

# *The Richard W. Riley College of Education*

*Jennie Rakestraw, Dean*

*Beth Costner, Associate Dean*

*Lisa Johnson, Associate Dean*

*Marshall Jones, Senior Director of Graduate Studies and Learning Technologies*

## **Mission Statement**

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in learning, leadership, stewardship, collaboration and innovation.

## **Undergraduate Degree Programs**

- Bachelor of Science in Athletic Training
- Bachelor of Science in Early Childhood Education  
South Carolina Certification: PK- 3rd grade
- Bachelor of Science in Elementary Education  
South Carolina Certification: Grades 2 - 6
- Bachelor of Science in Exercise Science
- Bachelor of Science in Human Development and Family Studies  
Specializations: Adolescent Studies, Consumer Studies, Early Childhood Studies
- Bachelor of Science in Middle Level Education  
English/Language Arts  
Mathematics  
Science  
Social Studies  
South Carolina Certification: Grades 5-8
- Bachelor of Science in Physical Education  
South Carolina Certification: Grades K - 12
- Bachelor of Science in Special Education  
Multi-Categorical with add-On in Severe Disabilities  
South Carolina Certification: Grades K - 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 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	Theatre, Grades K - 12
Spanish	
Mathematics, Grades 9 - 12	

## **Graduate Degree Programs**

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

- Master of Education in Counseling and Development
- Master of Education in Educational Leadership
- Master of Education in Curriculum and Instruction
- Master of Education in Literacy
- Master of Arts in Teaching
- Master of Education in Special Education-Intervention
- Master of Science in Sport and Fitness Administration
- Graduate Certificate in Middle Level Education
- Graduate Certificate in Learning Technologies
- Post-Graduate Certificate in School Counseling

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), now known as the Council for Accreditation of Educator Preparation (CAEP) for the preparation of early childhood, elementary, middle level, special education, physical education, art, modern languages, music, dance, theatre, and secondary teachers (Biology, English, Social Studies, and Mathematics) through the Bachelor's degree. The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CCATE), and the Sport Management program is accredited by the Commission on Sport Management Accreditation (COSMA). At the graduate level, the Master of Education and the Master of Arts in Teaching degrees are nationally accredited by NCATE. All teacher education programs are approved by the South Carolina State Board of Education, and all programs are fully accredited by their specialized professional associations. Recognition by these agencies assures program quality and affords students who complete teacher preparation at Winthrop University the opportunity to apply for reciprocal certification with a majority of states in the nation.

### Academic Advising

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

Additionally, the College provides a full-time academic adviser to assist freshmen and transfer students. After an initial meeting with the academic adviser, a faculty adviser from the student's chosen discipline of study will be assigned. The Richard W. Riley College of Education's academic adviser is located in the Office of Student Academic Services, 144 Withers/WTS, (803) 323-4750.

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

### Professional Education Unit Standards and Core Curriculum

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

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

The Professional Education Core generally consists of:

EDUC 101	Developing Observation and Analysis Skills	1
EDUC 200	Developmental Sciences and the Context of Poverty	3
EDUC 220	Assessment to Meet Diverse Needs	2*
EDCO 201	Supporting the Engl as a Second Lang Stud in the Gen Ed Classrm	2
EDCO 202	Supporting Exceptional & Gifted Learners in the Gen Ed Classrm	2*
EDCO 305	Technology in the Inclusive Classroom	2
EDCO 350	Academic & Social Strategies for Estab an Inclusive Classrm Climate	3*
EDUC 400/401	Internship I	1+
EDUC 402/403	Internship II	9/10+
EDUC 410	Education in a Democracy	2
<b>Total Credits</b>		<b>27-28</b>

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

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

**NOTE:** The College of Education faculty are continuously reviewing and revising curricula to meet the needs of contemporary schools 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. (Students other than those in EDUC 101 are responsible for obtaining and providing documentation of the SLED background check to the Office of Clinical and Field Experience.) If a criminal record is revealed, results are considered on an individual basis to determine whether or not the student should be placed in the field experience. These decisions are usually made in conjunction with the school district or educational agency. Typically, students will not be placed in a field-based experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Winthrop will not place students who have been convicted of a violent crime as outlined in law, whose names appear in the National Sex Offender Registry, or who have been required to register as sex offender pursuant to state law. Also, students will not be placed in a field-based experience if they have been convicted of a felony that would make the student ineligible for a Professional Teaching Certificate.

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

The College of Education has appropriate processes in place for accomplishing the SLED, FBI, and National Sex Offender Registry background checks for students. Undergraduates are charged a course fee that pays for the SLED check, and students pay for the FBI check when they complete the certification application forms. All students who transfer to Winthrop University and seek teacher certification must complete the SLED check – paying the \$35 fee through the on-line SLED process – and provide written documentation of a clear criminal background prior to enrolling in any course that requires a field-based experience or internship. The College of Education will conduct all National Sex Offender Registry checks and ensure that no student with sex offender status is enrolled in a course that requires a field-based experience.

### **Admission to the Teacher Education Program**

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

Admission to the Teacher Education Program serves as a critical 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. View an informational video on Teacher Education before applying to the Teacher Education Program.
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 specified core courses with a grade of "C" or better (see adviser for course list).
5. Pass all sections (Reading, Writing and Mathematics) of PRAXIS, the Core Academic Skills for Educators test, or satisfy the testing requirement with minimum scores on the SAT, SAT I, or ACT.
6. Submit an Application for Admission to Teacher Education to Student Academic Services that includes:
  - a) a disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education; and
  - b) dispositional self-reflection as directed by Student Academic Services resources.
7. Receive a favorable review from:
  - The Director of Student Academic Services;
  - A Competency Review Committee comprised of faculty from the candidate's major and education core;
  - The Dean of the College of Education.

### **Continuation in the Teacher Education Program**

Candidates admitted to the Teacher Education Program are required to *maintain* a minimum overall grade point average of 2.75 and must be in good standing within the university community. Candidates must submit an Internship application the spring before they begin the Internship I and begin the application process for SC Initial Certification that includes a background check. Refer to the Student Academic Services website for current fees: <http://www.winthrop.edu/uploadedFiles/coe/sas/CertificationQA.pdf>.

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

### **Admission to Internship I**

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

has met the following requirements:

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

### Admission to Internship II

All teacher education candidates seeking to enter Internship II must meet all requirements before being allowed to enroll in EDUC 402/403. Internship II students are not permitted to take additional coursework beyond the Internship II course, a program area capstone course, and EDUC 410. It is the responsibility of the student to know and meet all deadlines for testing, applications, and approvals. Approval is granted by the Dean of the College of Education or designee after the candidate has met the following requirements:

1. Submission of an Internship II application to the Office of Field and Clinical Experiences.
2. Completion of a minimum of 110 semester hours.
3. Minimum GPA of 2.75 for coursework completed at Winthrop.
4. A grade of "C" or better in courses designated by the candidate's program area.
5. Completion of all required pre-requisite courses designated by the candidate's program area.
6. Documentation of passage of Praxis content area examinations. 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:
  - The Competency Review Committee comprised of the program coordinator and two additional faculty;
  - Department Chair in the candidate's major; and
  - The Director of the Office of Field and Clinical Experiences.

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

### Teacher Education Program Completion

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

1. Successful completion of a minimum of 120 semester hours with a minimum GPA of 2.75.
2. Passage of EDUC 402/403 - Internship II.
3. Successful completion of a competency review by the program area committee in which the following documents are reviewed: Internship II Midterm and Final Evaluations, Scored Rubrics for the edTPA assessment, and if appropriate, a review of Teacher Education Professional Dispositions and Skills Form(s).
4. Receive a favorable review from:
  - The Competency Review Committee comprised of the program coordinator and two additional faculty;
  - Department Chair in the candidate's major ; and
  - The Director of Clinical Office of Field and Clinical Experiences.

### Appeals

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

**PRAXIS Content Area Examinations**

Passage of the PRAXIS content area examinations is required prior to entry into the professional stage for all candidates in the teacher education program. For the most current PRAXIS information required for test(s) in your content area, visit the South Carolina Department of Education website: <http://ed.sc.gov/educators/certification/>.

**Faculty**

**Professors**

Beth Costner, *Associate Dean and Director of Student Academic Services*  
Dan Drane  
Shelley Hamill  
Lisa Johnson, *Associate Dean and Director of the Rex Institute*  
Marshall G. Jones, *Senior Director of Graduate Studies & Learning Technologies*  
Jennifer Jordan  
Deborah Leach  
Jennie Rakestraw, *Dean*  
Elke Schneider  
Kristi Schoepfer, *Interim Chair, Department of Physical Education, Sport, and Human Performance*  
Mary Slade, *Chair, Department of Curriculum and Pedagogy*  
Pamela Wash, *Chair, Department of Counseling, Leadership, and Educational Studies*  
Bradley Witzel

**Associate Professors**

Kelly M. Costner  
Kathy Davis  
Helyne Frederick  
Lisa Harris  
Shawna Helf  
Deborah Leach  
Mary B. Martin  
Kavin Ming  
Diana Murdock  
Linda Pickett  
Marinn Pierce  
Tenisha Powell  
Kristi Schoepfer  
Carol Shields  
Sue Spencer  
David Vawter  
Janet Wojcik

**Instructors**

Ruth Gaylor  
Carolyn Grant  
Stacy P. Martin  
Geoffrey Morrow

**Assistant Professors**

Abbigail Armstrong  
Bettie Parsons Barger  
Joni Boyd  
Jinwook (Jason) Chung  
Sherell Fuller  
Crystal Glover  
Erin Hamel  
Walter Hart  
Sherry Hoyle  
Seth Jenny  
Min Kim  
Alice J. McLaine  
Lisa Moyer  
Scot Rademaker  
David Schary  
Miranda Sigmon  
Myah Stanford  
Joy Stapleton  
Lindsay Yearata

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, HMXP 102, CRTW 201	Composition; The Human Experience: Who Am I? Crit Reading, Thinking, & Writing	9*
<b>Oral Communication</b>	Met in major with EDUC 401	0
<b>Technology</b>	Met in major with EDCO 305	0
<b>Intensive Writing</b>	Met in major with ECED 392	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 EDCI 210	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 EDUC 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>
EDUC 101**	Developing Observation and Analysis Skills	1
EDUC 200**	Developmental Sciences and the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401	Internship: Understanding Contextual Factors	1
EDUC 402	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Supporting the Engl as Sec Lang student in Gen Ed Classrm	2
EDCO 202**	Supporting Exceptional & Gifted Lnrs in Gen Ed Classroom	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classrm Climate	3
EDCI 210**	Home-School-Community Partners with Diverse Families	3
EDCI 320**	Early Intervention for Special Needs	2
EDCI 400**	Contemporary Strategies for Curriculum Integration	2
EDCI 450**	Capstone for Educational Leaders	1
ECED 300**	Foundations of Early Childhood Education	3
ECED 350**	Teaching Mathematics in Early Childhood Education	3
ECED 351**	Teaching Science in Early Childhood Education	3
ECED 352**	Teaching Social Studies in Early Childhood Education	3
ECED 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 Early Child	1
HLTH 403**	Health Education Methods for Early Childhood	1
PESH 203**	Developmental Movement for Young Children	2
READ 330**	Foundations of Literacy for Early Child & Elem	3
READ 290**	Children's Literature	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, Data Analysis, & Geo Concepts 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 this course cannot be taken as S/U.

See pages 16-18 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 EDUC 401	0
<b>Technology</b>	Met in major with EDCO 305	0
<b>Intensive Writing</b>	Met in major with ELEM 392	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 EDUC 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>
EDUC 101**	Developing Observation and Analysis Skills	1
EDUC 200**	Developmental Sciences and the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401	Internship: Understanding Contextual Factors	1
EDUC 402	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Literacy and the English Language Learner	2
EDCO 202**	Supporting Exceptional & Gifted Learners	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Social Strat for Estab Inclusive Classroom Climate	3
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 Elementary School	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 Early Childhood	1
HLTH 303**	Teaching Health Education in Elem School	2
PESH 261**	Movement Activities for Teachers of Children Ages 6-12	1
READ 330**	Foundations of Language and Literacy for Early Child & Elem	3
READ 290**	Children's Literature	3
READ 370**	Instructional Methods and Assessment I	3
READ 380**	Instructional Methods and Assessment II	3
READ 345**	Content Area Reading	3
<b>Content Requirements</b>		<b>22</b>
MATH 150, 291, 292, 393	Discrete MATH, Data Analysis, & Geo Concepts 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 this course cannot be taken as S/U

See pages 16-18 for additional degree requirements.

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

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 select at least two content concentrations 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 EDUC 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 EDUC 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>45</b>
EDUC 101**	Developing Observation & Analysis Skills	1
EDUC 200**	Dev. Sciences & the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401	Internship I – Contextual Factors	1
EDUC 402	Internship II – Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	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
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 330**	Strategies and Assessment for Middle Level Learners	2
MLED 331	Field Experience in Middle Level Education	1
MLED 390	Reflective Teaching in Middle Level Education	1
MLED 405	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</b> ( <i>C- or higher required in each course unless otherwise noted</i> )		<b>18</b>
ENGL Literature	Any appropriate literature course	3
ENGL 530	Grammar in Theory and Practice	3
READ 380	Instructional Methods and Assessment II	3
WRIT 350	Introduction to Composition Theory & Pedagogy	3
ENGE 519	Adolescent Literature	3
ENGE 391	Princ of Teaching Eng in Mid & Secondary Schools	3



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

<b>Mathematics Concentration</b> ( <i>C- or higher required in each course unless otherwise noted</i> )		<b>22</b>
MATH 150 ( <i>C or better required</i> )	Introduction to Discrete Mathematics	3
MATH 201	Calculus I	4
MATH 291, MATH 292	Basic Num Concepts; Num, Data, & Geom Concepts	6
MATH 393	Algebra, Data Analysis & Geom Concepts for Teachers	3
MATH 341	Statistical Methods	3
MAED 391	Principles of Teaching Mathematics	3
<b>Science Concentration</b> ( <i>C- or higher required in each course unless otherwise noted</i> )		<b>18</b>
Sciences (to include at least three designators from BIOL, CHEM, GEOL, and PHYS)		15
SCIE 391	Principles of Teaching Science	3
<b>Social Studies Concentration</b> ( <i>C- or higher required in each course unless otherwise noted</i> )		<b>18</b>
Social Studies (to include at least three designators from ANTH, ECON, HIST, PLSC, PSYC and SOCL)		12
HIST 505	History of South Carolina	3
SCST 391	Principles of Teaching Social Studies	3
<b>Electives</b>		<b>0-3</b>
<b>Total</b>		<b>120-126</b>

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

*See pages 16-18 for additional degree requirements.*

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 EDUC 401	0
<b>Technology</b>	Met in Education Sequence with EDCO 305	0
<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 hours met in Education Sequence with EDUC 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 One Life Science with lab; second science in different group	6-8
<b>Subtotal</b>		<b>34-40</b>
<b>Physical Education Major</b>		
		<b>55</b>
HLTH 300	Personal & Community Health	3
HLTH 434	Strategies for Teaching Health K-12	3
PESH 1xx	Activity (one from Fitness & Conditioning)	1
PESH 1xx	Activity (one from Aquatic Sports & Activities)	1
PESH 1xx	Activity (one from Outdoor Activities)	1
PESH 102	Weight Training	1
PESH 201	First Aid and CPR	1
PESH 242	Motor Learning and Control	3
PESH 381	Research Methods in Phys Activ & Sports Mgmt	3
PETE 101	Intro to Teaching P-12 Physical Education	3
PETE 202	Concepts of Fitness & Exercise	2
PETE 223	Adventure Facilitation & Leadership	2
PETE 234	Teaching Invasion Games	2
PETE 247	Target/Striking/Fielding Games	2
PETE 248	Teaching Net/Wall Games	2
PETE 271	Technology in Physical Education	3
PETE 310	Diversity Issues in Physical Education	2
PETE 490	Seminar in Teaching Physical Education	2
PETE 512**	Skill Themes & Movement Concepts	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
EXSC 382	Biomechanics	3
<b>Professional Education Sequence</b>		<b>30</b>
EDUC101**	Developing Observation and Analysis Skills	1
EDUC 200**	Developmental Sciences and the Context of Poverty	3
EDUC 220**	Assessment to Meet Diverse Needs	2
EDUC 401	Internship: Understanding Contextual Factors	1
EDUC 402	Internship: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCO 201**	Literacy and the English Language Learner	2

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EDCO 202**	Supporting the Student with Disabilities	2
EDCO 305**	Technology in the Inclusive Classroom	2
EDCO 350**	Acad & Soc Strat for Estab Inclusive Classroom Climate	3
READ 346**	Content Area Reading & Writing for Middle & Second Stu	3
<b>Electives</b>		<b>0-1</b>
<b>Total</b>		<b>120</b>

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

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

1. A "C" or better in EDUC 101 and all PETE courses.
2. Take the PRAXIS I examination. A passing score will not be required on PRAXIS I until the teacher candidate applies for formal admission into the College of Education.
3. Achieve and maintain the healthy zones in aerobic capacity (1<sup>1/2</sup> Mile run), muscular strength (push-ups) muscular endurance (curl-ups as measured by the Air Force Fitness Test), and flexibility (sit & reach), as measured by Fitnessgram.\*\*
4. Demonstrate the six fundamental movement skills at the proficiency level as measured by Departmental rubrics.\*\*
5. Complete an application for Continuation in the Teacher Certification program.

Before enrolling in EDUC 402, 410, 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).
3. Complete all other degree coursework.

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

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

See pages 16-18 for additional degree requirements.

### Bachelor of Science in Athletic Training

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; may be met by other req	0-3
<b>Technology</b>	See approved list, p. 16; may be met by other req	0-3
<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</b>		
<b>Quantitative Skills</b>	See approved list, p. 16;	3-4
<b>Natural Science</b>	3 hours met in Major with NUTR 221	
	See approved list, p. 16; must be Earth or Physical Sci	3
<b>Subtotal</b>		<b>34-44</b>
<b>Athletic Training Core</b>		<b>85</b>
BIOL 213	Anatomy & Physiology I	4
BIOL 214	Anatomy & Physiology II	4
HLTH 300	Personal & Comm Health	3
PESH 102	Weight Training	1
PESH 201	First Aid	1
PESH 242	Motor Learning & Control	3
PESH 381	Research Methods in Phys Activity & Sports Mgmt	3
EXSC 382	Biomechanics	3
EXSC 384	Exercise Physiology	3

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EXSC 385	Exercise Physiology I Lab	1
EXSC 401	Psychology of Sport & Phys Activity	3
EXSC 465	Strength Training & Conditioning	3
EXSC 480	Exercise Testing & Prescription	3
NUTR 221	Human Nutrition	3
ATRN 151	Foundations of Athletic Training	3
ATRN 152	Foundations of Athletic Training Lab	1
ATRN 201	Clinical Observations in Ath Training	1
ATRN 202	Clinical Experience in Ath Training I	2
ATRN 301	Clinical Experience in Ath Training II	2
ATRN 302	Clinical Exper in Ath Training III	2
ATRN 310	Asses of Ath Inj & Illness: Lower Extrem	2
ATRN 311	Asses of Ath Inj & Illness: Lower Extrem Lab	1
ATRN 320	Asses of Ath Inj & Illness: Upper Extrem	2
ATRN 321	Asses of Ath Inj & Illness: Upper Extrem Lab	1
ATRN 330	Asses of Ath Inj & Illness: Head/Trunk	2
ATRN 331	Asses of Ath Inj & Illness: Head/Trunk Lab	1
ATRN 350	Therapeutic Modalities for Athletic Training	2
ATRN 351	Therapeutic Modalities for Athletic Training Lab	1
ATRN 361	Advanced Emergency Care	2
ATRN 381	Advanced Taping Lab	1
ATRN 401	Clinical Experience in Ath Training IV	3
ATRN 402	Clinical Exper in Ath Training V	3
ATRN 450	Therapeutic Exer & Rehab for Ath Training	2
ATRN 451	Therapeutic Exer & Rehab for Ath Training Lab	1
ATRN 480	Capstone in Athletic Training	3
ATRN 510	Pharmacology for Athletic Training	3
ATRN 563	Medical Aspects of Sport & Related Inj	3
SPMA 501	Org & Admin of Physical Education & Sport	3
<b>Electives</b>		<b>0-4</b>
<b>Total</b>		<b>120-128</b>

#### **ATHLETIC TRAINING ADMISSIONS CRITERIA**

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

Transfer students must request a review of their transcripts. Appropriate transfer courses will be accepted if deemed equivalent by Winthrop University admissions and academic personnel. Transfer students who are admitted into the ATEP will be required to complete all of the clinical education components at Winthrop University.

Admission into the Clinical Stage of the WU-ATEP is a competitive process. **Completing the application requirements does not guarantee admission into the ATEP.** The ATEP is bound by accreditation standards to maintain strict ratios between athletic training students and clinical instructors and to assure that all athletic training students can meet rigorous technical standards. It is possible that a student might fulfill the application requirements and be denied admission into the WU-ATEP.

All applicants for admission into the Clinical Stage of the ATEP must meet the following requirements:

1. Complete a minimum of 30 semester hours.
2. Achieve a minimum cumulative grade point average of 2.5 for all coursework and a minimum cumulative grade point average of 2.75 for all coursework in the athletic training core.
3. Complete the following Athletic Training core courses with a grade of "C" or better in each course: ATRN 151, 152, and PESH 201.
4. Complete BIOL 307 or 308 (or equivalent)  
Students who do not earn a grade of "C-" or better may be given probationary status in the ATEP.
5. Complete a minimum of 75 hours of directed observation with certified Athletic Trainers. At least 25 of the hours must be done in an athletic training setting outside of Winthrop University.
6. Submit an Application for Admission to the Athletic Training Education Program to the Program Director (PD) that includes:
  - a. official transcripts from all institutions of higher education attended.
  - b. WU-ATEP application form.
  - c. an admission essay that documents the student's growth toward becoming an allied health professional.
  - d. two letters of recommendation; one should be from a certified athletic trainer.
  - e. log which documents 75 observation hours.
7. Undergo a standardized interview with the Admission Selection Committee comprised of the Program Director, Clinical Coordinator, Winthrop University Head Athletic Trainer, Winthrop University Assistant Athletic Trainer, one off-campus preceptor (when available), and two current athletic training students.

**Continuation in the Athletic Training Education Program**

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

**Athletic Training Education Program Completion**

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

1. Successful completion of a minimum of 120 semester hours with a minimum GPA of 2.5.
2. Completion of the athletic training core with a minimum GPA of 2.75.
3. Completion of BIOL 307 and BIOL 308 (or equivalent) with a minimum grade of "C-" in each.
4. Successful completion of a competency and proficiency review by the Program Director, Clinical Coordinator, and one preceptor.

**Appeals**

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

1. Submit a letter of appeal to the Program Director and the Chair of the Department of Physical Education, Sport and Human Performance. The letter should detail how the student believes he/she has met the appropriate criteria.
2. Each appeal will be reviewed by an appeals committee comprised of the Chair of the Department of Physical Education, Sport and Human Performance and two faculty members of the Chair's choice.
3. Upon review of the appeal, the Appeals Committee may request input from the selection committee and the student may request an open discussion with the Appeals Committee to explain his/her position.
4. The Appeals Committee will submit a written document to the student and to the Program Director, regarding the decision on the student's status.
5. All Appeals Committee decisions remain confidential and final.

*See pages 16-18 for additional degree requirements.*

**Bachelor of Science in Exercise Science**

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>		
CSCI 101 and 3 from CSCI 101A, B, C, F or P	Intro to Comp & Information Processing & Labs	0
<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 hours met in major with PSYC 101	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 BIOL 203/204 & CHEM 105	0
<b>Subtotal</b>		
		<b>34-37</b>
<b>Exercise Science Core</b>		
<b>61</b>		
EXSC 101	Intro to Exercise Science	3
EXSC 208 or 231	Weight Control Through Diet & Exercise; Fitness For Life	2
EXSC 382	Biomechanics	3
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 481	Exercise Testing & Prescription Lab	1

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EXSC 484/486	Exercise Physiology II and Lab	4
EXSC 492	Certification Seminar in Exercise Science	1
EXSC 494	Portfolio in Exercise Science	2
EXSC 496	Internship	9
EXSC 501	Admin of Sport and Phys Ed Programs	3
EXSC 511	Physical Activity for Special & Aging Populations	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 Phys Activity & Sports Mgmt	3
PSYC 101	General Psychology	3
<b>Scientific Foundation Core</b>		<b>19</b>
BIOL 203/204	Principles of Biology & Lab	4
BIOL 213/214	Anatomy & Physiology I & II	8
OR BIOL 307/308	Human Anatomy, Human Physiology	
NUTR 221	Food & Nutrition	3
CHEM 105	General Chemistry I	4
<b>Electives</b>		<b>3-6</b>
<b>Total</b>		<b>120</b>

**Exercise Science Admissions Criteria**

Students must also earn a 2.5 G.P.A. 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 G.P.A. 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 or 307 and 214 or 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)

*See pages 16-18 for additional degree requirements.*

**Bachelor of Science - Sport Management**

*(Pending SC CHE approval)*

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>		3
SPCH 201	Public Speaking	
<b>Technology</b>		3
CSCI 101 & 3 from CSCI 101A, B, C, F or P	Intro to Comp & Information processing	
<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>	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
ECON 103 or 215	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>9-12</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>47-53</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>9-15</b>
<b>Total</b>		<b>120</b>

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

**Admission Criteria**

1. 2.5 overall GPA at time of application. Student must maintain 2.5 throughout his or her academic career to complete the degree.
2. Complete with a "C" or higher: SPMA 101, 200, 240, 245, WRIT 101, and HMXP 102
3. Completion of 9 cultural events
4. Completion of a quantitative skills course
5. Completion of 45 semester hours

**Admission Process**

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

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

**Traditional Students:**

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

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

Students may apply to the program at any time after earning 45 credits; however, students must apply by the time they have completed 60 credits of coursework. Students will either be fully admitted, admitted conditionally (pending semester grades), or denied with an opportunity to reapply after completing 15 additional credits of coursework, not to include courses in the SPMA degree.

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

All students will receive a letter indicating application result. This letter will indicate that if at any point a student falls

below the required grade point average, he/she will be placed on probation for one semester. If after the probationary semester, the grade point average is not satisfied, the student will be discontinued from the major for a minimum of one semester. Re-application will be granted only after the grade point average is raised. If the grade point average falls below the requirement a second time, the student will be permanently discontinued.

**Transfer Students:**

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

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

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

Students who elect to major in Sport Management and then decide to switch majors may not reenter into any sport management core courses for a period of one semester. (The summer semester may not be counted as the one semester wait period). Once a student has dropped the Sport Management major, a wait period of one semester shall occur before the student can reenter into any sport management core courses. At the end of one semester where the student is not a Sport Management major, students may reenter the sport management core courses provided they have 1) satisfied all SPMA admission criteria, 2) applied or reapplied for SPMA program admission, and 3) been formally accepted into the SPMA program.

*See pages 16-18 for additional degree requirements.*



**Bachelor of Science in Special Education (Multi-Categorical with Add-on in Severe Disabilities)**

*(Pending approval of the SC Department of 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 SPED 391	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 EDUC 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>93</b>
EDUC 101**	Observation and Analysis	1
EDUC 200**	Developmental Sciences and Context of Poverty	3
EDUC 220**	Assessment of Diverse Needs	2
EDUC 401	Internship I: Contextual Factors	1
EDUC 402	Internship II: Assessment and Instruction	9
EDUC 410**	Education in a Democracy	2
EDCI 331**	Teaching Elementary and Secondary Mathematics	3
EDCI 332**	Teaching Elementary and Secondary Science	3
EDCI 333**	Teaching Elementary and Secondary Social Studies	3
EDCO 201**	Supporting the Engl as Second Lang Lrner in Gen Ed Classrm	2
EDCO 305**	Technology in the Inclusive Classroom	2
READ 330**	Foundations of Literacy	3
READ 370**	Instructional Methods & Assessment I	3
READ 380**	Instructional Methods & Assessment II	3
READ 345**	Content Area Reading and Writing	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 391**	Assessment	3
SPED 392	Severe Disabilities Practicum	3
SPED 401**	Professional Ethics in Special Education	1
SPED 510**	PBIS for the Classroom Teacher	3
SPED 515**	Consultation and Collaboration in Special and Gen Educ	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 ED,LD,MD,SD	3
<i>Content Requirements</i>		
MATH 150*, 291*, 292*, 393*	Discrete MATH, Data Analysis, & Geo Concepts for Teachers	12
<b>Total</b>		<b>122-127</b>

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

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

See pages 16-18 for additional degree requirements.

RICHARD W. RILEY COLLEGE OF EDUCATION--HUMAN DEVELOPMENT & FAMILY STUDIES  
**Bachelor of Science - Human Development & Family Studies**  
*(Formerly Family & Consumer Sciences)*

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>		
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 EDCI 210	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>44-50</b>
<b>Professional Courses</b> ( <i>C or better required in each course and cannot be taken on the S/U basis</i> )		
<b>40</b>		
EDCI 210	Home-School Comm Partnerships with Diverse Families	3
HDFS 101	Introduction to Human Development & Family Studies	1
HDFS 350	Parenting Throughout the Lifespan	3
HDFS 450	Family Stress & Resilience	3
HDFS 500	Family Life Education	3
HDFS 502	Family Resource Management	3
HDFS 573	Career Education	3
HDFS 595	Internship in Family and Consumer Sciences	6
HLTH 506	Human Sexuality	3
NUTR 221	Food and Nutrition	3
PSYC 206	Developmental Psychology	3
SOCL 305	Marriage and Family	3
SCWK 523	Family & Children: Policies & Services	3
<b>Specialization</b>		<b>17-18</b>
<b>Electives</b>		<b>12-19</b>
<b>Total</b>		<b>120</b>
<b>Specializations:</b>		
<b>Adolescent Studies--Select 6 courses</b>		
<b>18</b>		
EDUC 200	Developmental Sciences and the Context of Poverty	3
HLTH 300	Personal & Community Health	3
HLTH 501	Substance Abuse Education	3
MLED 310	Developmental Aspects of the Middle Level Learner	3
PSYC 213	Abnormal Psychology	3
SOCL 314	Race and Ethnic Relations	3
SOCL 332	Sociology of Conflict and Conflict Resolution	3
<b>Consumer Studies--Select 6 courses</b>		
<b>18</b>		
ENTR 373	Introduction to Entrepreneurship	3
FACS 211	Product Construction and Design	3
FACS 501	Residential Technology	3
MCOM 241	Media Writing	3
MCOM 370	Principles of Public Relations	3
MGMT 321	Management and Leadership	3

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MGMT 355	Business Communication & Professional Development	3
SUST 102	Intro to Sustainability	3
<b>Early Childhood Studies--Select 6 courses</b>		<b>17</b>
ECED 300	Foundations of Early Childhood Education	3
ECED 395	Creative Activities for Young Children	3
EDCI 320	Early Intervention for Young Children with Special Needs	2
EDUC 200	Developmental Sciences and the Context of Poverty	3
SPED 281	Introduction to Special Education	3
SPED 561 or 582	Child with Learning Disabilities, Intellectual Disabilities	3

1. Entering freshmen can declare Human Development & Family Studies as a major.
2. All Human Development & Family Studies students must select a specialization— Adolescent Studies, Consumer Studies, or Early Childhood Studies.
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 concentration classes.
5. Students must have maintained a C or better in HDFS Professional courses.
6. HDFS 101 (Intro), 573 (Career Education), and 500 (Family Life 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: FACS 211, 501, HDFS 350, 500, 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 16-18 for additional degree requirements.*