

# *The Richard W. Riley College of Education*

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*Patricia L. Graham, Dean  
Caroline Everington, Associate Dean  
Mark Dewalt, Director of Graduate Studies  
Cindy Johnson-Taylor, Director of Student Academic Services*

## **Mission Statement**

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service. The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in learning, leadership, stewardship, and the communication of ideas.

## **Undergraduate Degree Programs**

- Bachelor of Science in Early Childhood Education  
Certification: PK- 3rd grade
- Bachelor of Science in Elementary Education  
Certification: Grades 2 - 6
- Bachelor of Science in Family and Consumer Sciences  
Specializations: Business/Media, Early Intervention, Youth Issues
- Bachelor of Science in Middle Level Education  
Certification: Grades 5-8
- Bachelor of Science in Physical Education  
Certification: Grades K - 12  
Non-Certification: Athletic Training, Fitness/Wellness
- Bachelor of Science in Special Education  
Mild Disabilities  
Severe Disabilities  
Certification: Grades K - 12
- Bachelor of Science in Sport Management  
with the College of Business Administration

Additionally, the Richard W. Riley College of Education works cooperatively with the College of Visual and Performing Arts and the College of Arts and Sciences to offer a number of approved teacher education programs in the following areas:

Art, Grades K - 12	Music, Grades K - 12
Dance, Grades K - 12	Science, Grades 9 - 12
English, Grades 9 - 12	Biology
Modern Languages, Grades K - 12	Social Studies, Grades 9 - 12
French	History
Spanish	Political Science
Mathematics, Grades 9 - 12	Theatre, Grades K - 12

## **Graduate Degree Programs**

The Richard W. Riley College of Education offers a number of graduate degrees to provide leadership and personnel for schools and human service programs. These graduate degrees include:

- Master of Education in Counseling and Development
- Master of Education in Educational Leadership
- Master of Education in Curriculum and Instruction
- Master of Education in Reading
- Master of Arts in Teaching
- Master of Education in Middle Level Education
- Master of Education in Special Education
- Master of Science in Physical Education

More information concerning the graduate programs can be obtained by writing:

Graduate Director  
Richard W. Riley College of Education 106 Withers/WTS  
Winthrop University  
Rock Hill, South Carolina 29733

## **Accreditations**

The Richard W. Riley College of Education is proud of its accreditations and affiliations. The Teacher Education Program at Winthrop University is accredited by the National Council for Accreditation of Teacher Education (NCATE) for the preparation of early childhood, elementary, middle level, special education, physical education, art, music, dance, theatre, and secondary teachers (Biology, English, Social Studies, Modern Languages, and Mathematics) through the Bachelor's degree. At the graduate level, the Master of Education and the Master of Arts in Teaching degrees are nationally accredited

## RICHARD W. RILEY COLLEGE OF EDUCATION

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 association. Recognition by these agencies assures program quality and affords students who complete teacher preparation at Winthrop University the opportunity to apply for reciprocal accreditations with a majority of states in the nation.

### Instructional Facilities and Special Programs

#### Professional Development Schools

The Richard W. Riley College of Education has formal relationships with six Professional Development Schools:

- Brooklyn Springs Elementary School, Lancaster, SC
- Cotton Belt Elementary School, York SC
- Crowders Creek Complex, Clover, SC
- Great Falls High School, Great Falls, SC
- Riverview Elementary School, Fort Mill, SC
- Sullivan Middle School, Rock Hill, SC

These Professional Development Schools allow the teacher education program to experiment with innovative models of teaching while developing new roles and responsibilities for classroom teachers. Teacher education candidates work with diverse groups of students while guided by teams of teachers and university faculty. Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together.

#### Macfeat Early Childhood Laboratory School

The Macfeat Early Childhood Laboratory School functions as a research laboratory where innovative approaches in early childhood education are investigated. Macfeat provides opportunities to observe and interact with a diverse group of children ages 3 to 5 years in full and half day programs. Macfeat is nationally accredited by the National Association for the Education of Young Children (NAEYC).

#### North Central Mathematics and Science Regional Center

Through an infrastructure of eight regional centers, the Office of Curriculum and Standards in the South Carolina Department of Education provides statewide leadership and services to schools and districts in the areas of mathematics and science. The North Central Mathematics and Science Regional Center works with schools in Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York counties.

#### Instructional Technology Center

The primary function of the Instructional Technology Center is to enhance the knowledge and use of educational technology by Winthrop's faculty and students. The Center is open to students, faculty, and the local public schools as a resource for educational technology needs, curriculum development, and preparation of instructional materials. Selected instructional materials, hardware, and software are available for student use.

#### South Carolina Teaching Fellows Program

The Teaching Fellows Program for South Carolina is funded by the South Carolina General Assembly in an effort to recruit the finest high school graduates to the teaching profession. The Winthrop University Teaching Fellows Program, *New Bridges*, is an innovative program designed to offer students an intensive, coordinated service learning experience in working collaboratively with the local community, business, and school leaders to provide services to Latino children/families and others whose first language is not English. The program began in fall 2002 and admits 25 students a year.

#### The Center for Educator Recruitment, Retention, and Advancement (CERRA)

Formerly known as the South Carolina Center for Teacher Recruitment, the Center for Educator Recruitment, Retention, and Advancement (CERRA) is an ambitious effort by the General Assembly, the state's public and private colleges and universities, education-related agencies, businesses, and the state public school system to recruit and retain a new generation of academically-able classroom teachers. The Center works with over 150 high schools in South Carolina in support of the Teacher Cadet program. In addition, the Center provides a statewide job placement service, coordinates the state's Teaching Fellows Program and National Board Certification efforts, and houses the most current information available on teacher supply and demand.

#### Student Academic Services

Student Academic Services has primary responsibility for coordination of academic advising, placement of practicum students for public school experiences, assignment of all field placements and internships, and all matters pertaining to certification. The office serves as an information center for matters concerning degree programs in the Richard W. Riley College of Education, procedures for admission to teacher education, scholarships, and academic requirements and regulations of the University.

#### The Teacher Education Committee

The faculty at Winthrop University recognize that the preparation of teachers is a university-wide responsibility.

Hence, the various programs for teacher preparation represent a cooperative effort by all academic areas involved in teacher education. This effort is overseen by the Teacher Education Committee (TEC). The TEC is comprised of faculty, students, practitioners, and administrative staff charged with the responsibility of guiding, monitoring, and reviewing all aspects of the Teacher Education Program at Winthrop University.

**Corps of Mentor Teachers**

Accomplished public school teachers are invited to join the Corps of Mentor Teachers, a program for educators who mentor Winthrop teacher candidates. Acceptance into the Corps is based on an application and the completion of EDUC 655, Teacher Leadership: Conversations from the Field. This course is co-taught by Winthrop faculty and P-12 teachers and guides participants to explore their understanding of such issues as creating democratic learning communities, the value of professional collaboration, teacher leadership, educational renewal, the role of the mentors, and the scholarship of teaching.

**Academic Advising**

Academic advising is an integral part of the learning process at Winthrop University. Faculty in the Richard W. Riley College of Education regard academic advising as a major responsibility which enhances teaching and campus life. All students in the College of Education are assigned a faculty adviser. Faculty advisers work with students to review academic goals and explain how course work and field assignments assist them in attaining their personal and professional goals. Students have a responsibility to schedule regular appointments with the faculty adviser. Students can make the most of advising by reading this *Catalog* and being prepared for discussion of academic goals, responsibilities, and requirements.

Additionally, the College provides a full-time academic adviser to assist freshmen and transfer students. After an initial meeting with the academic adviser, a faculty adviser from the student’s chosen discipline of study will be assigned. The Richard W. Riley College of Education’s academic adviser is:

Ms. Rebecca Malambri  
 Student Academic Services  
 144 Withers/WTS  
 (803) 323-4750

Prior to course registration, students are required to have the approval and signature of the faculty adviser. Students may change advisers through a formal request to the appropriate department chair or the Director of Student Academic Services.

**Professional Education Core**

All teacher education students are required to complete a planned sequence of courses and field experiences designed to prepare them for their roles in schools and society. The Professional Education Core is designed around the conceptual framework, **Teacher as Educational Leader**. The curriculum is organized with concepts, themes, stages of development, and numerous competencies to best prepare contemporary educators. The following organizing conceptual statements outline the emphases of the core.

1. *The educational leader strives to improve the human condition through reflective study of human development, learning, and diversity.*
2. *The educational leader possesses an understanding of the historical foundations of schooling and exhibits ethical behavior consistent with the laws and policies governing American education .*
3. *The educational leader employs appropriate curricular decisions to provide effective instruction.*
4. *The educational leader is a skilled teacher able to design, deliver, evaluate, and refine instruction.*
5. *The educational leader serves as an example of a reflective teacher, scholar, communicator, and advocate serving the interests of students and society.*

Students’ progress on each of the organizing concepts is assessed continuously as they move through the conceptual framework’s three stages of development: exploratory, preprofessional, and professional. The three critical points of review are admission to the Teacher Education Program, approval to enter the professional or internship stage, and entry into the profession.

The College of Education is committed to the preparation of educational leaders. To that end, professional dispositions are assessed throughout the program to ensure teacher candidates are meeting the highest standards of the profession.

The professional Core ensures that teacher education students can integrate general content, professional knowledge, and pedagogical knowledge to create meaningful learning experiences for all students. This integrative focus of teacher education sets Winthrop University and its graduates apart from other programs.

By having faculty who hold diverse disciplinary perspectives teach throughout the sequence of courses, the Core encourages students to develop a professionally responsible understanding of the diversity that defines learners and teachers. Within the Core, students engage in supervised practice applying their developing knowledge and skills. All Core courses are housed within the Center for Pedagogy.

The Professional Education Core consists of:

EDUC 110	Teachers, Schools & Society	3
EDUC 210	Nature & Nurturing of Learners I	3
EDUC 250	Nature & Nurturing of Learners II	3
EDUC 275	Integ Tech To Support Teaching & Learning	2
EDUC 310	Working With Excep & Diverse Learners	3
EDUC 390	Core Issues in Teacher Education	3
AREA 391	Principles of Teaching (Content)	3

RICHARD W. RILEY COLLEGE OF EDUCATION

AREA 392	Field Experience in Teaching (Content)	1
EDUC 475	Internship in Reflective Practice	10
EDUC 490	Capstone for Educational Leaders	2
<b>Total Credits</b>		<b>33</b>

**Suggested sequence**

EDUC 110	Freshman year
EDUC 210	Sophomore year - Fall
EDUC 250	Sophomore year - Spring
EDUC 275	Sophomore year
EDUC 310	Junior year
EDUC 390	Senior year - Fall only
AREA 391	Senior year - Fall only
AREA 392	Senior year - Fall only
EDUC 475	Senior - Spring
EDUC 490	Senior year - Spring

*NOTE: The College of Education faculty are continuously reviewing and revising curricula to meet the needs of contemporary schools. Students applying to Winthrop should be alert to curricular changes as they occur and how those changes impact their programs.*

**Admission to the Teacher Education Program**

The Teacher Education Program at Winthrop University may be completed by students enrolled in the Richard W. Riley College of Education, the College of Arts and Sciences, and the College of Visual and Performing Arts. All students seeking to complete the Teacher Education Program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Admission to the Teacher Education Program serves as the first level of assessment under the conceptual framework, **Teacher as Educational Leader**. Admission is granted by the Dean of the Richard W. Riley College of Education who notifies each student upon acceptance into the program. All students seeking admission must meet the following requirements:

1. Attend an information session on admission to Teacher Education during the semester of enrollment in EDUC 110 or during the semester the first education course is taken at Winthrop.
2. Complete a minimum of 45 semester hours, fifteen of which must be completed at Winthrop University.
3. Achieve a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
4. Complete the following core courses with a grade of "C" or better in each course: EDUC 110, 210 and 275.
5. Pass all sections (Reading, Writing and Mathematics) of PRAXIS I.
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,
  - c) an admission essay that documents the student's growth toward becoming an educational leader in a democracy. Students are required to provide examples of how their experiences in general education, core courses, major courses, field experiences, cultural events, service learning, and using technology have prepared them to be well-educated teacher candidates who are committed to and capable of working with diverse and challenging students,
  - d) one to three original pieces of the student's best work from courses taken at Winthrop University that support the admission application.
7. Receive a favorable recommendation from the following:
  - the Director of Student Academic Services
  - an admission committee comprised of faculty from the major and the Center for Pedagogy, and
  - the Dean of Education

**Continuation in the Teacher Education Program**

Candidates admitted to the Teacher Education Program are required to maintain a minimum overall grade point average of 2.75 and must be in good standing within the University community. Candidates must submit a field experience application the spring before they begin AREA 392.

**Requirements for Entry into the Professional Stage**

All teacher education candidates seeking to complete the Professional (Internship) stage of the Teacher Education Program must meet all requirements before being allowed to enroll in EDUC 475 - Internship in Reflective Practice and EDUC 490 - Capstone for Educational Leaders. Approval to enter the Professional Stage serves as the second level of assessment under the conceptual framework, Teacher as Educational Leader. Approval is granted by the Director of Student Academic Services after candidates have met all the following requirements:

1. Submission of an internship application to Student Academic Services.
2. Completion of a minimum of 110 semester hours.
3. Minimum cumulative GPA of 2.75 for coursework completed at Winthrop.



4. Completion of the following core courses with a grade of "C" or better in each course: EDUC 310 and 390.
5. Grade of "C" or better in courses designated by the candidate's program area.
6. Completion of all required courses as specified by faculty in the major.
7. Competency review indicating satisfactory completion of (a) required Work Samples in designated program area methods courses and Core education classes and (b) satisfactory Field Experience Midterm and Final Evaluations.
8. Completed disclosure statement regarding criminal or unethical conduct.
9. Signed recommendations from:
  - Faculty Adviser
  - Department Chair in the candidate's major and/or Program Area designee
  - Director of the Center for Pedagogy

*NOTE: Before beginning full-time internship in the state of South Carolina, a teacher education candidate must obtain a clear fingerprint/FBI check.*

#### **Program Completion from the Teacher Education Program**

To exit the program, teacher education candidates must meet all degree requirements as well as the following requirements:

1. Successful completion of a minimum of 124 semester hours with a minimum GPA of 2.75.
2. Passage of EDUC 475, Internship in Reflective Practice, and EDUC 490, Capstone for Educational Leaders.
3. Completion of the Praxis II tests in the candidate's content area.
4. Successful completion of a competency review by the program area committee in which the following documents are reviewed: Internship Midterm and Final Evaluations, Scored Rubrics for the Capstone Unit Work Sample and the Senior file, and Teacher Education Professional Dispositions and Skills Form(s).
5. Signed recommendation by the following members of the program area committee: program area designee, department chair in the major, and the university internship supervisor.

#### **Appeals**

Any student wishing to appeal an admission decision, a program requirement, an internship placement issue, or a certification recommendation issue must make such an appeal in accordance with the policies and procedures established by the Teacher Education Committee (TEC). Students must obtain a "Petition For Exception" form from Student Academic Services. Petitions must be completed with accurate information and include supporting documentation such as a transcript, current course schedule, letters of support, and other appropriate documentation. Students are strongly urged to develop their petitions with the direct assistance of their faculty advisers. All petitions must be signed by the student, the student's adviser, and the department chair of the student's major area. The completed petition is submitted to Student Academic Services. The Petitions Committee, a subcommittee of the TEC, reviews the appeal from the student, makes a recommendation to the TEC, which in turn makes a recommendation to the Dean of the Richard W. Riley College of Education. Students are then notified in writing of the Dean's decision within thirty working days.

In special circumstances and when recommended by the department chair, the Dean may grant a one-time waiver of a restriction in order for a student to continue coursework in a timely manner.

#### **Professional courses restricted to students admitted to the Teacher Education Program**

No teacher education candidate will be allowed to register for the following courses without formal admission to the Teacher Education Program.

Area 392	Field Experience in Teaching Content Area
ARTE 391	Principles of Teaching Art
ARTE 547	Art for Classroom Teachers
ARTE 548	Curriculum Development in Art Education
ARTE 549	Foundations of Art Education
ARTE 550	Principles of Teaching Art
DANT 391	Principles of Teaching Dance
EDCI 305	Introduction to the Middle School
EDCI 315	Developmental Aspects of Middle Level Learners
EDCI 325	Content Literacy for Middle Level Learners
ECED 333	Creative Activities for Young Children
ECED 432	Teaching Math in Early Childhood Education
ECED 433	Teaching Science in Early Childhood Education
ECED 391	Prin of Teaching Early Childhood Education
EDUC 310	Working With Exceptional & Diverse Learners
EDUC 390	Core Issues in Teacher Education
EDUC 475	Internship in Reflective Practice
EDUC 490	Capstone for Educational Leaders
ELEM 341	Teaching Social Studies in Elementary School
ELEM 391	Principles of Teaching Elementary Education
ELEM 431	Teaching Science in Elementary School
ELEM 436	Teaching Math in Elementary School
ENGL 391	Principles of Teaching English

RICHARD W. RILEY COLLEGE OF EDUCATION

HLTH 303	Health Education
MAED 391	Principles of Teaching Mathematics
MAED 548	Secondary Math Curriculum & Pedagogy Issues
MLAN 391	Principles of Teaching Modern Language
MUST 315	Music for the Classroom Teacher
MUST 548	Principles of Teaching Music in Elementary Schools
MUST 549	Principles of Teaching Music in Secondary Schools
MUST 590	Principles of Teaching Music: Elementary
MUST 591	Principles of Teaching Music: Secondary
PHED 348	PE Curr & Method for Young Child Grades K-3
PHED 349	PE Curr & Meth for Inter or Middle School
PHED 369	Instructional Lab
PHED 391	Prin of Teaching PE, Curr & Meth, Grades 8-12
PHED 394	Field Experience
READ 461	Intro to Teaching Reading in the Elementary School
READ 510	Literature for Children
READ 541	Reading in the Secondary School
READ 561	Teaching Basic Reading Skills
READ 562	Teach Basic Reading Skills in Mid & Secondary Schools
READ 571	Diagnostic & Prescriptive Teach of Reading
SCIE 391	Principles of Teaching Science
SCST 391	Principles of Teaching Social Studies
SPED 391	Assessment
SPED 555	Career & Voc Ed for the Exceptional Learner
SPED 561	Chara of Child with Learning Disabilities
SPED 562	Educ Proc for Learning Disabilities
SPED 575	Teaching Students with Severe Disabilities
SPED 582	Mental Retardation
SPED 583	Children with Behav & Emotional Problems
SPED 585	Effective Teaching: Mild Disabilities
THED 391	Principles of Teaching Theatre

**Teacher Certification Additional Requirement**

Within General Education requirements, teacher education candidates must select one course from Multicultural Perspectives. See pages 38-39 for the current approved list.

**PRAXIS II Series**

The PRAXIS II Series content area examinations are required for graduation of all candidates in the teacher education program. (Testing information is available from Student Academic Services, 144 Withers.)

For current Title II information on the performance of Winthrop's teacher education majors and minors on the PRAXIS II series examinations, please refer to the Richard W. Riley College of Education web page: <http://coe.winthrop.edu/title2>.

**Faculty**

**Professors**

Carol S. Anfin  
Charles J. Bowers  
Steveda Chepko, *Chair*,  
*Department of Health and Physical Education*  
Mark Dewalt, *Director, Graduate Studies*  
Caroline Everington, *Associate Dean*  
Patricia L. Graham, *Dean*  
Betty Lou Land  
Terry L. Norton  
Johnny Sanders, Jr.  
Jonatha W. Vare, *Director, Center for Pedagogy*  
Peggy P. Whiting

**Associate Professors**

Rebecca Evers  
Susan Green  
Richard C. Ingram  
Marshall G. Jones  
Sue Peck, *Chair*,  
*Department of Curriculum and Instruction*  
Linda Schoonmaker

Everett Stallings  
Sandra Wilson

**Assistant Professors**

Alex J. Angulo  
Barbara Blackburn  
Ida Chauvin  
Rachel Collopy  
Wendy Dover  
Christine Ferguson  
Shelley Hamill  
Mel Horton  
Lisa Johnson  
Cindy Johnson-Taylor,  
*Director, Student*  
*Academic Services*  
Linda Kight-Winter  
Curt C. Laird  
Carol Marchel  
Mary Martin  
Christine Maxwell  
Alice J. McLaine

Carol McNulty  
Mark Mitchell  
Nakia Pope  
Elke Schneider  
Sue Spencer  
David Vawter  
Bradley Witzel

**Instructors**

Lisa Harris, *Director, Instructional*  
*Technology Center*  
Danella Kasperek  
Rebecca O. Malambri  
Suzanne Okey  
Beth Peters  
Roberta Polizzotto  
Anita Sanders  
Mary F. Watson

**Teacher in Residence**

Elaine Young

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>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
EDUC 275*	Integ Tech to Support Teaching & Learning	0
<b>Oral Communication</b>		
ECED 391*~	Teaching Social Studies in ECED	0
<b>Logic/Language/Semiotics</b>		
MATH 291*	Basic Number Concepts for Teachers	3
MATH 292*	Number, Meas, and Geometry Concepts for Teachers	3
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 101	Human Geography	3
<b>Historical Perspectives</b>		
HIST 211, 212 or 308	United States History or American Ethnic History	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
SOCL 101 or 201 or ANTH 201	Prin of Sociology or Cultural Anthropology	3
PSLC 201 or ECON 103	American Govt or Intro to Pol Econ	3
<b>Humanities and Arts</b>		
ARTE 547~	Art for Classroom Teachers	3
MUST 315~	Music for the Classroom Teacher	3
ENGL Literature	See approved list	3
<b>Natural Science</b>		
PHYS 250/251	Matter and Energy/Lab	4
GEOL 250/251	Earth and Space Systems/Lab	4
BIOL 150/151	Elements of Living Systems/Invest into Living Sys	4
<b>Intensive Writing</b>		
READ 322	Elementary and Middle School Lang Arts Lab	0
<b>Professional Education Sequence</b>		
EDUC 110*	Teachers, Schools & Society	3
EDUC 210*	Nature & Nurturing of Learners I	3
EDUC 250*	Nature & Nurturing of Learners II	3
EDUC 275*	Integ Tech to Support Teaching & Learning	2
EDUC 310*~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
ECED 109*	Management and Supervision Childcare Centers	2
ECED 332*	Introduction to Early Childhood Education	3
ECED 333*~	Creative Activities for Young Children	3
ECED 391*~	Teaching Social Studies in ECED	3
ECED 392*~	Field Experiences in ECED	1
ECED 432*~	Teaching Mathematics in ECED	3
ECED 433*~	Teaching Science in ECED	3
EDCI 331*	Community Connections for Families	3
EDCI 336*	Young Children: Insuring Success	3
PHED 203	Developmental Movement for Young Children	3
READ 321*	Elementary & Middle School Language Arts	3
READ 322*	Elementary and Middle School Lang Arts Lab	1
READ 461~	Intro to Teach Reading in the Elementary School	3
READ 510~	Literature for Children	3
<b>Electives</b>		<b>6</b>
<b>Total hours</b>		<b>124</b>

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

~Restricted to students admitted to the Teacher Education program

**Bachelor of Science in 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>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
EDUC 275**	Integ Tech to Support Teaching & Learning	0
<b>Oral Communication</b>		
ELEM 391	Prin of Teaching Elem School: Grades K-6	0
<b>Logic/Language/Semiotics</b>		
MATH 291* and 292*	Basic Number Concepts; Num, Msmt, Geom for Teachers	6
MATH 393*	Algebra, Data Analysis, & Geom Concepts for Teachers	3
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 101*	Human Geography	3
<b>Historical Perspectives</b>		
HIST 211*, 212* or 308*	United States History or American Ethnic History	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
SOCL 201* & ANTH 201*	Prin of Sociology & Cult Anthropology	6
PSLC 201* or ECON 103*	American Govt or Intro to Pol Econ	3
<b>Humanities and Arts</b>		
ARTE 547	Art for Classroom Teachers	3
MUST 315	Music for the Classroom Teacher	3
THRT 350	Theatre & Dance for the Classroom Teacher	2
<b>Natural Science</b>		
PHYS 250*/251*	Matter and Energy/Lab	4
GEOL 250*/251*	Earth and Space Systems/Lab	4
BIOL 150*/151*	Elements of Living Systems/Invest into Living Sys	4
GEOL 210, GEOL 220, PHYS 253, BIOL 101 or 106		3
<b>Intensive Writing</b>		
READ 322**	Elementary and Middle School Lang Arts Lab	0
<b>Professional Education Sequence</b>		
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Nature & Nurturing of Learners I	3
EDUC 250**	Nature & Nurturing of Learners II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
ELEM 293	Lab Experiences in Public School	3
ELEM 341**~	Teach Social Studies in the Elementary School	3
ELEM 391~	Prin. of Teaching Elem School: Grades K-6	3
ELEM 392~	Field Experience in Teaching Elem	1
ELEM 431**~	Teach Science in Elementary School	3
ELEM 436**~	Teaching Math in the Elementary School	3
ENGL literature elective		3
HLTH 303~	Health Education	2
PHED 261	Movement & Fit Act for Teach of Child Ages 6-12	1
READ 321**	Elementary & Middle School Language Arts	3
READ 322**	Elementary and Middle School Lang Arts Lab	1
READ 461**~	Intro to Teach Reading in the Elementary School	3
READ 510**~	Literature for Children	3
READ 571**~	Diagnostic & Prescriptive Teach of Read	3
<b>Total</b>		<b>124</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

~Restricted to students admitted to the Teacher Education program



RICHARD W. RILEY COLLEGE OF EDUCATION--MIDDLE LEVEL EDUCATION  
**Bachelor of Science in Middle Level Education**  
**English/Language Arts and Math**

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in two separate content areas. Each student will have a teacher preparation program in English/Language Arts and then may choose one of three areas: math, science or social studies. Due to the complexity of this degree, its content areas, general education requirements, and lack of electives, students are urged to **always receive prior approval from their advisors 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>Writing and Critical Thinking</b>		
WRIT 101 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>		
CTQR 150	Quantitative Methods in Critical Thinking	0
<b>Technology</b>		
EDUC 275	Integ. Tech to Support Teaching & Learning	0
<b>Oral Communication</b>		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	0
<b>Logic/Language/Semiotics</b>		
MATH 103	Algebra & Trigonometry	0
One semester of foreign language		3-4
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
ENGL 207 (Global)	Major World Authors	0
ENGL 302 (Historical)	The Development of Modern English	0
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Sciences</b>		
PLSC 201	American Government	3
Consult advisor and list		3
<b>Humanities and Arts</b>		
ENGL 203	Major British Authors	0
ENGL 211	Major American Authors	0
Consult advisor and list		3
<b>Natural Science</b>		
Consult advisor and list		7
<b>Intensive Writing</b>		
WRIT 350	Introduction to Composition Theory & Pedagogy	0
<b>Constitution Requirement</b>		
PLSC 201	American Government	0
<b>Professional Education Sequence</b>		
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Nature & Nurturing of Learners I	3
EDUC 250**	Nature & Nurturing of Learners II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
EDCI 305	Introduction to the Middle School	3
EDCI 315	Developmental Aspects of Middle Level Learners	3
EDCI 325	Content Literacy for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
<b>Content Concentrations</b>		
<b>English/Language Arts</b>		
ENGL 203	Major British Authors	3
ENGL 207	Major World Authors	3
ENGL 211	Major American Authors	3
ENGL 302	The Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Read	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3

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

Choose one:		3
ENGL 300	Approaches to Literature	
ENGL 305	Shakespeare	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 518	African American Literature	
ENGL 519	Adolescent Literature	3
<b>Required Methods</b>		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	3
Mathematics		<b>25</b>
CTQR 150	Quantitative Methods in Critical Thinking	3
MATH 103, MATH 201, MAED 200	Algebra & Trig, Calculus I, Intro to Mathematica	7-8
OR		
MATH 201, MAED 200 and one of the following: MATH 202, MATH 301H, MATH 261		
MATH 546	Applied Statistics for the Sciences	3
MATH 291, MATH 292, MATH 393		9
<b>Required Methods</b>		
MAED 391	Principles of Teaching Mathematics	3
Elective		0-1
<b>Total</b>		<b>124</b>

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

~Restricted to students admitted to the Teacher Education program

**Bachelor of Science in Middle Level Education  
English/Language Arts and Science**

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in two separate content areas. Each student will have a teacher preparation program in English/Language Arts and then may choose one of three areas: math, science or social studies. Due to the complexity of this degree, its content areas, general education requirements, and lack of electives, students are urged to **always receive prior approval from their advisers before enrolling in any course.**

<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 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>		
CTQR 150	Quantitative Methods in Critical Thinking	0
<b>Technology</b>		
EDUC 275	Integ. Tech to Support Teaching & Learning	0
<b>Oral Communication</b>		
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	0
<b>Logic/Language/Semiotics</b>		
MATH elective		0
One semester of foreign language		3-4
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		
GNE 102	The Human Experience: Who Am I?	3
ENGL 207 (Global)	Major World Authors	0
ENGL 302 (Historical)	The Development of Modern English	0
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Sciences</b>		
PLSC 201	American Government	3
Consult adviser and list		3
<b>Humanities and Arts</b>		
ENGL 203	Major British Authors	0
ENGL 211	Major American Authors	0
Consult adviser and list		3
<b>Natural Science</b>		
Required Science Program		0
<b>Intensive Writing</b>		
WRIT 350	Introduction to Composition Theory & Pedagogy	0

<b>Constitution Requirement</b>		
PLSC 201	American Government	0
<b>Professional Education Sequence</b>		<b>39</b>
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Nature & Nurturing of Learners I	3
EDUC 250**	Nature & Nurturing of Learners II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
EDCI 305	Introduction to the Middle School	3
EDCI 315	Developmental Aspects of Middle Level Learners	3
EDCI 325	Content Literacy for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
<b>Content Concentrations</b>		
<b>English/Language Arts</b>		<b>30</b>
ENGL 203	Major British Authors	3
ENGL 207	Major World Authors	3
ENGL 211	Major American Authors	3
ENGL 302	The Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Read	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
Choose one:		3
ENGL 300	Approaches to Literature	
ENGL 305	Shakespeare	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 518	African American Literature	
ENGL 519	Adolescent Literature	3
ENGE 391	Princ of Teaching Engl in Mid & Secon Schools	3
<b>Sciences</b>		<b>30</b>
<b>Basic Concentration</b>		<b>8</b>
Select one of the following sequences:		
BIOL 150/151 and BIOL 205 or 206	Elements of Living Systems, Gen Botony, Gen Zoology	
CHEM 105/107 and CHEM 106/108	General Chemistry I & II	
PHYS 201 and 202	General Physics I & II	
GEOL 110/113 and GEOL 210/211	Physical Geology, Historical Geology	
<b>Additional Basics</b>		<b>15</b>
Select three or four from the following list. All must be different from the Basic Concentration.		
CHEM 105/107	General Chemistry I	
PHYS 201	General Physics I	
GEOL 110/113	Physical Geology	
BIOL 150/151	Elements of Living Systems	
PHYS 253	Astronomy	
<b>Science Electives</b>		<b>4</b>
Select four additional hours from the following list:		
ANTH 202	Intro to Biological Anthropology	
BIOL 205	General Botony	
BIOL 206	General Zoology	
CHEM 106/108	General Chemistry II	
GEOL 210/211	Historical Geology	
GEOL 220	Oceanography	
PHYS 202	General Physics II	
A BIOL course above 299		
A CHEM course above 299		
A GEOL course above 299		
A PHYS course above 299		
<b>Required Methods Course</b>		
SCIE 391	Principles of Teaching Science	3
<b>Total</b>		<b>130</b>

\*\*A grade of C or better must be earned and this course cannot be taken as S/U  
 ~Restricted to students admitted to the Teacher Education program

**Bachelor of Science in Middle Level Education**  
**English/Language Arts and Social Studies**

This degree is designed for students who wish to teach in middle schools. The curriculum of the degree prepares the middle level educator to teach in two separate content areas. Each student will have a teacher preparation program in English/Language Arts and then may choose one of three areas: math, science or social studies. Due to the complexity of this degree, its content areas, general education requirements, and lack of electives, students are urged to **always receive prior approval from their advisers before enrolling in any course.**

<b>General Education</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 and CRTW 201	Composition; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
EDUC 275	Integ. Tech to Support Teaching & Learning	0
<b>Oral Communication</b>		
ENGE 391	Prin of Teaching Engl in Middle & Second Schools	0
<b>Logic/Language/Semiotics</b>		
One semester of foreign language		
Consult adviser and list		6
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
ENGL 207 (Global)	Major World Authors	0
HIST 212	US History since 1877	0
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Sciences</b>		
PLSC 201 or 202	American Govt, State & Local Govt	0
GEOG 101	Human Geography	0
<b>Humanities and Arts</b>		
ENGL 203	Major British Authors	0
ENGL 211	Major American Authors	0
HIST 101	World Civilizations to 1500	0
<b>Natural Science</b>		
Consult adviser and list		7
<b>Intensive Writing</b>		
WRIT 350	Introduction to Composition Theory & Pedagogy	0
<b>Constitution Requirement</b>		
HIST 211/212	US History to 1877/US History since 1877	0
<b>Professional Education Sequence</b>		<b>39</b>
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Nature & Nurturing of Learners I	3
EDUC 250**	Nature & Nurturing of Learners II	3
EDUC 275**	Integ. Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390*~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
EDCI 305	Introduction to the Middle School	3
EDCI 315	Developmental Aspects of Middle Level Learners	3
EDCI 325	Content Literacy for Middle Level Learners	3
EDCI 392	Field Experiences in Middle Level Education	1
<b>Content Concentrations</b>		
<b>English/Language Arts</b>		<b>30</b>
ENGL 203	Major British Authors	3
ENGL 207	Major World Authors	3
ENGL 211	Major American Authors	3
ENGL 302	The Development of Modern English	3
ENGL 303	Grammar	3
READ 321 or 461	Elem & Mid School Lang Arts/Intro to Teaching Read	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3

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

Choose one:		3
ENGL 300	Approaches to Literature	
ENGL 305	Shakespeare	
ENGL 317	The Short Story	
ENGL 330	Women and Literature	
ENGL 370	Literature and Film	
ENGL 518	African American Literature	
ENGL 519	Adolescent Literature	3
<b>Required Methods</b>		
ENGE 391	Prin of Teaching Engl in Middle & Second Schools	3
<b>Social Studies</b>		<b>30</b>
HIST 101	World Civilizations to 1500	3
HIST 102	World Civilizations since 1500	3
HIST 211	US History to 1877	3
HIST 212	US History since 1877	3
HIST 505	History of South Carolina	3
PLSC 201 or 202	American Govt, State & Local Govt	3
ECON 215 or 216	Princ of Microeconomics, Prin of Macroeconomics	3
GEOG 101	Human Geography	3
<b>Select one from the following list:</b>		3
SOCL 101	Social Problems & Social Policy	
SOCL 201	Prin of Sociology	
ANTH 201	Intro to Cultural Anthropology	
ANTH 203	Intro to Language & Culture	
<b>Required Methods</b>		
SCST 391	Principles of Teaching Social Studies	3
<b>Total</b>		<b>125</b>

*\*\*A grade of C or better must be earned and this course cannot be taken as S/U  
 ~Restricted to students admitted to the Teacher Education program*



**Bachelor of Science in Physical Education - Teacher Certification**

		<b>Semester Hours</b>
<b>General Education</b>		
ACAD 101	Principles of the Learning Academy	1
<b>Critical Skills</b>		<b>15-24</b>
<b>Writing and Critical Thinking</b>		
WRIT 101, CRTW 201	Composition, Critical Reading, Thinking & Writing	6
<b>Quantitative Skills</b>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
EDUC 275	Integ Tech to Support Teaching & Learning	0
<b>Oral and Expressive Communication</b>		
SPCH 201	Public Speaking	0
<b>Logic/Language/Semiotics</b>		
CSCI 101	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		<b>9</b>
GNED 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	Select from approved list	3
<b>Historical Perspectives</b>	Select from approved list	3
<b>Developing Critical Skills and Applying Them to Disciplines</b>		<b>25</b>
<b>Social Science</b>	See approved list	6-9
PSYC 101	General Psychology	3
HIST 211 or ECON 103	Met in another area	0
<b>Humanities and Arts</b>	See approved list	<b>6-9</b>
<b>Natural Science</b>		<b>7</b>
BIOL 307	Human Anatomy	4
Physical/Earth Science		3
<b>Intensive Writing</b>		0-3
PHED 381	Philosophy & Princ of Human Movement	0
<b>Constitution Requirement</b>		0-3
HIST 211 OR ECON 103	US History to 1877, Intro to Political Economy	3
<b>Physical Education Core</b>		<b>19-21</b>
HLTH 300	Personal & Comm Health	3
PHED 101	Intro to Physical Education	3
PHED 242	Motor Learning & Control	3
PHED 361/224	First Aid,CPR or Lifeguarding	1-2
PHED 381	Principles & Phil of Human Movement	3
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology	3
Passage of swimming proficiency test or a swimming class		0-1
<b>Teacher Certification Sub Core</b>		<b>61</b>
EDUC 110	Teachers, Schools, & Society	3
EDUC 210	Nature & Nurturing of Learners I	3
EDUC 250	Nature & Nurturing of Learners II	3
EDUC 275	Integrating Tech to Support Teach & Learn	2
EDUC 310	Working with Exceptional & Div Learners	3
EDUC 390	Core Issues in Teacher Ed	3
EDUC 475	Internship in Reflective Practice	10
EDUC 490	Capstone for Ed Leaders	2
HLTH 234	Strat for Teaching Health K-12 Educ	3
PHED 112	Movement Concepts	2
PHED 150	Skill Themes, Concepts, Nat'l Standards	2
PHED 202	Concepts of Fitness & Exercise	2
PHED 290	Assessment in Phys Ed	2
PHED 303	Teaching Aerobic Activity	1
PHED 348	Phys Ed Curr & Methods K-5	3
PHED 350	Phys Ed & Rec for Indiv With Disabilities	3
PHED 369	Instructional Lab	1
PHED 391	Prin of Teaching PE Curr & Methods 6-12	3
PHED 394	Field Experience in Teaching Phys Ed	1
Activity Credits		9
<b>Total</b>		<b>127-130</b>

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

1. A "C" or better in PHED 101 and EDUC 110.
2. Take the PRAXIS I examination. A passing score will not be required on PRAXIS I until the teacher candidate applies for formal admission into the College of Education.
3. Complete an application for Continuation in the Teacher Certification program.

In addition to the above requirements, all requirements must be met for initial admission to the Richard W. Riley College of Education. Teacher candidates must have successfully completed BIOL 307 before admission to Teacher Education will be granted.

**Bachelor of Science  
Physical Education - Athletic Training Education Program (ATEP)**

<b>General Education</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	Composition	3
CRTW 201	Critical Reading, Thinking & Writing	3
<b>Quantitative Skills</b>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
CSCI 101	Intro to Comp & Info Processing	0-3
<b>Oral and Expressive Communication</b>		0-3
SPCH 201	Public Speaking	
<b>Logic/Language/Semiotics</b>		
CSCI 101	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	Select from approved list	3
<b>Historical Perspectives</b>		
HIST 211	US History to 1877	3
<b>Developing Critical Skills and Applying Them to Disciplines</b>		<b>22-28</b>
<b>Social Science</b>	See approved list	<b>3-6</b>
PSYC 101	General Psychology	3
<b>Humanities and Arts</b>		6-9
Electives	Must have at least 2 different designators	9
<b>Science</b>		7
BIOL 307	Human Anatomy	4
PHYS OR CHEM		3
<b>Intensive Writing</b>		<b>0-3</b>
PHED 381	Principles & Phil of Human Movement	
<b>Constitution Requirement</b>		0-3
HIST 211	US History to 1877	
<b>Physical Education Core</b>		<b>19-21</b>
HLTH 300	Personal & Comm Health	3
PHED 101	Intro to Physical Education	3
PHED 242	Motor Learning & Control	3
PHED 361/224	First Aid,CPR or Lifeguarding	1-2
PHED 381	Principles & Phil of Human Movement	3
PHED 382	Kinesiology	3
PHED 384	Exercise Physiology	3
Passage of swimming proficiency test or a swimming class		0-1
<b>Athletic Training Sub Core (58 hours)</b>		
BIOL 150	Elements of Living Systems	3
BIOL 308	Human Physiology	4
PHED 111	Orientation to Athletic Training	1
PHED 211	Clinical Experience in Ath Training I	1
PHED 212/212L	Found of Ath Training & Lab	3
PHED 311	Clinical Exper in Ath Training	1
PHED 338/338L	Asses of Ath Inj & Illness: Lower Extrem	3
PHED 339/339L	Asses of Ath Inj & Illness: Upper Extrem	3
PHED 363	Medical Aspects of Sport & Related Inj	3

RICHARD W. RILEY COLLEGE OF EDUCATION--PHYSICAL EDUCATION

PHED 465	Strength Training & Conditioning	1
PHED 480	Exercise Testing & Prescription	3
PHED 496B	Administrative Aspects of Ath Training	3
PHED 497	Clinical Exper in Ath Training III	1
PHED 498	Clinical Exper in Ath Training IV	1
PHED 499	Clinical Exper in Ath Training V	1
PHED 500	Clinical Exper in Ath Training VI	1
PHED 548	Psychology of Sport & Phys Activity	3
PHED 563/563L	Therapeutic Modalities for Athletic Training	3
PHED 564/564L	Assess of Ath Inj & Ill: Head, Trunk, & Spine	3
PHED 565/565L	Therapeutic Exer & Rehab for Ath Training	3
NUTR 221	Food & Nutrition	3
NUTR 520	Sports Nutrition	3
HLTH 501	Substance Abuse Education	3
<b>Electives</b>		<b>4</b>
<b>Total</b>		<b>124-127</b>

### ATHLETIC TRAINING EDUCATION PROGRAM APPLICATION PROCESS

All students seeking to complete the Clinical Stage of the WU-ATEP must meet all admission requirements and be formally admitted before they are allowed to enroll in the advanced clinical experience courses.

Transfer students must request a review of their transcripts. Appropriate transfer courses will be accepted if deemed equivalent by Winthrop University admissions and academic personnel. Transfer students who are admitted into the WU-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 WU-ATEP. The WU-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 WU-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 H&PE core.
3. Complete the following Athletic Training core courses with a grade of "B" or better in each course: PHED 111, PHED 212 & 212L, PHED 361.
4. Complete BIOL 307 with a grade of "C" or better.  
– application can be made during the semester of enrollment in BIOL 307; a final positive admission decision will not be made until the course is completed.
5. Complete a minimum of 75 hours of directed observation with ATCs. At least 25 of the hours must be done in an athletic training setting outside of Winthrop University.
6. Submit an Application for Admission to the Athletic Training Education Program to the Program Director (PD) that includes:
  - a. official transcripts from all institutions of higher education attended.
  - b. WU-ATEP application form.
  - c. an admission essay that documents the student's growth toward becoming an allied health professional.
  - d. two letters of recommendation, one should be from an ATC.
  - e. log which documents 75 observation hours.
7. Undergo a standardized interview with the Admission Selection Committee comprised of the Program Director, Clinical Coordinator, Winthrop University Head Athletic Trainer, Winthrop University Assistant Athletic Trainer, one off-campus ACI, and two current athletic training students.

Only students who meet requirements 1-3 are allowed to submit applications for admission into the WU-ATEP. When a student has completed the application process, the Admission Selection Committee will accept or reject the candidate's application. Students are notified by U.S. Mail regarding the outcome of their application.

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

1. Submit a letter of appeal to the PD and the Chair of H&PE. 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 H&PE 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 PD regarding the decision on the student's status.
5. All Appeals Committee decisions remain confidential and final.

**Bachelor of Science in Physical Education - Fitness/Wellness**

<b>General Education</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	Composition	3
CRTW 201	Critical Reading, Thinking & Writing	3
<b>Quantitative Skills</b>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
CSCI 101	Intro to Comp & Info Processing	0-3
<b>Oral and Expressive Communication</b>		0-3
SPCH 201	Public Speaking	
<b>Logic/Language/Semiotics</b>		
CSCI 101	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		
GNEP 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>	Select from approved list	3
<b>Historical Perspectives</b>		
HIST 211	US History to 1877	3
<b>Developing Critical Skills and Applying Them to Disciplines</b>		<b>22-28</b>
<b>Social Science</b>	Select from approved list	3-6
PSYC 101	General Psychology	3
<b>Humanities and Arts</b>		<b>6-9</b>
DANA		3
Electives	Must have at least 2 different designators	3-6
<b>Science</b>		7
BIOL 307	Human Anatomy	4
Physical/Earth Science		3
<b>Intensive Writing</b>		<b>0-3</b>
PHED 381	Principles & Phil of Human Movement	
<b>Constitution Requirement</b>		0-3
HIST 211	US History to 1877	
<b>Physical Education Core</b>		<b>19-21</b>
HLTH 300	Personal & Comm Health	3
PHED 101	Intro to Physical Education	3
PHED 242	Motor Learning & Control	3
PHED 361/224	First Aid,CPR or Lifeguarding	1-2
PHED 381	Principles & Phil of Human Movement	3
PHED 382	Kinesiology	3
PHED 384	Exercise Pphysiology	3
Passage of swimming proficiency test or a swimming class		0-1
<b>Fitness/Wellness Sub core</b>		<b>46</b>
BIOL 308	Human Physiology	4
DANA 244	Survey of Recreational Dance Forms	1
NUTR 221	Food & Nutrition	3
PHED 264	Fitness/Wellness Careers Lab	1
PHED 223	Group Facilitation & Leadership	2

RICHARD W. RILEY COLLEGE OF EDUCATION--PHYSICAL EDUCATION

PHED 266	Yoga	1
PHED 267	Weight Training	1
PHED 303	Teaching Aerobic Activities	1
PHED 320	Weight Control Through Diet & Exercise	2
PHED 395	Fitness/Wellness Program App	1
PHED 465*	Strength & Conditioning Certification	2
PHED 476*	Facilities Management & Design	3
PHED 480*	Exercise Testing & Prescription	3
PHED 495A*	Internship: Fitness/Wellness	12
PHED 496A*	Seminar in Fitness/Wellness Lead	1
PHED 548*	Psychology of Sport & Physical Activity	3
SPMA 235	Event Management	3
PHED 510*	Fiscal Mgmt of Fit & Athl Programs	3
<b>FITNESS/WELLNESS--Select from the list below:</b>		<b>8-9</b>
HLTH 500	Contemporary Health Problems	3
HLTH 501	Substance Abuse Education	3
EDUC 210	Nature & Nurturing of Learners I	3
EDUC 250	Nature & Nurturing of Learners II	3
PHED 307	Outdoor Education: Theory & Practice	2
PHED 379	Advanced Based Experiential Education	3
PHED 482	Effective Leadership in Outdoor Education	3
<b>FITNESS/WELLNESS--Select from the list below:</b>		<b>3-4</b>
(If 8 hours were completed above than 4 hours must be completed from the list below.)		
PHED 113	Disc Games	1
PHED 114	Mountain Biking	1
PHED 204 OR 207	Snow Skiing	1
PHED 224 OR 225	Lifeguarding Or Water Safety Instruction	1
PHED 226	Scuba Diving	1
PHED 245	Water Aerobics	1
PHED 246	Aerobic Walking	1
PHED 253	Basic Training	1
PHED 257	Cardio Kick	1
PHED 265	Aerobic Dance	1
PHED 282	Rock Climbing	1
<b>Total</b>		<b>124-126</b>

\*Students enrolled in the Bachelor of Science in Physical Education with a concentration in Fitness/Wellness may not enroll in these courses unless they have at least a 2.25 grade-point average, completed 54 credit hours, a grade of C or better in PHED 101, and have completed both BIOL 307 and 308. Transfer students who need BIOL 307 and 308 and meet all other requirements will be permitted to take these courses during their first and second semester at Winthrop. If, during the first year of coursework at Winthrop, they do not complete BIOL 307 and 308, they will not be permitted to take PHED 495A or PHED 496A until the biology sequence is successfully completed.

**Bachelor of Science - Sport Management**

<b>General Education</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	Composition	3
CRTW 201	Critical Reading, Thinking & Writing	3
<b>Quantitative Skills</b>		
MATH 105 (MATH 101 if needed)	Calculus for Managerial & Life Sciences	3
<b>Technology</b>		
CSCI 101	Intro to Comp & Info Processing	0-3
<b>Oral and Expressive Communication</b>		
SPCH 201	Public Speaking	0-3
<b>Logic/Language/Semiotics</b>		
CSCI 101	Intro to Comp & Info Processing	3
SPCH 201	Public Speaking	3
<b>Skills for a Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3



<b>Global Perspectives</b>	Select from approved list	3
<b>Historical Perspectives</b>	Select from approved list	3
<b>Developing Critical Skills and Applying Them to Disciplines</b>		<b>22-28</b>
<b>Social Science</b>		
ECON 103	Introduction to Political Economy	3
PSYC 101	General Psychology	3
Elective		0-3
<b>Humanities and Arts</b>	Must have at least 2 different designators	6-9
<b>Science</b>	See approved list. Must have at least 2 different designators from 2 different areas.	7
<b>Intensive Writing</b>		
PHED 381	Principles & Phil of Human Movement	0-3
<b>Constitution Requirement</b>		
ECON 103	Introduction to Political Economy	0-3
<b>Additional Requirements</b>		<b>78</b>
ACCT 280	Managerial Accounting	3
BADM 510	Sport Law	3
FINC 410	Sport Budget & Finance	3
MGMT 321	Principles of Management	3
MGMT 422	Human Resources Management	3
MTKG 380	Principles of Marketing	3
MTKG 383	Professional Sales & Marketing	3
MTKG 484	Sport Marketing	3
PHED 325	Sport Governance & Ethics	3
PHED 381*	Principles & Phil of Human Movement	3
PHED 476	Facilities Management & Design	3
PHED 525	Risk Management In Physical Activity & Sport	3
PHED 548	Psychology of Sport	3
SPMA 101	Introduction to Sport Management	3
SPMA 235	Sport Event Management	3
SPMA 255	Research & Writing in Sport Management	3
SPMA 425 or SOCL 506	Current Issues in Sport or Sociology of Sport	3
SPMA 392	Field Work in Sport Management	3
SPMA 398	Seminar in Sport Management	1
SPMA 426	Administration of Sport Organizations	3
SPMA 493	Internship in Sport Management	12
<b>Electives</b>		<b>7</b>
<b>Total</b>		<b>126</b>

\*Intensive Writing requirement

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

1. Complete a minimum of 23 semester hours.
2. Achieve a minimum cumulative grade point average of 2.25 for all coursework.
3. Complete the following SPMA course with a grade of "C" or better in each course: SPMA 101 and SPMA 235.
4. Complete Math 101, if needed.
5. Submit an Application for Probationary Admission to the Sport Management Program to the Program Director.

All applicants into the Fully Admitted Stage of the Sport Management Program must meet the following requirements:

1. Complete a minimum of 54 semester hours.
2. Achieve a minimum cumulative grade point average of 2.5 for all coursework.
3. Complete the following courses with a grade of "C" or better in each course: SPMA 255, ACCT 280, CRTW 201.
4. Complete MATH 105.
5. Submit an Application for Fully Admitted Status to the Sport Management Program to the Program Director.

Once fully admitted, the student must maintain a minimum cumulative grade point average of 2.5 and earn a minimum grade of "C" in all SPMA, PHED, and College of Business courses. All students who wish to transfer into Sport Management Program from another academic major at Winthrop University must have earned a minimum cumulative grade point average of 2.0 before the transfer will be approved. All students who transfer into the Sport Management Program from another higher education institution, who need to meet the program admission criteria, will be allowed to take courses in the major above 299 for their first two semesters at Winthrop. If, at the end of the 2<sup>nd</sup> semester, such students have not met the admission criteria, they will not be permitted to take additional courses in the major until the admission criteria have been met.

**Bachelor of Science in Special Education (Mild)**

<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; Critical Reading, Thinking, & Writing	6
<b>Quantitative Skills</b>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
EDUC 275**	Integ Tech to Support Teaching & Learning	0
<b>Oral Communication</b>		
SPED 391	Assessment	0
<b>Logic/Language/Semiotics</b>		
MATH 291	Basic Number Concepts for Teachers	3
MATH 292	Number, Meas, and Geometry Concepts for Teachers	3
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 101	Human Geography	3
<b>Historical Perspectives</b>		
HIST 211, 212 or 308	United States History or American Ethnic History	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
PSYC 101	General Psychology	3
SOCL 201 or ANTH 201	Prin of Soc or Cult Anth	3
PSLC 201 or ECON 103	American Govt or Intro to Pol Econ	3
<b>Humanities and Arts</b>		
ARTE 547~ or MUST 315~	Art for Class Teachers, Music for the Class Teacher	3
Elective		3
<b>Natural Science</b>		<b>7</b>
At least 2 groups must be represented. 3 semester hours must be BIOL and there must be at least one laboratory science course.		
<b>Intensive Writing</b>		
SPED 582~	Mental Retardation	0
<b>Professional Education Sequence</b>		
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Nature & Nurturing of Learners I	3
EDUC 250**	Nature & Nurturing of Learners II	3
EDUC 275**	Integ Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390**~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
SPED 281*	Introduction to Special Education	3
SPED 292*	Lab Exp with Exceptional Children	3
SPED 391~	Assessment	3
SPED 392~	Prin of Teaching Exceptional Children	1
SPED 561~	Characteristics of Child with Learn Disabilities	3
SPED 582~	Mental Retardation	3
SPED 583 ~	Child with Emot/Behav Problems	3
SPED 585~	Effective Teach of Students with Mild Disabilities	3
READ 461~	Intro to Teach Reading in the Elementary School	3
READ 571~	Diagnostic & Prescriptive Teach of Read	3
HLTH 303~	Health Education	2
ELEM 436~	Teaching Math in the Element School	3
PHED 350	Physical Ed &Rec for Ind with Dev Disabilities	3
PSYC 510	Behavior Analysis and Behavior Change	3
<b>Electives</b>		<b>9</b>
<b>Total</b>		<b>124</b>

\*Special Education students must earn a grade of C or better.

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

~Restricted to students admitted to the Teacher Education program

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

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>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
EDUC 275**	Integ Tech to Support Teaching & Learning	0
<b>Oral Communication</b>		
SPED 391	Assessment	0
<b>Logic/Language/Semiotics</b>		
MATH 291	Basic Number Concepts for Teachers	3
MATH 292	Number, Meas, and Geometry Concepts for Teachers	3
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 101	Human Geography	3
<b>Historical Perspectives</b>		
HIST 211, 212 or 308	United States History or American Ethnic History	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
PSYC 101	General Psychology	3
SOCL 201 or ANTH 201	Prin of Soc or Cult Anth	3
PSLC 201 or ECON 103	American Govt or Intro to Pol Econ	3
<b>Humanities and Arts</b>		
ARTE 547~ or MUST 315~	Art for Class Teachers or Music for the Class Teacher	3
Elective		3
<b>Natural Science</b>		7
At least 2 groups must be represented. 3 semester hours must be BIOL and there must be at least one laboratory science course.		
<b>Intensive Writing</b>		
SPED 582~	Mental Retardation	0
<b>Professional Education Sequence</b>		
EDUC 110**	Teachers, Schools & Society	3
EDUC 210**	Nature & Nurturing of Learners I	3
EDUC 250**	Nature & Nurturing of Learners II	3
EDUC 275**	Integ Tech to Support Teaching & Learning	2
EDUC 310**~	Working With Except & Div Learners	3
EDUC 390**~	Core Issues in Teacher Education	3
EDUC 475~	Internship in Reflective Practice	10
EDUC 490~	Capstone for Educational Leaders	2
SPED 281*	Introduction to Special Education	3
SPED 292*	Lab Exp with Exceptional Children	3
SPED 391~	Assessment	3
SPED 392~	Prin of Teaching Except Children	1
SPED 575~	Teaching Students with Severe Disabilities	3
SPED 582~	Mental Retardation	3
SPED 585~	Effective Teach of Students with Mild Disabilities	3
READ 321~	Elementary School Language Arts	3
READ 461~	Intro to Teach Reading in the Elementary School	3
HLTH 303~	Health Education	2
ELEM 436~	Teaching Math in the Elementary School	3
PHED 350	Physical Ed & Rec for Ind with Dev Disabilities	3
PSYC 510	Behavior Analysis and Behavior Change	3
SPCH 351	Intro to Speech Correction	3
<b>Electives</b>		<b>9</b>
<b>Total</b>		<b>124</b>

\*Special Education students must earn a grade of C or better.

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

~Restricted to students admitted to the Teacher Education program

RICHARD W. RILEY COLLEGE OF EDUCATION--FAMILY & CONSUMER SCIENCES  
**Bachelor of Science - Family and Consumer Sciences**

<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>		
CTQR 150	Quantitative Methods in Critical Thinking	3
<b>Technology</b>		
CSCI 101		3
<b>Oral Communication</b>	See approved list	3
<b>Logic/Language/Semiotics</b>		
MATH elective		3
Elective	See approved list	3
<b>Skills for Common Experience and Thinking Across Disciplines</b>		
GNED 102	The Human Experience: Who Am I?	3
<b>Global Perspectives</b>		
GEOG 104	Geography of Industrial Nations	3
<b>Historical Perspectives</b>		
HIST 211, 212, 308, or 310	U S History, Am Ethnic Hist, Women in America	3
<b>Developing Critical Skills and Applying them to Disciplines</b>		
<b>Social Science</b>		
PSYC 101, SOCL 101, 201, or ANTH 201	Gen Psych, Soc Problems, Prin of Soc, Cult Anth	6
PSLC 201 or ECON 103	American Govt or Intro to Pol Econ	3
<b>Humanities and Arts</b>		
THRA 120 or 312	Acting I, History of Dress & Decor	3
ENGL 211 or 330	Major Am Authors, Women & Lit	3
<b>Natural Science</b>		
Earth or Physical Science	See Approved List	3
BIOL 150/151	Elements of Liv Sys/Investigations into Liv Sys	4
<b>Intensive Writing</b>	See Approved List	3
<b>Professional Courses (33 hours)</b>		
FACS 211	Garment Design and Structure I	3
FACS 231	Children and Families	2
FACS 340	Cooperative Internship Experience	3
FACS 381	Textiles	3
FACS 401	Consumer Econ & Resource Management	3
FACS 500	Contemp Issues: Professional & Family Living	3
FACS 501	Residential Technology	3
EDCI 331	Community Connections for Families	3
NUTR 221	Food and Nutrition	3
NUTR 321	Food Composition	3
NUTR 322	Food Composition Laboratory	1
HLTH 506	Human Sexuality	3
SOCL 505	Marriage and Family	3
<b>Specialization or Minor*</b>		<b>18-22</b>
<b>Electives</b>		<b>9-13</b>
<b>Total</b>		<b>124</b>
 <i>*Specializations:</i> 		
<b>Youth Issues</b>		<b>18</b>
SOCL 201	Principles of Sociology	3
SOCL 314	Race and Ethnic Relations	3
SCED 573	Career Education	3
SOCL 227	Criminal & Juvenile Justice System	3
HLTH 300	Personal & Community Health	3
HLTH 501	Substance Abuse Education	3

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

<b><i>Business/Media</i></b>		<b>18</b>
ACCT 280	Accounting Info for Business Decisions I	3
MKTG 380	Principles of Marketing	3
MGMT 355	Business Communication	3
MCOM 205	Introduction to Mass Communication	3
MCOM 241	Media Writing	3
MCOM 346	Principles of Television Production	3
<b><i>Early Intervention</i></b>		<b>22</b>
SOCL 201	Principles of Sociology	3
SCWK 200 & 201	Introduction to Social Work & IT Lab	4
PSYC 306	Child Development	3
SPED 281	Introduction to Special Education	3
HLTH 300	Personal and Community Health	3
EDCI 336	Young Children: Insuring Success	3
READ 321	Elementary and Middle School Language Arts	3

\*Students may minor in one of the following: health, human resource management, nutrition, or gerontology instead of choosing an area of specialization.

*The Family and Consumer Sciences program accepts current students who have a cumulative gpa of 2.25 or greater. All students in the major must maintain at least a 2.25 cumulative gpa.*