

# *The Richard W. Riley College of Education*

*Jennie Rakestraw, Dean*  
*Beth Costner, Associate Dean*  
*Lisa Harris, Director of Graduate Studies*

## **Mission Statement**

We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.

## **Undergraduate Degree Programs**

- Bachelor of Science in Early Childhood Education  
South Carolina Certification: PK- 3rd grade
- Bachelor of Science in Educational Studies
- Bachelor of Science in Elementary Education  
South Carolina Certification: Grades 2 - 6
- Bachelor of Science in Exercise Science  
Concentrations in Athletic Training and Exercise Science
- Bachelor of Science in Human Development and Family Studies  
Specializations: Child and Adolescent Studies, Child and Family Services, or minor in Gerontology
- 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 PK - 12
- Bachelor of Science in Special Education  
Multi-Categorical with add-on in Severe Disabilities  
South Carolina Certification: Grades PK - 12
- Bachelor of Science in Sport Management

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 PK - 12        | Modern Languages, Grades PK - 12 |
| Biology, Grades 9 - 12     | French                           |
| Dance, Grades PK - 12      | Spanish                          |
| English, Grades 9 - 12     | Music, Grades PK - 12            |
| Mathematics, Grades 9 - 12 | Social Studies, Grades 9 - 12    |
|                            | Theatre, Grades PK - 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 Arts in Teaching (Pathways include accelerated, traditional, and residency)
- Master of Education in Counseling and Development (Mental Health and School)
- Master of Education in Educational Leadership
- Master of Education in Literacy
- Master of Education in Special Education-Intervention
- Master of Science in Sport and Fitness Administration
- Educational Specialist in Educational Leadership
- Graduate Certificate in Learning Technologies
- Post-Graduate Certificate in School Counseling

For more information concerning the graduate programs, visit:  
<https://www.winthrop.edu/coe/graduate/> or contact the Graduate Director  
106 Withers, Winthrop University  
Rock Hill, South Carolina 29733  
803/323-2151

## **Accreditations**

The Richard W. Riley College of Education is proud of its accreditations and affiliations. The Education Program at Winthrop University is accredited by the the Council for Accreditation of Educator Preparation (CAEP) to offer initial teacher preparation programs as well as advanced educator preparation. The Athletic Training program is accredited by

the Commission on Accreditation of Athletic Training Education (CAATE), the Sport Management program is accredited by the Commission on Sport Management Accreditation (COSMA), and the Exercise Science program is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP). All 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 believe engagement with students 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, reviewing advising materials from the program, and being prepared for discussion of academic goals, responsibilities, and requirements.

Additionally, the College provides a full-time academic adviser to assist new students while supporting continuing students and advisors as needed. After initial meetings and communication around orientation, 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.

**Teacher Education Additional Requirements**

**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 differentiation, cultural competence, assessment, professionalism and perseverance. 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 <https://www.winthrop.edu/coe/conceptual-frameworks-and-dispositions.aspx>. Students’ progress in each of the organizing Unit Standards and professional dispositions is assessed as they demonstrate the competencies needed to be effective educators.

The Education Core is an academic department that serves all initial educator preparation programs by providing foundational experiences that prepare future teachers for the diverse and inclusive environments in which they will work. Course content and clinical rotations are intentionally integrated at multiple points in the program to support candidate understanding, application, and generalization of Education Core concepts and ideas.

The Professional Education Core generally consists of:

EDCO 101	Observation and Analysis of Culturally Responsive Teaching	1
EDCO 200	Developmental Sciences and the Context of Poverty	3
EDCO 201	Supporting the English as a Second Language Student in the Gen Ed Classroom	2
EDCO 202	Supporting Exceptional & Gifted Learners in the Gen Ed Classroom	2*^
EDCO 220	Assessment to Meet Diverse Needs	2*^
EDCO 305	Technology in the Inclusive Classroom	2
EDCO 350	Academic & Social Strategies for Establishing an Inclusive Classroom Climate	3*
EDCO 401	Internship I	1+
EDCO 402	Internship II	9+
EDCO 410	Education in a Democracy	2
<b>Total Credits</b>		<b>27</b>

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

*^Students with 30 credit hours and enrolled in or have credit for EDCO 201/202 will be required to enroll in EDCO 191 (a Praxis Core preparation course) if the testing requirement is not met. Students will be enrolled in EDCO 191 each term until a satisfactory grade is earned in EDCO 191 or the testing requirement is met.*

*+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 and changing federal and state requirements. 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. 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 by the Director of Field and Clinical Experiences, Associate Dean, and Dean. The college personnel work in conjunction with the school district or educational agency when necessary. In cases of charges that could impact certification, 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 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.

A second and more extensive FBI and SLED check is required prior internship year for teacher education students in order to meet state certification requirements. In order to be placed in the internship settings, students must show a clear record and no offenses that would make them ineligible for initial certification. This process is part of a larger application to the SC Department of Education that occurs approximately six months in advance of the Internship II experience.

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 initial check in EDCO 101. Candidates pay directly for the second review when completing the certification application forms through the South Carolina Department of Education and engaging in the finger print process with a certified provider. All students who transfer to Winthrop University and seek teacher certification must complete the initial review in the first semester of coursework per guidance provided by Student Academic Services staff. This fee will be added to the student's Winthrop account.

### 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 enroll in restricted professional courses (typically beginning in the fifth semester of an undergraduate program).

Admission to the Teacher Education Program serves as a critical assessment point under the unit standards. Admission is granted by the Dean of the Richard W. Riley College of Education or designee who notifies each student of acceptance into the program. All students seeking admission must meet the following requirements:

1. Review informational videos on Teacher Education before beginning the application process.
2. Complete a minimum of 45 semester hours, 15 of which must be completed at Winthrop University.
3. Achieve a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
4. Complete the following core courses with a grade of "C" or better.
  - a. EDCO 101
  - b. EDCO 200
  - c. EDCO 201 OR 202
5. Meet state testing requirement outlined at <https://www.winthrop.edu/coe/sas/ed-admission-testing.aspx>.
6. Submit an Application for Admission to Teacher Education to Student Academic Services that includes:
  - a. Confirmation of all requirements
  - b. Disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education; and
  - c. Dispositional self-reflection as directed by Student Academic Services resources.
7. Once an application is submitted (<http://www2.winthrop.edu/teachered/>), requirements are reviewed and an applicant receives provisional admission that allows registration.
8. A Review Committee comprised of faculty from the candidate's major and education core meets three times annually to review the dispositional reflection and makes recommendations related to full admission. Candidates needing improvement will be notified and may resubmit a revised reflection.
9. These recommendations are used by the Dean of the College of Education in decisions for full admission.

### Testing Requirements (<https://www.winthrop.edu/coe/sas/testing-requirements.aspx>)

Students must meet the test requirement before enrolling in EDCO 201/202. In cases where the student has not met this expectation, they will be required to enroll in EDCO 191 (a Praxis Core preparation course).

Candidates must also meet state required scores on all Praxis Subject Assessments associated with certification prior to the Internship II experience. For Educational Studies minors working toward the MAT-Accelerated program, the certification exam is required for admission to the graduate program. <https://www.winthrop.edu/coe/sas/ed-subject-exam.aspx>

During the Internship II candidates will engage in a performance assessment. The edTPA requires candidates to plan, teach, and assess a learning segment while analyzing these tasks.

### 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/LicensureFAQs1.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 Admission to Internship I

The following expectations must be met prior to the Internship I:

1. Submission of an electronic Internship I application to the Office of Field and Clinical Experiences.
2. Minimum cumulative GPA of 2.75 for coursework completed at Winthrop.
3. Satisfactory application and review process required by the SC Department of Education.
4. A grade of "C" or better in courses designated by the candidate's program area and all EDCO courses.
5. Completion of all required pre-requisite courses designated by the candidate's program area.
6. Completed disclosure statement regarding criminal or unethical conduct.
7. Competency Review indicating satisfactory completion of
  - a. EDCO 201 and 202 or equivalent courses,
  - b. Satisfactory performance in the field experience including passing scores on the 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.

### Requirements for Admission to Internship II

The following expectations must be met before beginning the Internship II experience.

1. Submission of an electronic 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 and all required EDCO course with the exception of EDCO 401 and EDCO 410.
5. Completion of all required pre-requisite courses designated by the candidate's program area.
6. Documentation of passage of Praxis content area examinations as appropriate for the certification areas. While all French and Spanish majors are required to take an oral proficiency interview (OPI) [<http://www.languagetesting.com/oral-proficiency-interview-opi-2>] as a requirement for graduation, we recommend that candidates seeking certification in French or Spanish be able to demonstrate proficiency at the *Advanced Low* level.
7. Completed disclosure statement regarding criminal or unethical conduct.
8. Competency Review indicating satisfactory completion of
  - a. EDCO 305 and 350 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:
  - a. The Competency Review Committee comprised of the program coordinator and two additional faculty;
  - b. Department Chair in the candidate's major; and
  - c. The Director of the Office of Field and Clinical Experiences.

### 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 120 semester hours with a minimum GPA of 2.75.
2. Passage of EDCO 402 - Internship II and EDCO 410 - Teaching in a Democracy.
3. Complete all required professional development activities for the Supplemental Education Experiences and submit all required documentation. Specifics for this program are posted on the Student Academic Services website.
4. Successful completion of a competency review by the program area committee in which the following documents are reviewed:
  - a. Internship II Midterm and Final Evaluations,
  - b. Scored Rubrics for the edTPA assessment,
  - c. Portfolio of attendance for required Supplemental Education Experiences, and
  - d. If appropriate, a review of Teacher Education Professional Dispositions and Skills Form(s).
5. 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 Educator Preparation Committee (EPC). For more information and required documentation see: <https://www.winthrop.edu/coe/sas/forms-and-policies.aspx>. Petitions must be completed with accurate information and include appropriate supporting 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 and endorsed by Student Academic Services (144 Withers). The Appeals Subcommittee reviews the request 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.

## Faculty

### Professors

Patricia Arter, *Chair, Department of Counseling, Leadership, and Educational Studies*  
 Beth Costner, *Associate Dean*  
 Dan Drane  
 Shelley Hamill  
 Lisa Harris, *Director of Graduate Studies*  
 Shawna Helf  
 Lisa Johnson, *Senior Associate to the Dean*  
 Marshall G. Jones  
 Jennifer Jordan  
 Kavin Ming, *Chair, Department of Curriculum and Pedagogy*  
 Tenisha Powell  
 Jennie Rakestraw, *Dean*  
 Elke Schneider  
 Kristi Schoepfer, *Chair, Department of Physical Education, Sport, and Human Performance*  
 Janet Wojcik

### Associate Professors

Jared Androzzi  
 Abbigail Armstrong  
 Bettie Parsons Barger, *Director of the Rex Institute*  
 Joni Boyd  
 Jinwook (Jason) Chung  
 Kelly M. Costner  
 Crystal Glover  
 Erin Hamel  
 April Mustian  
 David Schary  
 Joy Stapleton  
 Tony Strange  
 David Vawter  
 Lindsay Yearta, *Interim Chair, Department of Education Core*

### Assistant Professors

Jennifer Bossi  
 Tammy Burnham  
 Sarah Marie Catalana Berry  
 Richard Cox  
 Dennis Dotterer  
 Adrienne Edwards  
 Larry Fisher  
 Sherell Fuller  
 Jacob Gdovin  
 Sherry Hoyle  
 Brie Johnson  
 Adam Keath  
 Stacy P. Martin  
 Lauren McCoy  
 Alice J. McLaine  
 Min Mize  
 Megan Schramm-Possinger  
 Miranda Sigmon  
 Mary Anne Steinburg  
 Tammy White

### Instructors

Sarah Butterbaugh  
 George Daughtry  
 Carolyn Grant  
 Geoffrey Morrow  
 Kimberly Oxley

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>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMPX 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9*
<b>Oral Communication</b>	Met in major with EDCO 401	0
<b>Technology</b>	Met in major with EDCO 305	0
<b>Intensive Writing</b>	Met in major with ECED 350 and ELEM 360	0
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3*
<b>Physical Activity</b>	See approved list, p. 16	1*
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>	Met in major with ECED 310	0
<b>Historical Perspectives</b>	See approved list, p. 16	3*
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3*
<b>Humanities and Arts</b>	Met in major with VPAS 320 and READ 290	0
<b>Quantitative Skills and Natural Science (3 courses)</b>		
<b>Quantitative Skills</b>	Met in major with MATH 150	
<b>Natural Science</b>	See approved list, p. 16; choose 2 lab courses, one in Physical and one in Earth	8*
<b>Subtotal</b>		<b>25-28</b>
<b>Major/Professional Education Sequence</b>		<b>98</b>
EDCO 101**	Observation & Analysis of Culturally Responsive Teaching	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lrnrs in Gen Ed Classroom	2
EDCO 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
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 310**	Home-School-Comm Partnerships with Div Families	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 392**	Field Exper in Teaching Early Childhood	1
ECED 395**	Creative Activities for Young Children	3
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 393	Field Exper in Teaching Grades 2-6 for ECED majors	1
HLTH 403**	Methods of Teaching Health Ed in Early Childhood	1
PESH 203**	Developmental Movement for Young Children	2
READ 290**	Children's Literature	3
READ 330**	Foundations of Literacy for Early Child & Elem	3
READ 370**	Instructional Methods and Assessment I	3
READ 380**	Instructional Methods and Assessment II	3
READ 345**	Content Area Reading and Writing	3
<i>Content Requirements</i>		
MATH 150, 291, 292, 393	Discrete MATH, Mathematics Sequence for Teachers	12*
VPAS 320	Integrated Arts	3**
BIOL 150, 151	Elements of Living Systems, Lab	4*
<b>Total</b>		<b>123</b>

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

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

*See pages 15-18 for additional degree requirements.*

RICHARD W. RILEY COLLEGE OF EDUCATION--EDUCATIONAL STUDIES  
**Bachelor of Science in Educational Studies**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
<b>Oral Communication</b>	See approved list, p. 16	3
<b>Technology</b>	See approved list, p. 16	3
<b>Intensive Writing</b>	See approved list, p. 16	3
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3
<b>Physical Activity</b>	See approved list, p. 16	1
<b>Thinking Critically Across Disciplines*</b>		
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>	See approved list, p. 16	3
<b>Introducing Students to Broad Disciplinary Perspectives*</b>		
<b>Social Science</b>	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3
<b>Humanities and Arts</b>	See approved list, p. 16; must include 2 designators	6
<b>Quantitative Skills and Natural Science (3 courses)*</b>		
<b>Quantitative Skills</b>	See approved list, p. 16	3-4
<b>Natural Science</b>	See approved list, p. 16; must include a lab science. Courses must be in 2 different groups: Physical, Earth, or Life	6-8
<i>*No more than two courses in the major may count toward requirements in these areas</i>		
<b>Subtotal</b>		<b>44-50</b>
<b>Major-Education Core</b>		<b>17-20</b>
EDCO 101	Observation & Analysis of Culturally Responsive Teaching	1
EDCO 200	Developmental Sciences and Context of Poverty	3
EDCO 201	Supporting the Engl as Second Lang Lrner in Gen Ed Classrm	2
EDCO 202	Supporting Except/Gifted Learners in the Gen Ed Classroom	2
OR SPED 292	Intervention with Exceptional Children	3
READ 330 OR 331	Foundations of Literacy	3
PESH 201/CPR certification	First Aid and CPR	0-1
Choose from the following:		6-7
<i>Candidates should discuss choices with an advisor and cannot count hours in both the Core and Primary Concentration. Additional courses not listed below may be petitioned to the Chair of the Education Core Department to count as an elective.</i>		
BIOL 213; EDCI 594; EDCI 595; EDCO/EDUC 175; EDUC 395; EXSC 382; FREN 101; HDFS 101; HDFS 350; HDFS 450; HLTH 303; HLTH 403; HLTH 434; MLED 300; PESH 203; PESH 242; PESH 261; PETE 501; PETE 512; PETE 566; PSYC 206; PSYC 320; PSYC 411; READ 290 (if not required in concentration); READ 345; READ 346; READ 415; READ 416; SPAN 101; SPED 281; SPED 390		
<b>Concentration</b>		
<b>Early Childhood Education+</b>		<b>18</b>
ECED 300	Foundations of Early Childhood Education	3
ECED 310	Home-School-Comm Partnerships with Div Families	3
ECED 395	Creative Activities for Young Children	3
MATH 291	Basic Number Concepts for Teachers	3
READ 290	Children's Literature	3
Electives in area based upon student degree plan		3
<i>+Students in ECED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to reduce time at graduate level: READ 345, READ 370, READ 380.</i>		
<b>Elementary Education+</b>		<b>18</b>
ECED 310	Home-School-Comm Partnerships with Div Families	3
ELEM 293	Laboratory Experiences in the Elementary Classroom	2
MATH 291 and 292	Number Concepts for Teachers	6
READ 290	Children's Literature	3
+Electives in area based upon student degree plan		4
<i>Students in ELEM concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to reduce time at graduate level: READ 345, READ 370, READ 380.</i>		

RICHARD W. RILEY COLLEGE OF EDUCATION--EDUCATIONAL STUDIES

<b>Middle Level Education – English Language Arts+</b>		<b>18</b>
MLED 300	Introduction to the Middle School	3
ENGE 519	Adolescent Literature	3
World Literature		3
American Literature		3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
ENGL or WRIT Elective		3
<i>+Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to reduce time at graduate level: ENGL 507, ENGL 530, MLED 310, and READ 346.</i>		
<b>Middle Level Education – Mathematics+</b>		<b>18-19</b>
MLED 300	Introduction to the Middle School	3
MATH 150	Introduction to Discrete Mathematics	3
MATH 291	Basic Number Concepts	3
MATH 101 & 201 or MATH 105 & 151	Algebra/Trig for Calc, Calc I; Applied Calc, App Col Algebra	6-7
Applied Statistics (suggested MATH 141)		3
<i>+Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to reduce time at graduate level: Trigonometry (included in MATH 104 and MATH 101), MATH 292, MATH 393, MATH 370, MLED 310, and READ 346.</i>		
<b>Middle Level Education – Science+</b>		<b>18</b>
MLED 300	Introduction to the Middle School	3
Lab Science in 3 areas		12
BIOL, CHEM, GEOL/Earth Science, or PHYS		3
<i>+Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to reduce time at graduate level: 6 to 8 additional science credits in two different categories, MLED 310, and READ 346.</i>		
<b>Middle Level Education – Social Studies+</b>		<b>18</b>
MLED 300	Introduction to the Middle School	3
World History		3
HIST 211 or 212	U.S. History to 1877, U.S. History Since 1877	3
ECON (suggested ECON 103)		3
American Government (suggested PLSC 201)		3
GEOG		3
<i>+Students in MLED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to reduce time at graduate level: SC history course; additional world history or world civilization to cover ancient to present; additional US history to cover colonization through present; additional course in geography to cover second region; ANTH/SOCL/PSYC course; MLED 310; and READ 346.</i>		
<b>Physical Education Teacher Education~</b>		<b>18</b>
DANA course		1
PETE 101	Intro to Teaching P-12 Physical Education	3
PETE 223	Adventure Facilitation & Leadership	2
PETE 234	Teaching Invasion and Fielding Games	3
PETE 248	Teaching Net/Wall and Target Games	3
PETE 300	Physical Education Curriculum	3
3 PESH activity courses to include: Fitness & Conditioning; Aquatic; and Outdoor		
~ Students pursuing PETE with the intent of the MAT Accelerated program should take all courses in the concentrations and PETE 502 / 512 / 566 / 591 and PESH 242. Additional courses can be counted in the Core or as General Electives.		
<b>Special Education+</b>		<b>18</b>
MATH 291	Basic Number Concepts	3
READ 330 or 331	Foundations of Literacy	3
SPED 281	Introduction to Special Education	3
SPED 382	Intellectual Disabilities and ASD	3
SPED 561	Characteristics of Child with Learn Disabilities	3
Electives in area based upon student degree plan		
<i>+ Students in SPED concentration intending to pursue the MAT are encouraged to include the following courses or equivalents as electives to reduce time at graduate level: READ 345, READ 370, READ 380.</i>		
<b>Minor or Second Concentration</b>		<b>15-18</b>
<b>Electives</b>		<b>13-26</b>
<b>Total</b>		<b>120</b>

*See pages 15-18 for additional degree requirements.*



RICHARD W. RILEY COLLEGE OF EDUCATION--ELEMENTARY EDUCATION  
**Bachelor of Science in Elementary Education**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9*
<b>Oral Communication</b>	Met in major with EDCO 401	0
<b>Technology</b>	Met in major with EDCO 305	0
<b>Intensive Writing</b>	Met in major with ELEM 360 and ECED 350	0
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3*
<b>Physical Activity</b>	See approved list, p. 16	1*
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>	See approved list, p. 16	3*
<b>Historical Perspectives</b>	See approved list, p. 16	3*
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3*
<b>Humanities and Arts</b>	Met in major with VPAS 320 and READ 290	0
<b>Quantitative Skills and Natural Science (3 courses)</b>		
<b>Quantitative Skills</b>	Met in major with MATH 150	
<b>Natural Science</b>	See approved list, p. 16; choose 2 lab courses, one in Physical and one in Earth	8*
<b>Subtotal</b>		<b>28-31</b>
<b>Major/Professional Education Sequence</b>		<b>73</b>
EDCO 101**	Observation & Analysis of Culturally Responsive Teaching	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lrnrs in Gen Ed Classroom	2
EDCO 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
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 392**	Field Exper in Teaching Grades 2-6	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 Educ	3
ECED 393	Field Experience in Teaching Pre-K-3 for ELEM majors	1
HLTH 303**	Teaching Health Education in Elem School	2
PESH 261**	Movement Activities for Teachers of Children Ages 6-12	1
READ 290**	Children's Literature	3
READ 330**	Foundations of Language and Literacy for Early Child & Elem	3
READ 370**	Instructional Methods and Assessment I	3
READ 380**	Instructional Methods and Assessment II	3
READ 345**	Content Area Reading and Writing	3
<b>Content Requirements</b>		<b>22</b>
MATH 150, 291, 292, 393	Discrete MATH, Mathematics Sequence for Teachers	12*
BIOL 150, 151	Elements of Living Systems, Lab	4*
VPAS 320	Integrated Arts	3**
Social Science		3*
<b>Total</b>		<b>123</b>

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

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

*See pages 15-18 for additional degree requirements.*

RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION  
**Bachelor of Science in Middle Level Education**

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 one content area. Each student will select a content concentration from the following options: English/Language Arts , mathematics, science or social studies. Due to the complexity of this degree, its content areas and general education requirements, 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>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
<b>Oral Communication</b>	Met in major with EDCO 401	0
<b>Technology</b>	Met in major with EDCO 305	0
<b>Intensive Writing</b>	Met in major with MLED 390	0
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3
<b>Physical Activity</b>	See approved list, p. 16	1
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>	See approved list, p. 16	3
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3
<b>Humanities and Arts</b>	See approved list, p. 16; must include 2 designators	6
<b>Quantitative Skills and Natural Science (3 courses)</b>		<b>6-12</b>
<b>Quantitative Skills</b>	See approved list, p. 16; may be met in the concentration if if MATH concentration is chosen	(3-8)
<b>Natural Science</b>	See approved list, p. 16; must include a lab science. If 2 courses, must be in 2 different groups: Physical, Earth, or Life	(3-8)
<b>Subtotal</b>		<b>32-41</b>
<b>Major/Professional Education Sequence</b>		<b>46</b>
EDCO 101**	Observation & Analysis of Culturally Responsive Teaching	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lrnrs in Gen Ed Classroom	2
EDCO 220**	Assessment to Meet Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
MLED 101	Symposium in Middle Level Education	1
MLED 300**	Introduction to the Middle School	3
MLED 310**	Developmental Aspects of Middle Level Learners	3
MLED 530**	Strategies and Assessment for Middle Level Learners	3
MLED 531	Field Experience in Middle Level Education	1
MLED 591	Reflective Teaching in Middle Level Education	1
MLED 593	Capstone in Middle Level Education	1
READ 331**	Foundations of Literacy for Middle Level & Secondary	3
READ 346**	Content Area Reading and Writing for Middle Level	3
<b>English/Language Arts Content Concentration (C- or higher required in each course)</b>		<b>27</b>
ENGL 203	Major British Authors	3
ENGL 208	Foundations of World Lit	3
ENGL 211	Major American Authors	3
ENGL 507	History and Development of Modern English	3
ENGL 530	Grammar in Theory and Practice	3
ENGL elective	Choose from WRIT 300, ENGL 300, ENGL ____	3
ENGE 519	Adolescent Literature	3
READ 380**	Instructional Methods and Assessment II	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3

\*\*C- or better and may not be taken on the S/U basis.

<b>Content Area Methods Course:</b>		
ENGE 391	Princ of Teaching Engl in Mid & Secondary Schools	3
<b>Content Electives</b>	<b>Courses toward a second content area are recommended</b>	<b>3-12</b>
<b>Total</b>		<b>120</b>
<b>Mathematics Concentration</b>		<b>25</b>
<i>(C- or higher required; however, students may not S/U more than two courses in the concentration)</i>		
MATH 101	Algebra and Trigonometry for Calculus	3
MATH 141	Finite Probability & Statistics	3
MATH 150	Introduction to Discrete Mathematics	3
MATH 201	Calculus I	4
MATH 291, 292	Basic Num Concepts; Num, Data, & Geom Concepts	6
MATH 370	Introduction to Mathematical Modeling	3
MATH 393	Algebra, Data Analysis & Geom Concepts for Teachers	3
<b>Content Area Methods Course:</b>		
MAED 391	Principles of Teaching Mathematics	3
<b>Content Electives</b>	<b>Courses toward a second content area are recommended</b>	<b>5-14</b>
<b>Total</b>		<b>120</b>
<b>Science Concentration</b>		<b>25-28</b>
<i>(C- or higher required; however, students may not S/U more than two courses in the concentration)</i>		
<b>Life Sciences</b> --Select two courses; both must have a lab		<b>8</b>
BIOL 150/151 and BIOL 213	Elements of Living Systems & Anatomy/Phys I	8
OR		
BIOL 220/222 and BIOL 221/223	Princ of Cell & Molecular BIOL, Princ in Ecology, Evol, Biod	8
<b>Earth Sciences</b> --Select two courses; one must have a lab		<b>7-8</b>
GEOL 110/113 or 210/211	Physical Geology or Historical Geology	4
GEOL 220 or GEOL 360	Oceanography or History of Life	3
<b>Physical Sciences</b> --Select two courses; 1 CHEM/1 PHYS & one must have a lab		<b>7- 8</b>
CHEM 101 or 104	Applying Chemistry to Society or Chem & Prob-Sov	3
PHYS 101/102 or PHYS 201	Everyday Physics or General Physics	4
<b>Additional Science Course from one of the three areas of science</b>		<b>3-4</b>
Choose from any courses not taken from above or the below additional science courses (check pre-reqs):		
BIOL 214(4); GEOL 201(4); CHEM 105(4); PHYS 105; PHYS 202; PHYS 250		
<b>Content Area Methods Course:</b>		
SCIE 391	Principles of Teaching Science	3
<b>Content Electives</b>	<b>Courses toward a second content area are recommended</b>	<b>2-14</b>
<b>Total</b>		<b>120</b>
<b>Social Studies Concentration</b>		<b>30</b>
<i>(C- or higher required; however, students may not S/U more than two courses in the concentration)</i>		
HIST 111	World Civilizations to 950	3
HIST 112	World Civilizations 950-1750	3
HIST 113	World Civilizations Since 1750	3
HIST 211	U.S. History to 1877	3
HIST 212	U.S. History Since 1877	3
HIST 505	History of South Carolina	3
ECON 103	Introduction of Political Economy	3
GEOG 101	Introduction to Human Geography	3
GEOG 303, 306, 307, or 309	Geog of Africa, Latin Am/Caribbean, East Asia, World Events	3
PLSC 201	American Government	3
<b>Content Area Methods Course:</b>		
SCST 391	Principles of Teaching Social Studies	3
<b>Content Electives</b>	<b>Courses toward a second content area are recommended</b>	<b>0-9</b>
<b>Total</b>		<b>120</b>

See pages 15-18 for additional degree requirements.

RICHARD W. RILEY COLLEGE OF EDUCATION--PHYSICAL EDUCATION  
**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 through 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 Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
<b>Oral Communication</b>	Met in Education Sequence with EDCO 401	0
<b>Technology</b>	Met in Education Sequence with EDCO 305	0
<b>Intensive Writing</b>	Met in major with PETE 390	0
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3
<b>Physical Activity</b>	Met in major with PESH 102	0
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>	See approved list, p. 16	3
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>	See approved list, p. 16; must include 2 designators 3 hours met in Education Sequence with EDCO 200	3
<b>Humanities and Arts</b>	See approved list, p. 16; must include 2 designators	6
<b>Quantitative Skills and Natural Science</b>		
<b>Quantitative Skills</b>	See approved list, p. 16	3-4
<b>Natural Science</b>		
BIOL 150/151	Elements of Living Systems and Lab Earth or Physical Science; See approved list, p. 16	4 3
<b>Subtotal</b>		<b>35-39</b>
<b>Physical Education Major</b>		
		<b>57</b>
BIOL 213	Anatomy & Physiology	4
EXSC 382	Biomechanics	3
HLTH 300	Personal & Community Health	3
HLTH 434	Strategies for Teaching Health K-12	3
PESH 108	Cardio Dance and Tone	1
PESH 1xx	Activity (one from Aquatic Sports & Activities)	1
PESH 1xx	Activity (one from Outdoor Activities)	1
PESH 102	Weight Training	1
PESH 242	Motor Learning and Control	3
PETE 101	Intro to Teaching P-12 Physical Education	3
PETE 223**	Adventure Facilitation & Leadership	2
PETE 234**	Teaching Invasion and Fielding Games	3
PETE 248**	Teaching Net/Wall and Target Games	3
PETE 300**	Physical Education Curriculum	3
PETE 380	Professionalism in Physical Education	3
PETE 383	Physical Education Teaching Models	3
PETE 390**	Reflective Teaching in Physical Education	1
PETE 490**	Seminar in Teaching Physical Education	1
PETE 502**	Concepts of Fitness & Exercise Science	3
PETE 550	Adapted Physical Activity and Sport	3
PETE 566**	Elementary Phys Ed Teaching Methods~	3
PETE 590	Assessment in Physical Education	3
PETE 591**	Secondary Phys Ed Teaching Methods	3
<b>Professional Education Sequence</b>		
		<b>28</b>
EDCO 101**	Observation & Analysis of Culturally Responsive Teaching	1
EDCO 200**	Developmental Sciences and the Context of Poverty	3
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lrnrs in Gen Ed Classroom	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCO 401	Internship: Understanding Contextual Factors	1

	<i>RICHARD W. RILEY COLLEGE OF EDUCATION--EXERCISE SCIENCE</i>	
EDCO 402	Internship: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	2
READ 346**	Content Area Reading & Writing for Middle & Second Stu	3
<b>Total</b>		<b>120</b>

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

All courses required within the major (PETE, EDCO, HLTH, etc.) must be completed with a C or better.

~Students must provide evidence of current Adult and Pediatric First Aid/CPR/AED certification from an approved agency.

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

1. A "C" or better in EDCO 101.
2. Take the Praxis Core examination. A passing score will not be required until the teacher candidate applies for formal admission into the College of Education.
3. Achieve and maintain the healthy zones in aerobic capacity (PACER), muscular strength (push-ups), flexibility (sit & reach), as measured by FitnessGram, and muscular endurance (planks), as measured by the American College of Sports Medicine.+
4. Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities)-(SHAPEAmerica 2017 Initial PETE Standards) as measured by Departmental rubrics.+
5. Complete an application for Continuation in the Teacher Certification program.

Before enrolling in EDCO 402 and PETE 490, teacher candidates must:

1. Achieve a C or better in PETE 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 special needs.

*See pages 15-18 for additional degree requirements.*

### **Bachelor of Science in Exercise Science**

*Pending approval by the SC Commission on Higher Education*

<b>General Education Courses</b>		<b>Semester Hours</b>
ACAD 101	Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
<b>Oral Communication</b>	See approved list, p. 16	3
<b>Technology</b>		3
CSCI 101 and 3 from CSCI 101A, B, C, F or P	Intro to Comp & Information Processing & Labs	
<b>Intensive Writing</b>	Met in major with PESH 381	0
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3
<b>Physical Activity</b>	Met in major with PESH 102	0
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>	See approved list, p. 16	3
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>	See approved list, p. 16; must include 2 designators	3
PSYC 101	General Psychology	3
<b>Humanities and Arts</b>	See approved list, p. 16; must include 2 designators	6
<b>Quantitative Skills and Natural Science (3 courses)</b>		
<b>Quantitative Skills</b>	See approved list, p. 16	3-4
<b>Natural Science</b>	Met in major with NUTR 221 & CHEM 105 (Ex Sci) or CHEM 101 (Ath Train)	0
<b>Subtotal</b>		<b>37-41</b>
<b>Exercise Science Core</b>		<b>40-47</b>
EXSC 101	Intro to Exercise Science	1
EXSC 208	Group Exercise Leadership	2
EXSC 231	Scientific Foundations in Exercise Science	2
EXSC 382	Biomechanics	3

*RICHARD W. RILEY COLLEGE OF EDUCATION--EXERCISE SCIENCE*

EXSC 384	Exercise Physiology I	3
EXSC 385	Exercise Physiology I Lab	1
EXSC 401	Psychology of Sport and Physical Activity	3
EXSC 465	Strength & Conditioning	3
EXSC 480	Exercise Testing & Prescription	3
EXSC 492	Cert Sem in Exer Sci: Exercise Physiologist	2
or 493	Cert Sem in Exer Sci: Strength and Conditioning	
EXSC 501	Admin of Sport and Phys Ed Programs	3
HLTH 300	Personal & Comm Health	3
HLTH 406	Exercise & Health Promotion	3
PESH 102	Weight Training	1
PESH 201	First Aid & CPR	1
PESH 242	Motor Learning & Control	3
PESH 381	Research Methods in Exercise and Physical Activity	3
<b>Scientific Foundation Core</b>		<b>11</b>
BIOL 213/214	Anatomy & Physiology I & II	8
OR BIOL 307/308	Human Anatomy, Human Physiology	
NUTR 221	Food & Nutrition	3
<i>Choose one concentration:</i>		
<b>Exercise Science Concentration Courses</b>		<b>26</b>
BIOL 220/222	Principles of Cell and Molecular Biology & Lab	4
CHEM 105	General Chemistry I	4
EXSC 481	Individual Program Design and Application	1
EXSC 484/486	Exercise Physiology II and Lab	4
EXSC 494	Portfolio in Exercise Science	1
EXSC 496	Internship	9
EXSC 511	Physical Activity for Special & Aging Populations	3
<b>Athletic Training Concentration Courses</b>		<b>31</b>
ATRN 151	Foundations of Athletic Training	3
ATRN 201	Observations and Skills	2
ATRN 301	Observations and Skills	1
ATRN 501	Clinical Experience I	2
ATRN 505	Essential Clinical Skills	2
ATRN 515	Emergency Aspects	2
ATRN 520	Professional Practice I	2
ATRN 530	Assessment and Management I	4
CHEM 101	Applying Chemistry to Society	3
EXSC 511	Special Populations	3
NUTR 520	Sport Nutrition	3
PHYS 201/201L	General Physics I/Lab	4
<b>Electives</b>		<b>0-1</b>
<b>Total</b>		<b>120</b>

**Exercise Science Admissions Criteria**

Students must earn a 2.5 GPA at the completion of 45 semester hours in order to be eligible to take any 300 or above level courses from the Department of Physical Education, Sport and Human Performance. Students are also required to maintain a 2.5 GPA throughout the remainder of their academic career in order to remain an EXSC major.

**For admission to the EXSC Internship**

1. Senior Status
2. Completion of BIOL 213/214 or 307/308 with "C-" or better.
3. Minimum of 2.5 cumulative GPA.
4. Advisor and program approval.

**For Graduation:**

1. Minimum of 2.5 cumulative GPA.
2. Completion of all internship required hours and supporting documents (EXSC 494/496).
3. Take national NCCA-accredited B.S. level certification exam (EXSC 492 or 493)

*See pages 15-18 for additional degree requirements.*

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

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
<b>Oral Communication</b>		
SPCH 201	Public Speaking	3
<b>Technology</b>		
CSCI 101 & 3 from CSCI 101A, B, C, F or P	Intro to Comp & Information processing	3
<b>Intensive Writing</b>		
	Met in major with SPMA 390	0
<b>Constitution Requirement</b>		
	See approved list, p. 16; may be met by other req	0-3
<b>Physical Activity</b>		
	See approved list, p. 16	1
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>		
	Met in major with SPMA 325	0
<b>Historical Perspectives</b>		
	See approved list, p. 16	3
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>		
ECON 103 or 215	See approved list, p. 16; must include 2 designators Intro to Political Economy, Prin of Microeconomics	3
<b>Humanities and Arts</b>		
	See approved list, p. 16; must include 2 designators	6
<b>Quantitative Skills and Natural Science (3 courses)</b>		
<b>Quantitative Skills</b>		
	See approved list, p. 16	(3-8)
<b>Natural Science</b>		
	See approved list, p. 16; [Must include a lab science. If 2 courses taken, must be in 2 different groups: <i>Life, Physical, Earth</i> ].	(3-8)
<b>Subtotal</b>		<b>41-47</b>
<b>Major Requirements</b>		<b>58</b>
MGMT 321	Management and Leadership	3
SPMA 101	Introduction to Sport Management	3
SPMA 200	Sport Ethics and Governance	3
SPMA 240	Sport Facility Management	3
SPMA 245	Sport Event Management	3
SPMA 325	Global Perspectives in Sport	3
SPMA 355	Public Relations in Sport Industry	3
SPMA 390	Research & Data Analysis in Sport Management	3
SPMA 392	Field Work in Sport Management	3
SPMA 398	Seminar in Sport Management	1
SPMA 410	Sport Finance	3
SPMA 480	Sport Marketing	3
SPMA 490	Sales and Promotion in Sport	3
SPMA 494	Sport Management Portfolio	2
SPMA 496	Internship in Sport Management	10
SPMA 520	Sport Law	3
SPMA 525	Sport Security and Risk Management	3
SPMA 530	Sports Analytics	3
<b>Electives</b>		<b>15-21</b>
<b>Total</b>		<b>120</b>

**Sport Management Admission Criteria**

Student must earn a 2.5 overall GPA at the completion of 45 semester hours in order to be eligible to take any 300 or above level courses from the Department of Physical Education, Sport and Human Performance. Students are also required to maintain a 2.5 GPA throughout the remainder of their academic career in order to remain an SPMA major.

**Graduation Criteria**

1. Minimum of 2.5 G.P.A.
2. Completion of all internship required hours and supporting documents (SPMA 494/496).

*See pages 15-18 for additional degree requirements.*

**Bachelor of Science in Special Education (PK-12 Multi-Categorical with Add-on Certification in Severe Disabilities and Elementary Education Grades 2-6)**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
<b>Oral Communication</b>	Met in major with SPED 591	0
<b>Technology</b>	Met in major with EDCO 305	0
<b>Intensive Writing</b>	Met in major with SPED 585	0
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3
<b>Physical Activity</b>	See approved list, p. 16	1
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>	See approved list, p. 16	3
<b>Historical Perspectives</b>	See approved list, p. 16	3
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>	See approved list, p. 16; must include 2 designators 3 hours met in major with EDCO 200	3
<b>Humanities and Arts</b>	See approved list, p. 16; must include 2 designators	6
<b>Quantitative Skills and Natural Science (3 courses)</b>		
<b>Quantitative Skills</b>	Met in major with MATH 150	0
<b>Natural Science</b>	See approved list, p. 16; must include a lab science. Courses must be in 2 different groups: Physical, Earth, or Life	6-8
<b>Subtotal</b>		<b>32-37</b>
<b>Major/Professional Education Sequence</b>		
		<b>87</b>
EDCO 101**	Observation & Analysis of Culturally Responsive Teaching	1
EDCO 200**	Developmental Sciences and Context of Poverty	3
EDCO 201**	Supporting the Engl as Second Lang Lrner in Gen Ed Classrm	2
EDCO 220**	Assessment of Diverse Needs	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 401	Internship I: Contextual Factors	1
EDCO 402	Internship II: Assessment and Instruction	9
EDCO 410**	Education in a Democracy	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
READ 330**	Foundations of Literacy	3
READ 345**	Content Area Reading and Writing	3
READ 370**	Instructional Methods & Assessment I	3
READ 380**	Instructional Methods & Assessment II	3
SPED 281**	Introduction to Special Education	3
SPED 292**	Intervention with Exceptional Children	3
SPED 382**	Intellectual Disabilities and ASD	3
SPED 390	Field Experience in Special Education	1
SPED 392	Severe Disabilities Practicum	3
SPED 510**	PBIS for the Classroom Teacher	3
SPED 561**	Characteristics of Child with Learn Disabilities	3
SPED 575**	Teaching Methods for Students with Severe Disabilities	3
SPED 583**	Child with Emotional/Behavioral Problems	3
SPED 584**	Teaching Communication and Language Skills	3
SPED 585**	Teaching Methods for Students with EBD,LD,ID,ASD	3
SPED 591**	Assessment in Special Education	3
SPED 593**	Professional Ethics in Special Education	1
<i>Content Requirements</i>		
MATH 150, 291, 292	Discrete MATH, Mathematics Sequence for Teachers	9
<b>Electives</b>		<b>0-1</b>
<b>Total</b>		<b>120</b>

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

*See pages 15-18 for additional degree requirements.*



RICHARD W. RILEY COLLEGE OF EDUCATION--HUMAN DEVELOPMENT & FAMILY STUDIES  
**Bachelor of Science - Human Development and Family Studies**

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>		
<b>Writing and Critical Thinking</b>		
WRIT 101, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9
<b>Oral Communication</b>	Met in major with HDFS 573	0
<b>Technology</b>		
CSCI 101 & 3 from 101A-N	Intro to Comp Info Processing & labs	3
<b>Intensive Writing</b>	See approved list, p. 16	3
<b>Constitution Requirement</b>	See approved list, p. 16; may be met by other req	0-3
<b>Physical Activity</b>	See approved list, p. 16	1
<b>Thinking Critically Across Disciplines</b>		
<b>Global Perspectives</b>	Met in major with ECED 310	0
<b>Historical Perspectives</b>	See approved list, p. 16	3
<b>Introducing Students to Broad Disciplinary Perspectives</b>		
<b>Social Science</b>		
PSYC 101	General Psychology	3
SOCL 201	Principles of Sociology	3
<b>Humanities and Arts</b>	See approved list, p. 16; must include 2 designators	6
<b>Quantitative Skills and Natural Science (3 courses)</b>		
<b>Quantitative Skills</b>	See approved list, p. 16	(3-8)
<b>Natural Science</b>	See approved list, p. 16 [Must include a lab science. If 2 courses taken, must be in 2 different groups: <i>Life, Physical, Earth</i> ].	(3-8)
<b>Subtotal</b>		<b>41-47</b>
<b>Professional Courses</b> ( <i>C or better required in each course and cannot be taken on the S/U basis</i> )		
ECED 310	Home-School Comm Partnerships with Diverse Families	3
HDFS 101	Introduction to Human Development & Family Studies	3
HDFS 350	Parenting Throughout the Lifespan	3
HDFS 370	Research in Human Development and Family Studies	3
HDFS 450	Family Stress & Resilience	3
HDFS 500	Family Life Education	3
HDFS 502	Family Resource Management	3
HDFS 506	Human Sexuality Across the Lifespan	3
HDFS 573	Career Education	3
HDFS 594	Internship I in Human Development and Family Studies	3
HDFS 595	Internship II in Human Development and Family Studies	3
NUTR 221	Food and Nutrition	3
PSYC 206	Developmental Psychology	3
SOCL 305 or HDFS 490	Marriage and Family, Contemp Trends & Issues in Fam Stud	3
SCWK 523	Family & Children: Policies & Services	3
<b>Specialization or Minor in Gerontology</b>		<b>15</b>
<b>Electives</b>		<b>13-19</b>
<b>Total</b>		<b>120</b>
<b>Specializations</b> ( <i>C or better required in each course and cannot be taken on the S/U basis</i> ):		
<i>Child and Adolescent Studies--Select 5 courses</i>		
EDCO 200	Developmental Sciences and the Context of Poverty	3
ECED 300	Introduction to Early Childhood Education	3
MLED 310	Developmental Aspects of the Middle Level Learner	3
PSYC 320	Racial, Cultural and Ethnic Influences on Identity Devel	3
PSYC 411	Advanced Child Development	3
SPED 281	Introduction to Gifted and Special Education	3
<i>Child and Family Services</i>		
EDCO 200	Developmental Sciences and the Context of Poverty	3
SPED 281	Introduction to Special Education	3
SPED 561 or 382	Child with Learning Disabilities, Intellectual Disabilities	3
SCWK 306	Working with MultiCultural populations	3
PSYC 213 or 305	Abnormal Psychology, Social Psychology	3

*Minor in Gerontology:*

SCWK/GRNT 300 or SOCL/GRNT 504	Intro to Gerontology, Social & Individual Aspects of Aging	3
PSCY 517 or SOCL/GRNT 304	Psychology of Aging , Death and Grief as Social Processes	3
Choose one elective from each of two categories:		
The <u>Direct Service Level Category</u> --GRNT 340ABC, GRNT 550, EXSC 511, SCWK 306, NUTR 221, HLTH 507, PSYC 213, and SCIE/GRNT 301.		3
The <u>Administrative/Organizational Level Category</u> --HCMT 200, GRNT 473, GRNT 550, HLTH 500, SOCL 339, PSYC 515, and SCWK 531.		3
Final 3 credits, choose from above.		3

1. Entering freshmen can declare Human Development & Family Studies as a major.
2. All Human Development & Family Studies students must select a specialization (Child and Adolescent Studies or Child and Family Services) or minor in Gerontology.
3. Students may elect to do a minor in a related field as part of their free electives.
4. Students must have maintained a C or better in specialization classes.
5. Students must have maintained a C or better in HDFS Professional courses.
6. HDFS 101 (Intro), 500 (Family Life Education), and 573 (Career Education) are pre-requisites for the internship.
7. A maximum of 15 credit hours (including the internship) are allowed during the semester in which the internship is taken.
8. The internship site must be approved by the HDFS program in the semester preceding the internship. An application must be filled out by the stated due date.
9. Students who successfully complete the HDFS program are eligible to apply for the Certified Family Life Educator Credential. Students are required to complete the HDFS Professional Core at Winthrop to be recommended for certification.

**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 Human Development & Family Studies majors or minors in good standing (a 2.25 minimum cumulative grade point average) or with permission of the instructor: HDFS 350, 370, 450, 500, 594, and 595.
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 15-18 for additional degree requirements.*