Sport Law	3
FINC 410 Sport Budget & Finance	3
MGMT 321 Management and Leadership	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
<b>Electives</b>	<b>13</b>
<b>Total</b>	<b>124</b>

*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 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 15<sup>th</sup> (decision made by November 1<sup>st</sup>)
- b. March 15<sup>th</sup> (decision made by April 1<sup>st</sup>)
- c. July 15<sup>th</sup> (decision made by August 1<sup>st</sup>)

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 15<sup>th</sup> (decision made by November 1<sup>st</sup>)
- b. March 15<sup>th</sup> (decision made by April 1<sup>st</sup>)
- c. July 15<sup>th</sup> (decision made by August 1<sup>st</sup>)

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.*

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

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101,CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>		
MATH 150*	Introduction to Discrete Mathematics	3
<b>Technology</b>	Met in major with EDCO 305	0
<b>Oral Communication</b>	Met in major with SPED 391	0
<b>Logic/Language/Semiotics</b>		
MATH 291* and 292*	Basic Number Concepts; Num,Msmt, Geom for Teachers	6
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
HMPX 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 101 or PLSC 260	Human Geog, United Nations	3
<b>Historical Perspectives</b>		
HIST 211 or 212	United States History to 1877, US History since 1877	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>	3 hours met in major with EDUC 200	
SOCL 201	Principles of Sociology	3
PLSC 201 or ECON 103	American Govt or Intro to Pol Economy	3
<b>Humanities and Arts</b>		
VPAS 320	Integrated Arts	3
READ 290	Children's Literature	
<b>Natural Science</b>		
BIOL 150/151	Living Systems/Investigations in Living Systems	4
GEOL 110/113 or 250/251	Physical Geology/Lab, Earth & Space Systems/Lab	4
PHYS 250	Matter & Energy and Lab	4
<b>Intensive Writing</b>	Met with READ 290	0
<b>Constitution Requirement</b>	Met in another area with PLSC 201 or ECON 103	0
<b>Professional Education Sequence</b>		<b>79</b>
EDUC 101**	Observation and Analysis	1
EDUC 200**	Developmental Sciences and Context of Poverty	3
EDUC 220**	Assessment of Diverse Needs	2
EDUC 401**	Internship I: Contextual Factors	1
EDUC 402*	Internship II: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Literacy and the English Language Learner	2
EDCO 203**	Supporting the Gifted Student	1
EDCO 305**	Technology in the Classroom	2
EDCO 351**	Establishing Classroom Climate	1
ELEM 360**	Teaching Math in the Elementary School	3
ELEM 361**	Teaching Science in the Elementary School	3
ELEM 362**	Teaching Social Studies in the Elementary School	3
MATH 393**	Algebra, Data Analysis, and Geom Concepts for Teachers	3
READ 150**	Foundations of Language and Literacy	1
READ 250**	Introduction to the Literacy Framework	1
READ 370*	Reading and Writing Exp Methods I	3
READ 380*	Reading and Writing Exp Methods II	3
READ 415**	Literacy to Meet Diverse Needs	2
SPED 281*	Introduction to Special Education	3
SPED 292*	Lab Exp with Exceptional Children	3
SPED 390	Field Experience in Special Education	1
SPED 391**	Assessment	3
SPED 392	Prin of Teaching Exceptional Children	1
SPED 401**	Professional Ethics in Special Education	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

RICHARD W. RILEY COLLEGE OF EDUCATION--SPECIAL EDUCATION

SPED 510**	PBIS for the Classroom Teacher	3
SPED 515**	Consultation & Collaboration in General and Spec Ed	3
<b>Total</b>		<b>128</b>

\*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 Special Education (Mental/Severe Disabilities)**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101,CRTW 201	Composition, Crit Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
MATH 150*	Introduction to Discrete Mathematics	3
<b>Technology</b>		
	Met in major with EDCO 305	0
<b>Oral Communication</b>		
	Met in major with SPED 391	0
<b>Logic/Language/Semiotics</b>		
MATH 291* and 292*	Basic Number Concepts; Num,Msmt, Geom for Teachers	6
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
HMPX 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 101 or PLSC 260	Human Geog, United Nations	3
<b>Historical Perspectives</b>		
HIST 211 or 212	United States History to 1877, US History since 1877	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
SOCL 201	Principles of Sociology	3
PLSC 201 or ECON 103	American Govt or Intro to Pol Economy	3
<b>Humanities and Arts</b>		
VPAS 320	Integrated Arts	3
READ 290	Children's Literature	3
<b>Natural Science</b>		
BIOL 150/151	Living Systems/Investigations in Living Systems	4
GEOL 110/113 or 250/251	Physical Geology/Lab, Earth & Space Systems/Lab	4
PHYS 250	Matter & Energy and Lab	4
<b>Intensive Writing</b>		
	Met in major with READ 290	0
<b>Constitution requirement</b>		
	Met in another area with PLSC 201 or ECON 103	0
<b>Professional Education Sequence</b>		
		<b>79</b>
EDUC 101**	Observation and Analysis	1
EDUC 200**	Developmental Sciences and Context of Poverty	3
EDUC 220**	Assessment of Diverse Needs	2
EDUC 401**	Internship I: Contextual Factors	1
EDUC 402*	Internship II: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Literacy and the English Language Learner	2
EDCO 203**	Supporting the Gifted Student	1
EDCO 305**	Technology in the Classroom	2
EDCO 351**	Establishing Classroom Climate	1
ELEM 360**	Teaching Math in the Elementary School	3
ELEM 361**	Teaching Science in the Elementary School	3
ELEM 362**	Teaching Social Studies in the Elementary School	3
MATH 393**	Algebra, Data Analysis, and Geom Concepts for Teachers	3
READ 150**	Foundations of Language and Literacy	1
READ 250**	Introduction to the Literacy Framework	1
READ 370*	Reading and Writing Exp Methods I	3
READ 380*	Reading and Writing Exp Methods II	3
READ 415**	Literacy to Meet Diverse Needs	2
SPED 281*	Introduction to Special Education	3
SPED 293*	Lab Exp with Learners with Autism Spectrum Disorders	3
SPED 390	Field Experience in Special Education	1



SPED 391**	Assessment	3
SPED 392	Prin of Teaching Except Children	1
SPED 401**	Professional Ethics in Special Education	1
SPED 415	Transition from Early Child to Adult for Indiv with Disabil	3
SPED 510**	PBIS for the Classroom Teacher	3
SPED 515**	Consultation and Collaboration in Special and Gen Educ	3
SPED 575**	Educational Procedures for Students with MD & SD	3
SPED 582**	Intellectual Disabilities	3
SPED 583**	Children with Behavioral and Emotional Problems	3
SPED 585**	Intro Academic and Behavioral Methods in ED,LD,MD,SD	3
<b>Total</b>		<b>128</b>

\*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 - Family and Consumer Sciences

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, CRTW 201	Composition, Crit Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
MATH 150	Introduction to Discrete Mathematics	3
<b>Technology</b>		
CSCI 101 and 3 from 101A, B, C or P	Intro to Comp Info Processing and labs	3
<b>Oral Communication</b>		
	Met in major with FACS 573	0
<b>Logic/Language/Semiotics</b>		
MATH and elective	See approved list, p. 16	6
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
HMXP 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
	See approved list, p. 16	3
<b>Historical Perspectives</b>		
	See approved list, p. 16	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
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
<b>Humanities and Arts</b>		
	See approved list, p. 16	3
ENGL 211 or 330	Major Am Authors, Women & Lit	3
<b>Natural Science</b>		
Earth or Physical Science	See approved list, p. 16	3
BIOL 150/151	Elements of Liv Sys/Investigations into Liv Sys	4
<b>Intensive Writing</b>		
	See approved list, p. 16	3
<b>Constitution requirement</b>		
	Met in another area with PLSC 201 or ECON 103	0
<b>Subtotal</b>		<b>53</b>
<b>Professional Courses (C or better required in each course and cannot be taken on the S/U basis)</b>		<b>41</b>
FACS 101	Introduction to Family and Consumer Sciences	1
FACS 211	Product Construction and Design	3
FACS 350	Parenting Throughout the Lifespan	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
FACS 573	Career Education	3
EDCI 210	Home-School Comm Partnerships with Diverse 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

<b>Specialization</b>		<b>17-18</b>
<b>Electives</b>		<b>12-13</b>
<b>Total</b>		<b>124</b>

*Specializations:*

<b>Adolescent Studies</b>		<b>18</b>
EDUC 200	Developmental Sciences and the Context of Poverty	3
HLTH 300	Personal & Community Health	3
HLTH 501	Substance Abuse Education	3
PSYC 213	Abnormal Psychology	3
SOCL 314	Race and Ethnic Relations	3
SOCL 332	Sociology of Conflict and Conflict Resolution	3
<b>Consumer Studies</b>		<b>18</b>
ENTR 373	Introduction to Entrepreneurship	3
MCOM 241	Media Writing	3
MCOM 370	Principles of Public Relations	3
MGMT 321	Management and Leadership	3
MGMT 425	Training and Development	3
SOCL 310	Sociology of the Environment	3
<b>Early Childhood Studies</b>		<b>17</b>
ECED 300	Foundations of Early Childhood Education	3
ECED 395	Creative Activities for Young Children	3
EDCI 320	Early Intervention for Young Children with Special Needs	2
EDUC 200	Developmental Sciences and the Context of Poverty	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 2.5 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 2.5 or greater in order to graduate.
2. The following courses are restricted to Family and Consumer Sciences majors or minors in good standing (a 2.5 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.*