

**Teacher Education  
Program Bulletin  
2010-2011**

**"Developing the Well-Educated Teacher"**



I, \_\_\_\_\_, have read the Teacher Education Program Bulletin and agree to follow the regulations and procedures as described.

I understand that I must pass all three parts of Praxis I before I will be allowed to register for my fifth education course.

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Signature/Date

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## The Program and Its Personnel

### **Department of Education**

Our Teacher Education Program is supported by faculty from all departments of the College and by clinical faculty from partnering school districts.

Susan D. Henderson  
Assistant Professor of Education  
Chair, Department of Education  
Director, Teacher Education Program  
Coordinator of the General Education Major  
B.A., Davidson College  
M.S., Ph.D., Georgia State University

843-383-8264  
shenderson@coker.edu

Nancy A. Edinger  
Director of Internship Programs and School Services  
B.A., Guilford College  
M.Ed., University of North Carolina--Greensboro

843-383-8137  
nedinger@coker.edu

Lynn Rawls  
Administrative Assistant  
Coordinator of Title II and NCATE Reporting  
A.S., Orangeburg-Calhoun Technical College  
B.S., Coker College

843-383-8131  
lrawls@coker.edu

Darlene Maxwell  
Professor of Education  
Coordinator of the Early Childhood Education Major  
B.S., Presbyterian College  
M.Ed., Boston University  
Ed.D., University of Arizona

843-383-8133  
dmaxwell@coker.edu

Sara S. Odom  
Professor of Education  
Coordinator of the Elementary Education Major  
B.A., Baptist College of Charleston  
M.Ed., Francis Marion College  
Ed.D., Nova University

843-383-8132  
sodom@coker.edu

Joseph H. Rubinstein  
Professor of Education  
B.A., Washington Square College  
M.S., Ph.D., New York University

843-383-8130  
jrubinstein@coker.edu

Jungsoon Choi  
Assistant Professor of Education  
B.A., M.A., Ewha Women's University  
Ph.D., University of Georgia

843-383-8399  
jchoi@coker.edu

Sandra G. McCloy  
Visiting Professor of Education  
B.A., University of Central Florida  
M.R.C., University of South Carolina School of Medicine  
Ph.D., University of South Carolina

843-383-8134  
smccloy@coker.edu

## **Adjunct Faculty**

Susan Beattie sbeattie@coker.edu  
B.A., Limestone College  
M.S., University of Southern Mississippi

Vickie Buckner vbuckner@coker.edu  
B.S., M.Ed., Winthrop University

Julia Dixon jdixon@coker.edu  
B.A., Coker College  
M.Ed., Francis Marion University

Kaye McElveen kmcelveen@coker.edu  
B.A., Salem College  
M.Ed., Ed.S., Ph.D., University of South Carolina

Melissa McLain mmclain@coker.edu  
B.A., Coker College  
M.A., University of South Carolina

Betsy McLeod bmcleod@coker.edu  
B.S., M.Ed., University of South Carolina

## **PK-12 Education Program Faculty**

### **Art Education**

Jean Grosser 843-383-8150  
Professor of Art; Chair of the Department of Art jgrosser@coker.edu  
Coordinator of the Art Education Major  
B.A., Barnard College  
B.F.A., Alfred University  
M.F.A., Ohio University

### **Music Education**

William D. Carswell 843-383-8063  
Associate Professor of Music; Director of Choral/Vocal Studies wcarswell@coker.edu  
Coordinator of the Music Education Major  
B.M.E., Appalachian State University  
M.M., Florida State University  
D.M.A., University of South Carolina

### **Physical Education**

Suzanne Parker 843-383-8257  
Assistant Professor of Physical Education and Sport Studies sparker@coker.edu  
Coordinator of the Physical Education Teacher Education Major  
B. S., Norfolk State University  
M.S.E., Ph.D., Virginia Polytechnic Institute and State University

## **9-12 Education Program Faculty**

### **Biology Education**

Joseph Flaherty  
Assistant Professor of Biology  
Chair, Department of Science and Mathematics  
Coordinator of the Biology Education Major  
B.S., M.S., North Carolina State University  
Ph.D., Purdue University

843-383-8079  
jflaherty@coker.edu

### **English Education**

Rhonda Knight  
Associate Professor of English  
Chair, Department of Communication, Language, and Literature  
B.A., University of Alabama at Birmingham  
M.A., University of Alabama  
Ph.D., Binghamton University

843-383-8120  
rknight@coker.edu

### **Mathematics Education**

Kaye Crook  
Associate Professor of Mathematics  
Coordinator of the Mathematics Education Major  
B.S., University of North Carolina-Greensboro  
M.A., East Carolina University

843-383-8083  
kcrook@coker.edu

### **Social Studies Education**

Kevin Kenyon  
Associate Professor of History  
Coordinator of the Social Studies Education Major  
B.A., The American University  
M.A., Ph.D., Indiana University

843-383-8123  
kkenyon@coker.edu

## **Welcome to the Coker College Department of Education**

We are proud of the Coker College Teacher Education Program and are serious about preparing the very finest teachers for South Carolina and the nation.

Choosing to become part of the Coker College Teacher Education Program is an important decision. Your commitment demonstrates more than a willingness to take prescribed courses; it declares a determination to demand excellence from yourself and to embrace learning, not only during your college years, but also for your entire lifetime.

Our faculty and staff stand ready to help you realize your dreams. We will set high standards for your personal and professional development and work with you to become the best teacher you can be. The community of teachers serving in the schools is prepared to welcome you. The community of scholars at Coker will support you throughout your professional life.

We invite you to join us as we continue our development of committed, well-educated teachers competent in content and pedagogy and increasingly appreciative of our own and other cultures.

This bulletin describes our Teacher Education Program and the important procedures and regulations that you must know in order to plan your course of study. Please examine this material carefully and refer to it frequently.

## **The Mission of Coker College**

Coker College is a student-centered, comprehensive college. It is dedicated to providing every student in the Day Program and in the Adult Learners Program for Higher Achievement an academic curriculum based upon a uniformly excellent liberal arts core that enhances the structured development of key personal skills.

The College's goal is to graduate students with the ability to think analytically and creatively, and to write and speak effectively.

Experiences both in and out of the classroom are focused on active student involvement and the practical application of academic knowledge that lead to lifelong learning. Coker measures its success by the personal and professional accomplishments enjoyed by all members of the academic community.

(<http://www.coker.edu/about/mission.htm>)

## **The Vision and Mission of the Department of Education**

### **Vision**

Our vision is for Coker College graduates to become distinguished professionals who acknowledge the indestructible dignity of every human being, who recognize that all children possess a capacity to learn, who can assess instructional needs and make informed, appropriate decisions to meet those needs, and whose

understanding of the liberal arts transfers to their work and their lives. Our program will be distinctive for its emphasis on involving children in meaningful learning activities, for involving teacher candidates in the work of education professionals, and for a perspective that embraces an expanding knowledge base of research.

### **Mission**

The Teacher Education Program prepares highly qualified professional educators who have the potential to be successful in the region, state, and nation. We recognize the value of informative experiences for teacher candidates in their course work and through public school internships.

The goals for our Teacher Education Program are as follows:

1. Develop well-educated teachers with sound knowledge of subject matter
2. Develop well-educated teachers who understand and practice sound pedagogy
3. Develop well-educated teachers who are disposed to growing as members of a community of learners and to becoming instructional leaders

The specific proficiencies which you will acquire related to each goal may be found in the following chart:

<b>Three Unit Goals/Outcomes with Candidate Proficiencies</b>
<b>1. Develop well-educated teachers with sound knowledge of subject matter.</b>
<i>As evidenced by knowledge:</i> The teacher candidate
1.1 Knows facts and is literate in content areas
1.2 Knows important issues in respective disciplines
1.3 Knows English grammar
<i>As evidenced by skills:</i> The teacher candidate
1.4 Applies knowledge in solving problems
1.5 Uses appropriate subject area information in the construction of logical arguments
1.6 Speaks and writes standard English
<i>As evidenced by dispositions:</i> The teacher candidate
1.7 Demonstrates confidence with subject matter in classroom interactions
1.8 Appreciates the importance of cultural literacy
1.9 Exhibits an attitude of reflection and perseverance
<b>2. Develop well-educated teachers who understand and practice sound pedagogy.</b>
<i>As evidenced by knowledge:</i> The teacher candidate
2.1 Recognizes instructional needs in a classroom situation
2.2 Has knowledge of instructional implications of cultural diversity and human growth and development
2.3 Knows effective classroom management techniques
2.4 Recognizes the appropriate and inappropriate uses of technology in the classroom
<i>As evidenced by skills:</i> The teacher candidate
2.5 Uses multiple instructional paths to learning
2.6 Selects and establishes management procedures and routines that facilitate learning
2.7 Demonstrates multiple approaches to assess learning
2.8 Uses current technology effectively
<i>As evidenced by dispositions:</i> The teacher candidate
2.9 Commits to ethical and professional values
2.10 Appreciates student diversity
<b>3. Develop well-educated teachers who are disposed to growing as members of a community of learners and to becoming instructional leaders</b>
<i>As evidenced by knowledge:</i> The teacher candidate
3.1 Has knowledge of his/her responsibilities to students, the community, and the profession
3.2 Has awareness of appropriate professional organizations and understands their purpose
3.3 Knows the principles of effective leadership
<i>As evidenced by skills:</i> The teacher candidate
3.4 Sets long and short range achievable goals
3.5 Actively listens and considers the opinions of others
<i>As evidenced by dispositions:</i> The teacher candidate
3.6 Is an advocate of students and of the profession
3.7 Values life-long learning
3.8 Takes the initiative in personal learning and is a member of the community of learners
3.9 Appreciates and participates in the culture of our society

## Approved Teacher Education Programs at Coker

We offer programs, approved by the South Carolina State Department of Education, that lead to certification in the following subjects and grades:

- Art (PK-12)
- Biology (9-12)
- Early Childhood (PK-3)
- Elementary (2-6)
- English (9-12)
- Mathematics (9-12)
- Music – Choral (PK-12)
- Physical Education (PK-12)
- Social Studies (9-12)

All programs are offered during the regular day schedule. Elementary and Early Childhood Education programs may also be completed in the evening format. Elementary and Early Childhood majors are encouraged to take courses in both formats.

## Internship Program

Coker's distinctive internship program allows you to observe and assist experienced teachers beginning in your freshman year. You are immersed in the learning community and provided opportunities to develop and demonstrate competence. This competence is gained from the following integrated elements:

1. Coursework in the liberal arts helps develop cultural literacy and prepares candidates for internships
2. Coursework in major content areas and pedagogy gives knowledge and expertise in the field of education
3. Clinical internships in local schools provide practical experience that builds on and complements coursework

You will complete a minimum of 100 hours of planned, supervised, objective-based clinical internships which must occur during the day when public schools are in session. If you work as a teacher's assistant and obtain permission from your school administration, you can usually complete a few of these internships at the school at which you work.

Each internship has a particular emphasis and appropriate degree of involvement which allows for practical applications of teaching methods learned in the college classroom. The experiences also are intended to be reflective of diverse cultures and socioeconomic groups as well as a variety of South Carolina public school settings and grade levels, and they include interaction with exceptional children. Faculty and staff monitor internship classroom assignments to ensure that you receive as broad an exposure as possible to the various populations that you may encounter as a teacher.

Specific procedures for our clinical internship program are given in the "Clinical Internships Policies and Procedures" section in **Appendix A**.

## **Communication of Information**

The well-educated teacher possesses good communication skills. You need to communicate with your professors, advisors, supervising teachers, and peers, and we need to communicate with you.

Coker College provides several avenues for disseminating information and facilitating communication. A college-wide calendar of events is published every week during the school year and distributed by electronic mail (e-mail). Bulletin boards located around campus often contain specialized information for a particular department. Messages and other important information from the College and the Department are often disseminated through campus mail.

The principal means for disseminating information in the Department of Education is through electronic mail. Current procedures are described below, but the technology for electronic mail is changing rapidly, so you should expect periodic changes to these procedures.

1. You are expected to secure a free Coker College e-mail address to ensure you receive important communications from the Education Department. It is your responsibility to have your Coker e-mail forwarded to your home e-mail address if you prefer. If you need assistance with this, please contact our IT Support personnel at <http://support.coker.edu/>.
2. The Department's web page is [www.coker.edu/educationdept](http://www.coker.edu/educationdept). You are expected to utilize this as a source of information and refer to it regularly for updates and notices.

## **Technology Skills**

Coker College teacher education graduates should understand how information technology has altered the course of human events, how it is changing the way things are accomplished today, and how it is likely to continue to do so in the future. In part, this means students should know how to harness the power of today's computer technology, understand its limitations, and be familiar with the ethical problems associated with its use. We also provide instruction on demand for certain basic technology skills. The particular skills are anticipated to change as technology itself evolves. The current list includes the following: basic computer skills, word processing skills, spreadsheet skills, research skills, and hardware skills. You are required to demonstrate your skills in technology throughout your program of study. A culminating experience takes place when you provide evidence of your competencies in technology during senior seminar.

## **Organization of the Teacher Education Program (TEP)**

An organizational chart is exhibited in **Appendix B** to help you understand how all of the different people, offices, and committees work together to ensure the smooth functioning of the TEP.

## **Regulations and Procedures for TEP**

You must meet all of the graduation requirements described in the Coker College Catalog to graduate as a teacher education major at Coker. You must also meet the specific course requirements of one of the approved teacher education programs described in this bulletin.

The following seven questions will serve as a guide for admission to the TEP.

### **1. What are the degree requirements?**

You must complete all requirements for the B.A. or B.S. degree as outlined in the Coker Catalog. If you already have a baccalaureate degree, you may be able to complete one of the approved programs and be recommended for certification without completing all Coker degree requirements. Specific course and degree requirements for each area of teacher certification are listed later in this booklet.

### **2. When will I register and be assigned an advisor?**

You are expected to register with the Department of Education during orientation or no later than your first education course. Because we want to learn about your special interests and needs, we ask that you complete a biographical data sheet. We will add your name to our general roster and include you in all mailings and e-mail messages we send to education majors.

Every education major is assigned a faculty advisor from the respective content areas. Each faculty advisor has a different system for making appointments and for seeing candidates who do not have appointments. Learn how your advisor handles these matters. Your faculty advisor will help schedule your course work and monitor your progress. Listen to your advisor, but also ask questions and understand why he or she recommends a particular schedule.

We recognize that students with disabilities can often serve as outstanding teachers and as role models for all students, and we actively encourage participation of all students with disabilities in our Teacher Education Program. We are mindful, however, that some physical and mental conditions may preclude a career in teaching, and some conditions may also require us to modify the intensive and strenuous student teaching internship. If you require a special accommodation, let your advisor know immediately.

We are proud of our small classes and the attention we give to the needs of individual candidates. Your faculty advisor is an important link in this system. Therefore, you will want to maintain contact with him or her and establish a productive and positive relationship. You do not have to experience a crisis to sit and chat with your advisor.

3. ***How many internship hours must I have to apply to the TEP?***

You must complete a minimum of 50 hours of clinical internships by the conclusion of the semester that you apply for admission to the TEP. Also, you must complete a minimum of 100 clinical internship hours before you are eligible to begin your semester of student teaching. These internships are closely correlated with the courses you will be taking so that your practical experiences will be cumulative and sequential.

4. ***Why are communication skills important, and how will I know if I'm an effective communicator?***

You must be proficient in written and oral communication to be a well-educated teacher because communication skills are important to effective teaching, team decision making, and professional collaboration.

**Written Communication**

ALL students new to Coker, including transfer students, MUST take the English Placement Examination. Based on the results of this exam, entering students with no transfer credit in English will be assigned to English 100, English 101, or English 210. Transfer students with credit for English 101 will be assigned to English 102 or English 210. Transfer students with credit for English 101 and 102 may be assigned to English 200 or may be exempt from this course. Students placed into English 200 who need work to increase the correctness or effectiveness of their writing may be encouraged to take English 100.

Good written communication is stressed in all courses at Coker, and, as a teacher education major, you will want to write clearly and effectively. Writing samples will be collected and graded at various points throughout your program of study. Our faculty frequently monitor your writing skills and will periodically offer suggestions and comments relative to your progress in this area. You may be encouraged to use the Coker College Writing Studio to receive assistance in the improvement of written communication skills. Writing tutors are available to provide suggestions and excellent feedback.

**Oral Communication**

Good oral communication is important in effective teaching. You are required to take COM101 - Speech Communication Skills in the freshman or sophomore year. In addition, you will make oral presentations in many classes during your program of study. Our faculty monitor your oral

communication skills and will offer suggestions for improvement in this area.

5. **[How do I know if I'm ready to apply to the TEP?](#)**

Admission to Coker does not admit you to the TEP. You are expected to apply for admission to the TEP no earlier than the semester in which you earn 60 semester hours of course work and 50 hours of clinical internships. **You must be admitted to the TEP at least one full semester prior to student teaching.**

You must meet the following criteria to be considered for admission to the TEP:

**Declaration of Major**

You must have declared a major in one of our approved teacher education programs by completing the appropriate form at the Registrar's office.

**Praxis I: Academic Skills Assessments**

You must have passing scores on all parts of the Praxis I. This test, required by the South Carolina Department of Education, assesses your basic skills in reading, writing, and mathematics. You must take and pass Praxis I before you will be allowed to register for your fifth education course. This may occur as early as the fall semester of your sophomore year.

If you have any doubt as to your ability to pass Praxis I, you should review your reading, writing, and mathematics skills and seek help before taking the test. Praxis information and study aids are available in the Department of Education office, on the Education Department webpage, or can be accessed online at <http://www.ets.org/praxis>. If you fail part or all of Praxis I, you should consult with your advisor about appropriate remedial work before taking the test again. You may take the Praxis I test as many times as you wish, but you cannot be accepted into the TEP until you have passed all three parts.

*You will be exempt from taking Praxis I if you obtained an SAT score of 1650 or greater (1100 for exams taken prior to March 1, 2005) or an ACT score of 24 or greater.*

One of the requirements for receiving the South Carolina Teachers and Career Changers Loan is passing all three portions of Praxis I or having the SAT or ACT exemption.

## **Grade Requirements**

You must maintain a minimum GPA of 2.75 overall and in combined professional education and area of specialization courses. Although college regulations permit you to take some courses under a Satisfactory/No Credit (S/NC) grade system, when a grade of S is used to meet a course requirement, it will be counted as a C for calculating whether your grade point average meets these standards.

Presently, candidates are required to take the S/NC option for student teaching. That course, therefore, is not included in calculating your grade point average.

Grades earned at other colleges are not used in computing your grade point averages for the purpose of your standing in Teacher Education. If, however, your grade point average is below our standards, additional coursework or remedial work may be required.

If you meet the above criteria, you are eligible to apply for admission.

## **6. [How do I apply to the TEP?](#)**

### **Orientation**

You begin the process by attending a TEP orientation, scheduled both in the fall and spring semesters. Visit our website for the dates. Applications will be distributed at the orientation meeting and may be found in this bulletin in **Appendix C**.

### **Application**

As part of the application, you must complete an autobiographical writing prompt which describes the development of your intellectual interests and explains your interest in teaching. You must schedule a time for your writing prompt with the Administrative Assistant in the Department of Education.

Fall applications are due on the first Thursday in October while spring applications are due on the first Thursday in February.

### **Faculty Recommendations**

You must have written recommendations from at least two full-time Coker faculty members, one from the liberal arts faculty and one from the professional education faculty. Additional recommendations, especially from other faculty members, employers, and supervisors of clinical internships, are welcome. The faculty will ask for specific additional references in some instances. Please ask all people who write on your behalf to send the letters directly to:

Director of Teacher Education  
Coker College  
300 E. College Avenue  
Hartsville, SC 29550

### **TEP Presentation/Interview**

The purpose of your TEP presentation is to demonstrate your levels of competence as a prospective teacher. Your presentation should include artifacts of your choosing that demonstrate your skills, knowledge, and dispositions as described in the chart on page 9. The presentation should be reviewed by your faculty advisor prior to your interview. You will be allowed 5-10 minutes to make your presentation to the members of the Teacher Education Advisory Committee (TEAC) at the beginning of the interview.

The following should be considered for the TEP presentation/interview:

- **Content Knowledge**
- **Professional Skills**
- **Interpersonal Skills**
- **Enthusiasm and Energy**
- **Potential for Continued Professional and Cultural Growth**

Members of the TEAC will interview you as a part of the assessment process. Your admission to the program will be based on your presentation, personal interview, and submitted materials.

#### **7. [How will I know if I'm accepted to the TEP?](#)**

The Director of the Teacher Education Program will notify you in writing when you have been accepted. This letter will include insightful information regarding your perceived strengths and weaknesses. Please be mindful of these.

If rejected, you will also be informed in writing by the Director of the Teacher Education Program and will be given specific reasons why the committee feels you are not ready to enter the TEP. You have the right to address an appeal before the full TEAC. Your request to appear before the committee should be made in writing, should address the main points of your appeal, and should be submitted to the Director of Teacher Education within two weeks of receiving the notice of rejection. If the committee sustains your appeal, you will be admitted to the TEP. If rejected again, you have the right to appeal directly to the Provost and Dean of the Faculty.

- If accepted, you may pursue teacher education at Coker and are eligible for student teaching after one full semester if all other prerequisites are met.

- If rejected, it is wise to discuss candidly with your faculty advisor the probability of admission. You may apply again when the deficiencies have been corrected, but you may not enroll in 400-level courses offered by the Department of Education.

Your progress in the TEP will continue to be monitored by your faculty advisor, the Director of Teacher Education, and the TEAC after admission. You are expected to maintain the same standards of scholarship, interpersonal skills, enthusiasm, and continued growth that were required for entry into the program. We will be especially interested in the evaluations from your clinical internships as you prepare for student teaching.

If you fall below the standards for admission to the TEP (for example, if you receive unsatisfactory evaluations from the supervisors of your clinical internships), you may be removed from the TEP. This is only done by a majority vote of TEAC and only after all of the factors pertaining to your situation have been considered. You will have the opportunity to present your case to the committee, and any actions by the committee and reasons for those actions will be communicated to you in writing. You will have the opportunity to appeal the decision as described above or to reapply for admission when the deficiencies no longer exist.

## **Regulations and Procedures for Student Teaching**

### **1. What is student teaching?**

Student teaching is the opportunity for you to put into practice all you have learned at Coker College. You will spend a minimum of 60 days in intensive, full-time work in one or two public school classrooms under the supervision of experienced teachers and college faculty. Student teaching is completed the final semester of your program of study.

Student teaching is a significant step in your preparation to become a teacher, and it is important that you not have any additional outside responsibilities at this time. Our policy does not permit you to take additional coursework, hold a job, or play sports during your student teaching semester. For day students who play a spring sport, a carefully controlled approach to TEP admission and student teaching needs to be considered. Talk with your advisor early in your college career to plan your course of study so that student teaching may be completed during the fall semester.

While student teaching, you will take EDU415, a seminar that supports student teaching. The schedule for the seminar is announced each semester.

The student teaching program is administered by the Director of Internship Programs and School Services under the general guidance of the Director of Teacher Education. Specific procedures are outlined in a special handbook entitled *The Student Teaching Experience: A Partnership Venture*.

2. **When and how do I apply for student teaching?**

To be eligible for student teaching, you must have been in the TEP for one full semester, you must have completed all of your specialized subject and professional education courses, and you must have completed all of the prerequisites listed on the application for student teaching. You will attend an orientation meeting prior to making application for student teaching. Student teaching applications are due two semesters in advance of the student teaching semester. The application is reproduced in this Bulletin as **Appendix D**.

You must complete the latest on-line South Carolina Department of Education Application for Initial Teaching Certificate. You will be required to submit to a criminal history check conducted by the State Law Enforcement Division and the Federal Bureau of Investigation. Fingerprinting is one of the requirements of this background check.

Both your faculty advisor and the Director of Teacher Education must approve your application. If they fail to agree, then the full Teacher Education Advisory Committee will study your application, and you may be admitted to student teaching by receiving the approval of a majority of the members of that committee.

Once approved by your advisor and the Director of Teacher Education, you must make an appointment with the Director of Internship Programs and School Services who will review your application materials.

You must contact the Administrative Assistant to schedule an appointment for a writing sample and the EEDA assessment as well as an interview with the Director of Teacher Education. This interview will review your readiness for student teaching. You will receive written feedback from the Director of Teacher Education citing your strengths and areas for improvement.

3. **What exams must I take before student teaching?**

You must take the appropriate Praxis II specialty area and Principles for Learning and Teaching (PLT) examinations and have the scores sent directly to Coker College before you will be approved for student teaching. The South Carolina Department of Education establishes passing scores and you must pass these tests before you will be recommended for certification. Please refer to <http://www.scteachers.org/Cert/exam.cfm>.

If your academic preparation is barely above that required for admission to student teaching, or if you completed a substantial part of your coursework at another college, we reserve the right to have you pass all relevant parts of Praxis II prior to student teaching.

4. **What happens after student teaching?**

Once all certification requirements have been completed, the Director of Teacher Education will send his/her recommendation to the State Department of Education along with your official transcript. Once received, the State Department will complete your file and send your credential.

A complete sequence of events for the entire TEP is found in **Appendix E**.

## **Course Requirements**

Course requirements and sample course sequences are given for each of our approved teacher education programs on the following pages. This first section explains how the courses are classified. Symbols used in the course listings are also explained in this segment. Individual program tracking sheets have been provided in the Bulletin as **Appendix F**.

1. **Classification of Courses**

Courses in our teacher education programs are traditionally classified in four categories: liberal arts, professional education, specialized subjects, and electives.

You will study a wide variety of **liberal arts** courses that help you develop cultural literacy and appropriate written and oral communication skills. These courses help you in your journey to becoming a well-educated teacher.

You will study educational theory, the history of educational thought, and general methods of teaching and classroom management in the **professional education** courses. However, teaching methods that are specific to certain disciplines or grade levels generally are classified with the specialized subject courses. This part of the curriculum is most concerned with helping you develop a commitment to the teaching profession, compassion for your students, and competence in teaching techniques. Student teaching is included in this category.

You will study the discipline you are planning to teach as well as specialized teaching methodology in the **specialized subject** courses. This part of the curriculum is most concerned with giving you specific and detailed knowledge about what you will be teaching as well as competence in how to teach. Specialized computer software competencies are included in these courses.

Your **elective** courses allow you to pursue special interests or explore other areas of scholarship.

## 2. Explanation of Symbols

The majority of courses in our approved teacher education programs are mandatory. Consequently, you must take the specific courses listed on the following pages. You will have a choice of two or three courses to meet a particular requirement in some instances. Rather than give explanations repeatedly, each requirement that may be met by a choice of courses is listed by a symbol, and the symbol is explained in this section. For example, teacher candidates must take one semester of The History of Western Civilization. This is listed as WOHIST in the course listings. If you check the listing below, you will see that WOHIST means you take either HIS210 or HIS211.

The following symbols are used:

<b>APPMUS</b>	Fourteen hours of applied lessons in the principal performing instrument taken from MUS111, 112, 211, 212, 311, 312, 411, or 412
<b>ARTHS1</b>	One 300-level art history course
<b>ARTHS2</b>	The second 300-level art history course
<b>ARTSTU</b>	One three-semester hour art studio course
<b>BEHSC</b>	One course from the Knowledge of Behavior Sciences except EDU200, EDU201, or PSY101
<b>BIOEL1</b>	The first of five biology electives
<b>BIOEL2</b>	The second of five biology electives
<b>BIOEL3</b>	The third of five biology electives
<b>BIOEL4</b>	The fourth of five biology electives
<b>BIOEL5</b>	The fifth of five biology electives. All electives must total a minimum of 18 semester hours at or above the 200 level. MAT223 or an upper-level computer science course may substitute for one of these courses.
<b>DEVPSY</b>	EDU200 or EDU201

<b>ECONOM</b>	BA222 or BA223
<b>ENGAME</b>	ENG331 or ENG334 or ENG335 or ENG336 (American Literature)
<b>ENGBRIT</b>	ENG221 or ENG222 (British Literature)
<b>ENGPRO</b>	A course in English composition to follow ENG101. Placement in either ENG102 or ENG210 is made by the English faculty. See the Coker College Catalog for details.
<b>ENGRAV</b>	ENG321 or ENG323 or ENG325 or ENG326 (one course in eighteenth-, nineteenth-, or twentieth-century literature)
<b>ENGREMED</b>	ENG316 or ENG318 or ENG311 or ENG312 (one course in Renaissance or Medieval literature)
<b>FINAR1</b>	First of two courses chosen from the Knowledge of the Arts
<b>FINAR2</b>	Second of two courses chosen from the Knowledge of the Arts
<b>FINAR3</b>	Any course from the Knowledge of the Arts except MUS230
<b>FINAR4</b>	Any course from the Knowledge of the Arts except ART100, ART180, or ART282
<b>HISELEC</b>	One history elective at the 300-level or above
<b>HISNWE</b>	One three-semester hour course in nonwestern/third world history
<b>LANGU1</b>	First semester of a two-semester foreign language requirement
<b>LANGU2</b>	Second semester of a two-semester foreign language requirement
<b>MATCOM</b>	MAT203, MAT210, or MAT222
<b>MATELEC</b>	Any 300 or 400 level math course
<b>MAT/CSEL1</b>	Any 200, 300, or 400 level math or computer science course
<b>METHFA</b>	ART290 or MUS361 depending on prerequisite
<b>MUSART</b>	MUS230 or ART180
<b>MUS-P1</b>	First of two courses from MUS101, MUS102, MUS301, or MUS302. Most candidates take two courses from this series, but the precise number is determined by the candidate's proficiency.
<b>MUS-P2</b>	Second of two courses from MUS101, MUS102, MUS301, or MUS302. Most candidates take two courses from this series, but the precise number is determined by the candidate's proficiency.
<b>MUS-V1</b>	First of two courses from MUS103 and MUS104.
<b>MUS-V2</b>	Second of two courses from MUS103 and MUS104.
<b>PECORE</b>	PE120 or PE215

<b>PE-NET</b>	PE108 or PE115
<b>PESWIM</b>	PE110, PE111, or PE112
<b>PHIREL</b>	REL204 or PHI205
<b>SCIBIO</b>	BIO101/101L or BIO102/102L
<b>SCIPHY</b>	GEO101/GEO101L or GEO102/GEO102L or CHE101/CHE101L or CHE102/102L or PHY101/101L or PHY201/201L
<b>STATIS</b>	MAT203 or PSY203 or SOC203
<b>WOHIST</b>	HIS210 or HIS211
<b>WORLIT</b>	ENG201 or ENG202

Specific course requirements and typical schedules for each teacher education major are listed on the following pages.

## Specific Course Requirements for Art Education

### Liberal Arts Studies (53 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	ART180 (3)	BEHSC (3)	WOHIST (3)	SCIBIO (4)
ENG101 (3)	FINAR4 (3)	DEVPSY*(3)	PHIREL (3)	SCIPHY (4)
ENGPOR (3)				
MATCOM (3)				
PECORE (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS202 (3)	WORLIT <sup>1</sup> (3)		
LANGU2 (3)				

### Professional Education (33 semester hours)

EDU102*(3)	ART290*(3)	EDU415 (3)
EDU308*(3)	ART490*(3)	EDU470 (12)
EDU385*(3)	EDU405*(3)	

### Specialized Subjects (33 semester hours)

ART100 (3)	ART220 (3)	ARTHS1 (3)
ART105 (3)	ART250 (3)	ARTHS2 (3)
ART130 (3)	ART260 (3)	ARTSTU (3)
ART170 (3)	ART282 or ART389 (3)	

### Electives (1 semester hour)

#### **Additional Regulations**

Additional coursework in mathematics, English composition, and oral communication might be necessary.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Art Education Majors

### Freshman

Fall		Spring	
ENG101	(3)	ART180	(3)
COM101	(3)	EDU102*	(3)
MATCOM	(3)	ENGPOR	(3)
LANGU1	(3)	LANGU2	(3)
ART100	(3)	ART105	(3)
	<u>(15)</u>		<u>(15)</u>

### Sophomore

Fall		Spring	
DEVPSY*	(3)	EDU308*	(3)
ART282/389	(3)	ARTHS1	(3)
ART170	(3)	ART250	(3)
ART130	(3)	ART290*	(3)
SCIBIO	(4)	SCIPHY	(4)
	<u>(16)</u>		<u>(16)</u>

### Junior

Fall		Spring	
HIS202	(3)	BEHSC	(3)
PHIREL	(3)	FINAR4	(3)
EDU385*	(3)	PECORE	(3)
ARTHS2	(3)	ART260	(3)
ART220	(3)	WOHIST	(3)
	<u>(15)</u>		<u>(15)</u>

### Senior

Fall		Spring	
WORLIT	(3)	EDU415	(3)
ARTSTU	(3)	EDU470	(12)
Elective	(1)		
EDU405*	(3)		
ART490*	(3)		
	<u>(13)</u>		<u>(15)</u>

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for Biology Education

### Liberal Arts Studies (53 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	FINAR1 (3)	BEHSC (3)	WOHIST (3)	BIO110 (3)
ENG101 (3)	FINAR2 (3)	EDU201*(3)	PHIREL (3)	BIO110L (1)
ENGPOR (3)				CHE101 (3)
MATCOM (3)				CHE101L (1)
PECORE (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS202 (3)	WORLIT <sup>1</sup> (3)		
LANGU2 (3)				

### Professional Education (30 semester hours)

EDU102*(3)	EDU385*(3)	EDU440 (12)
EDU308*(3)	EDU405* (3)	
EDU319*(3)	EDU415 (3)	

### Specialized Subjects (46 semester hours)

BIO111 (3)	CHE102 (3)	BIOEL1 (3)
BIO111L (1)	CHE102L (1)	BIOEL2 (3)
BIO210* (4)	CHE351 (3)	BIOEL3 (4)
BIO211 (4)	CHE351L (1)	BIOEL4 (4)
BIO491 (1)	CHE352 (3)	BIOEL5 (4)
STATIS (3)	CHE352L (1)	

### Electives (0 semester hours)

#### **Additional Regulations and Recommendations**

Additional coursework in mathematics, English composition, and oral communication might be necessary.

Biology Electives (BIOEL1 – BIOEL5) must total a minimum of 18 semester hours at or above the 200 level. MAT223 or an upper-level course in computer science may substitute for one of these courses.

All Biology Education majors must present an acceptable departmental seminar.

PHY201, PHY202, and Mathematics at least through Calculus are recommended.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Biology Majors

### Freshman

Fall		Spring	
ENG101	(3)	ENGPOR	(3)
MATCOM	(3)	EDU102*	(3)
COM101	(3)	EDU201*	(3)
BIO110	(3)	BIO111	(3)
BIO110L	(1)	BIO111L	(1)
CHE101	(3)	CHE102	(3)
CHE101L	(1)	CHE102L	(1)
<hr/>		<hr/>	
(17)		(17)	

### Sophomore

Fall		Spring	
WORLIT	(3)	EDU308*	(3)
CHE351	(3)	CHE352	(3)
CHE351L	(1)	CHE352L	(1)
LANGU1	(3)	BIO211	(4)
BIOEL1	(3)	LANGU2	(3)
BIO210*	(4)	HIS202	(3)
<hr/>		<hr/>	
(17)		(17)	

### Junior

Fall		Spring	
EDU385*	(3)	EDU319*	(3)
WOHIST	(3)	BEHSC	(3)
FINART1	(3)	BIOEL3	(4)
BIOEL2	(3)	FINAR2	(3)
STATIS	(3)	PHIREL	(3)
<hr/>		<hr/>	
(15)		(16)	

### Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
BIOEL4	(4)	EDU440	(12)
BIOEL5	(4)		
BIO491	(1)		
PECORE	(3)		
<hr/>		<hr/>	
(15)		(15)	

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for Early Childhood Education

### Liberal Arts Studies (53 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	MUSART (3)	BEHSC (3)	WOHIST (3)	SCIBIO (4)
ENG101 (3)	FINAR2 (3)	EDU200* (3)	PHIREL (3)	SCIPHY (4)
ENGPOR (3)				
MATCOM (3)				
PECORE (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS202 (3)	WORLIT <sup>1</sup> (3)		
LANGU2 (3)				

### Professional Education (27 semester hours)

EDU102* (3)	EDU405* (3)
EDU385* (3)	EDU410* (12)
EDU402* (3)	EDU415 (3)

### Specialized Subjects (36 semester hours)

EDU203* (3)	EDU306* (3)	EDU345* (3)	ENG251 (3)
EDU211* (3)	EDU307* (3)	EDU350* (3)	METHFA* (3)
EDU301* (3)	EDU326* (3)		
EDU302* (3)	EDU327* (3)		

### Electives (4 semester hours)

EDU208 (1) is strongly recommended.

### Additional Regulations

The satisfactory/no credit (S/NC) grade system may not be used for required courses. It may be used with 300- and 400-level elective courses.

Additional coursework in mathematics, English composition, and oral communication might be necessary.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Early Childhood Majors

### Freshman

Fall		Spring	
ENG101	(3)	COM101	(3)
EDU102*	(3)	EDU203*	(3)
MUSART	(3)	MATCOM	(3)
EDU200*	(3)	ENGPOR	(3)
<u>LANGU1</u>	<u>(3)</u>	<u>LANGU2</u>	<u>(3)</u>
	(15)		(15)

### Sophomore

Fall		Spring	
WORLIT	(3)	WOHIST	(3)
HIS202	(3)	ENG251	(3)
EDU211*	(3)	EDU301*	(3)
SCIBIO	(4)	BEHSC	(3)
EDU326*	(3)	<u>EDU327*</u>	<u>(3)</u>
<u>EDU208</u>	<u>(1)</u>		
	(17)		(15)

### Junior

Fall		Spring	
EDU306*	(3)	EDU307*	(3)
EDU345*	(3)	METHFA*	(3)
EDU302*	(3)	FINAR2	(3)
SCIPHY	(4)	EDU350*	(3)
<u>PHIREL</u>	<u>(3)</u>	<u>EDU 385*</u>	<u>(3)</u>
	(16)		(15)

### Senior

Fall		Spring	
EDU405*	(3)	EDU410	(12)
PECORE	(3)	<u>EDU415</u>	<u>(3)</u>
EDU402*	(3)		
<u>ELECTIVE</u>	<u>(3)</u>		
	(12)		(15)

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Early Childhood Majors (Evening Format)

Many equivalent variations will fit the evening schedule.

### Freshman

<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
ENG101 EDU102*	ENGPRO EDU200*	COM101 LANGU1	MATCOM LANGU2	EDU203* SCIBIO

### Sophomore

<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
EDU211* MUSART	ENG251 METHFA*	EDU326* HIS202	EDU327* EDU385*	SCIPHY PECORE

### Junior

<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
EDU345* EDU301*	EDU350* WORLIT	EDU306* EDU302*	EDU307* BEHSC	PHIREL WOHIST
-----EDU208-----				

### Senior

<b>Term I</b>	<b>Term II</b>	<b>Spring Semester (Day Schedule)</b>
EDU405* FINART2	EDU402* ELECTIVE	EDU415 EDU410

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for Elementary Education

### Liberal Arts Studies (53 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	MUSART (3)	BEHSC (3)	WOHIST (3)	SCIBIO (4)
ENG101 (3)	FINAR2 (3)	EDU200* (3)	PHIREL (3)	SCIPHY (4)
ENGPOR (3)				
MATCOM (3)				
PECORE (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS202 (3)	WORLIT <sup>1</sup> (3)		
LANGU2 (3)				

### Professional Education (27 semester hours)

EDU102* (3)	EDU405* (3)
EDU385* (3)	EDU415 (3)
EDU403* (3)	EDU430 (12)

### Specialized Subjects (27 semester hours)

EDU211* (3)	EDU327* (3)	ENG251 (3)
EDU306* (3)	EDU345* (3)	METHFA* (3)
EDU307* (3)	EDU350* (3)	
EDU326* (3)		

### Electives (13 semester hours)

EDU208 (1) is strongly recommended.

### **Additional Regulations**

The satisfactory/no credit (S/NC) grade system may not be used for required courses. It may be used with 300- and 400-level elective courses.

Additional coursework in mathematics, English composition, and oral communication might be necessary.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Elementary Majors (Day Format)

### Freshman

Fall		Spring	
ENG101	(3)	COM101	(3)
EDU102*	(3)	ELECTIVE	(3)
EDU200*	(3)	MATCOM	(3)
PECORE	(3)	ENGPOR	(3)
<u>LANGU1</u>	<u>(3)</u>	<u>LANGU2</u>	<u>(3)</u>
	(15)		(15)

### Sophomore

Fall		Spring	
WORLIT	(3)	WOHIST	(3)
HIS202	(3)	METHFA*	(3)
MUSART	(3)	ENG251	(3)
EDU326*	(3)	EDU327*	(3)
<u>EDU211*</u>	<u>(3)</u>	<u>SCIBIO</u>	<u>(4)</u>
	(16)		(15)

### Junior

Fall		Spring	
SCIPHY	(4)	EDU350*	(3)
EDU306*	(3)	EDU307*	(3)
EDU345*	(3)	ELECTIVE	(3)
PHIREL	(3)	ELECTIVE	(3)
<u>ELECTIVE</u>	<u>(3)</u>	<u>EDU385*</u>	<u>(3)</u>
	(16)	<u>EDU208</u>	<u>(1)</u>
			(16)

### Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
EDU403*	(3)	<u>EDU430</u>	<u>(12)</u>
BEHSC	(3)		
FINAR2	(3)		
<u>ELECTIVE</u>	<u>(3)</u>		
	(15)		(15)

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Elementary Majors (Evening Format)

Many equivalent variations will fit the evening schedule.

### Freshman

<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
ENG101 EDU102*	ENGPRO EDU200*	MUSART LANGU1	MATCOM LANGU2	FINAR2 SCIBIO

### Sophomore

<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
EDU326* HIS202	EDU327* WOHIST	EDU211* EDU345*	ENG251 METHFA*	BEHSC SCIPHY

### Junior

<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
WORLIT COM101 -----EDU208-----	EDU385* EDU350*	EDU306* ELECTIVE	EDU307* PECORE	PHIREL ELECTIVE

### Senior

<b>Term I</b>	<b>Term II</b>	<b>Spring Semester (Day Schedule)</b>
EDU405* ELECTIVE	EDU403* ELECTIVE	EDU415 EDU430

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for English Education

### Liberal Arts Studies (53 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	FINAR1 (3)	BEHSC (3)	WOHIST <sup>1</sup> (3)	SCIBIO (4)
ENG101 (3)	FINAR2 (3)	EDU201*(3)	PHIREL (3)	SCIPHY (4)
ENGPOR (3)				
MATCOM (3)				
PECORE (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS202 (3)	ENG201 (3)		
LANGU2 (3)				

### Professional Education (30 semester hours)

EDU102*(3)	ENG365*(3)	EDU440 (12)
EDU309*(3)	EDU405*(3)	
EDU385*(3)	EDU415 (3)	

### Specialized Subjects (34 semester hours)

ENG202 (3)	ENG305 (3)	ENGBRIT (3)
ENG231 (3)	ENG361 (3)	ENGRENMED (3)
ENG232 (3)	ENG363*(3)	ENGRAV (3)
ENG250 (1)	ENG400 (3)	ENGAME (3)

### Electives (3 semester hours)

#### **Additional Regulations**

Additional coursework in mathematics, English composition, and oral communication might be necessary.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WOHIST may be met by taking HIS210 OR HIS211.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for English Education Majors

### Freshman

<b>Fall</b>		<b>Spring</b>	
ENG101	(3)	ENGPOR	(3)
COM101	(3)	EDU102*	(3)
PECORE	(3)	EDU201*	(3)
ELECTIVE	(3)	MATCOM	(3)
LANGU1	(3)	LANGU2	(3)
	<u>(15)</u>		<u>(15)</u>

### Sophomore

<b>Fall</b>		<b>Spring</b>	
ENG363*	(3)	ENG201	(3)
ENG232	(3)	HIS202	(3)
FINAR1	(3)	FINAR2	(3)
WOHIST	(3)	ENGBRIT	(3)
PHIREL	(3)	SCIPHY	(4)
ENG250	(1)		
	<u>(16)</u>		<u>(16)</u>

### Junior

<b>Fall</b>		<b>Spring</b>	
ENG365*	(3)	EDU309*	(3)
ENG305	(3)	ENGRNEMED	(3)
ENG202	(3)	ENG231	(3)
BEHSC	(3)	EDU385*	(3)
SCIBIO	(4)	ENGAME	(3)
	<u>(16)</u>		<u>(15)</u>

### Senior

<b>Fall</b>		<b>Spring</b>	
EDU405*	(3)	EDU415	(3)
ENG400	(3)	EDU440	(12)
ENGRAV	(3)		
ENG361	(3)		
	<u>(12)</u>		<u>(15)</u>

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for Mathematics Education

### Liberal Arts Studies (53 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	FINAR1 (3)	BEHSC (3)	WOHIST (3)	SCIBIO (4)
ENG101 (3)	FINAR2 (3)	EDU201*(3)	PHIREL (3)	SCIPHY (4)
ENGPPO (3)				
MAT203 (3)				
PECORE (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS202 (3)	WORLIT <sup>1</sup> (3)		
LANGU2 (3)				

### Professional Education (30 semester hours)

EDU102*(3)	EDU385*(3)	EDU440 (12)
EDU218*(3)	EDU405*(3)	
EDU308*(3)	EDU415 (3)	

### Specialized Subjects (40 semester hours)

CS110 (4)	MAT223 (4)	MAT315 (3)	MAT491 (1)	MAT/CSEL1 (3)
MAT201 (3)	MAT224 (4)	MAT316 (3)	MAT492 (1)	MATELEC (3)
MAT222 (4)	MAT311* (3)	MAT450 (3)	MAT493 (1)	

### Electives (0 semester hours)

#### **Additional Regulations**

Additional coursework in mathematics, English composition, and oral communication might be necessary.

If MAT210 is not satisfied by equivalent high school background or transfer credit, it must be taken in the Fall semester of the freshman year.

To meet the physical science requirement, we recommend that students take General Physics (PHY201).

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Mathematics Education Majors

### Freshman

Fall		Spring	
ENG101	(3)	ENGPOR	(3)
COM101	(3)	MAT223	(4)
MAT222	(4)	EDU102*	(3)
MAT203	(3)	EDU201*	(3)
<u>LANGU1</u>	<u>(3)</u>	<u>LANGU2</u>	<u>(3)</u>
	(16)		(16)

### Sophomore

Fall		Spring	
MAT224	(4)	MAT315	(3)
WORLIT	(3)	MATELEC	(3)
FINAR1	(3)	MAT/CS201	(3)
WOHIST	(3)	EDU308*	(3)
<u>CS110</u>	<u>(4)</u>	<u>SCIPHY</u>	<u>(4)</u>
	(17)		(16)

### Junior

Fall		Spring	
MAT316	(3)	MAT311*	(3)
SCIBIO	(4)	PECORE	(3)
EDU218*	(3)	MATEL2	(3)
MAT491	(1)	MAT492	(1)
<u>MAT/CSE1</u>	<u>(3)</u>	HIS202	(3)
	(14)	<u>EDU385*</u>	<u>(3)</u>
			(16)

### Senior

Fall		Spring	
BEHSC	(3)	EDU415	(3)
EDU405*	(3)	<u>EDU440</u>	<u>(12)</u>
FINAR2	(3)		
MAT450	(3)		
PHIREL	(3)		
<u>MAT493</u>	<u>(1)</u>		
	(13)		(15)

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for Music Education

### **(Bachelor of Music Education – Choral/General Emphasis)**

#### **Liberal Arts Studies** (40 semester hours)

<b><u>Core Skills</u></b>	<b><u>Arts</u></b>	<b><u>Behavioral Sciences</u></b>	<b><u>Humanities</u></b>	<b><u>Natural Sciences</u></b>
COM101 (3)	FINAR3 (3)	BEHSC (3)	WOHIST (3)	SCIBIO (3)
ENG101 (3)		DEVPSY*(3)	PHIREL (3)	SCIPHY (3)
MATCOM (3)				Lab (1)
PECORE (3)	<b><u>United States</u></b>	<b><u>Wider World</u></b>		
	HIS202 (3)	WORLIT <sup>1</sup> (3)		

#### **Professional Education** (24 semester hours)

EDU102*(3)	EDU405 (3)	EDU470 (12)
EDU385*(3)	EDU415 (3)	

#### **Specialized Subjects** (62 semester hours)

<b><u>(Applied Music &amp; Ensemble)</u></b>	<b><u>(Theory &amp; History)</u></b>	<b><u>(Music Education)</u></b>
APPMUS (14)	MUS121 (3) MUS321 (3)	MUS362* <sup>@</sup> (3) MUS183* (1)
	MUS122 (3) MUS422 (3)	MUS363* <sup>@</sup> (3)
MUS-P1&2 (1-4) or	MUS221 (3)	MUS371 (2)
MUS-V1&2 (1-4)	MUS222 (3)	MUS372 (2)
	MUS331 (3)	MUS181* (1)
MUS152 or 355 (7)	MUS332 (3)	MUS182* (1)

#### **Electives** (0 semester hours)

#### **Additional Regulations**

Additional coursework in music, mathematics, English composition, and oral communication might be necessary.

Music education programs prepare students to teach K-12 choral or general music. This program requires both a principal and a secondary-performing instrument of voice and piano or piano and voice. Applied lessons in the principal performing instrument (APPMUS) are taken in courses numbered MUS111, 112, 211, 212, 311, 312, 411, and 412.

Applied lessons in the secondary-performing instrument (MUS-P1&2 or MUS-V1&2) are taken from courses numbered MUS101, 102, 103, 104, 301, or 302. To meet requirements, most students take four semester hours from this series, but the precise number is determined by the music department based on each student's proficiency.

<sup>@</sup>MUS362 and 363 includes instruction in reading in the content area of music.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Music Education Majors

### Freshman

Fall	Spring
ENG101 (3)	MUS-P2(V2) (2)
APPMUS (2)	APPMUS (2)
COM101 (3)	MUS122 (3)
MUS152/355 (1)	MUS152/355 (1)
MUS-P1(V1) (2)	DEVPSY* (3)
<u>MUS121 (3)</u>	<u>EDU102* (3)</u>
(14)	(14)

### Sophomore

Fall	Spring
WORLIT (3)	WOHIST (3)
APPMUS (2)	APPMUS (2)
MUS221 (3)	MUS222 (3)
MUS331 (3)	MUS332 (3)
MUS152/355 (1)	MUS152/355 (1)
MATCOM (3)	MUS182* (1)
<u>MUS181* (1)</u>	<u>MUS183* (1)</u>
(16)	<u>PECORE (3)</u>
	(17)

### Junior

Fall	Spring
APPMUS (2)	APPMUS (2)
MUS362* (3)	MUS363* (3)
MUS152/355 (1)	MUS371 (2)
BIO/PHY (4)	MUS152/355 (1)
MUS321 (3)	EDU385 (3)
<u>HIS202 (3)</u>	BEHSC (3)
(16)	<u>BIO/PHY (3)</u>
	(17)

### Senior

Fall	Spring
APPMUS (2)	EDU415 (3)
MUS422 (3)	<u>EDU470 (12)</u>
PHIREL (3)	
FINAR3 (3)	
MUS372 (2)	
EDU405 (3)	
<u>MUS152/355 (1)</u>	
(17)	(15)

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for Physical Education

### Liberal Arts Studies (52 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	FINAR1 (3)	BEHSC (3)	WOHIST (3)	SCIBIO (3)
ENG101 (3)	FINAR2 (3)	DEVPSY*(3)	PHIREL (3)	SCIPHY (4)
ENGPPO (3)				
MATCOM (3)				
PE-215 (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS202 (3)	WORLIT <sup>1</sup> (3)		
LANGU2 (3)				

### Professional Education (27 semester hours)

EDU102*(3)	EDU385*(3)	EDU415 (3)
EDU308*(3)	EDU405*(3)	EDU470 (12)

### Specialized Subjects (43 semester hours)

PE-120 (3)	PE-314*(3)	PE-411 (3)	<u>Activity Courses</u>
PE-205 (3)	PE-320 (3)	PE-415 (3)	PE-103 (1)
PE-226 (3)	PE-333*(3)	BIO227 (4)	PE-113 (1)
PE-230 (2)	PE-335*(3)		PE-NET (1)
PE-260 (3)	PE-410 (3)		PESWIM (1)

### Electives (0 semester hours)

#### **Additional Regulations**

Additional coursework in mathematics, English composition, and oral communication might be necessary.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Physical Education Majors

### Freshman

Fall		Spring	
ENG101	(3)	ENGPOR	(3)
COM101	(3)	DEVPSY*	(3)
PE-120	(3)	MATCOM	(3)
BIO101	(3)	EDU102*	(3)
<u>LANGU1</u>	<u>(3)</u>	<u>LANGU2</u>	<u>(3)</u>
	(15)	<u>PESWIM</u>	<u>(1)</u>
			(16)

### Sophomore

Fall		Spring	
WORLIT	(3)	WOHIST	(3)
PE-205	(3)	EDU308*	(3)
PE-314*	(3)	PE-226	(3)
BIO227	(4)	SCIPHY	(4)
<u>PE-215</u>	<u>(3)</u>	<u>PE-333*</u>	<u>(3)</u>
	(16)		(16)

### Junior

Fall		Spring	
PE-260	(3)	BEHSC	(3)
PE-113	(1)	PE-335*	(3)
HIS202	(3)	PE-103	(1)
FINAR1	(3)	PHIREL	(3)
PE-230	(2)	EDU385	(3)
<u>PE-NET</u>	<u>(1)</u>	<u>PE-415</u>	<u>(3)</u>
	(13)		(16)

### Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
PE-411	(3)	<u>EDU470</u>	<u>(12)</u>
PE-410	(3)		
PE-320	(3)		
<u>FINAR2</u>	<u>(3)</u>		
	(15)		(15)

\*A clinical internship in a local classroom is an integral course component.

## Specific Course Requirements for Social Studies Education

### Liberal Arts Studies (53 semester hours)

<u>Core Skills</u>	<u>Arts</u>	<u>Behavioral Sciences</u>	<u>Humanities</u>	<u>Natural Sciences</u>
COM101 (3)	FINAR1 (3)	SOC103 (3)	HIS210 (3)	SCIBIO (4)
ENG101 (3)	FINAR2 (3)	EDU201*(3)	REL204 (3)	SCIPHY (4)
ENGPOR (3)				
MATCOM (3)				
PECORE (3)	<u>United States</u>	<u>Wider World</u>		
LANGU1 (3)	HIS201 (3)	WORLIT <sup>1</sup> (3)		
LANGU2 (3)				

### Professional Education (30 semester hours)

EDU102*(3)	EDU385* (3)	EDU415 (3)
EDU308*(3)	EDU405*(3)	EDU440 (12)
EDU320*(3)		

### Specialized Subjects (36 semester hours)

HIS202 (3)	HISNWE (3)	HIS421 (3)	ECONOM (3)
HIS211 (3)	HIS391 (3)	HIS491 (3)	SOC102 (3)
HISEL1 (3)	HIS411 (3)	GPY201 (3)	POL201 (3)

### Electives (1 semester hour)

#### **Additional Regulations**

Additional coursework in mathematics, English composition, and oral communication might be necessary.

<sup>1</sup>When a requirement can be met by a choice of courses, it is shown as a symbol. Explanations are given on pages 25-27. For example, page 27 states that the requirement shown by the symbol WORLIT may be met by taking ENG201 OR ENG202.

\*A clinical internship in a local classroom is an integral course component.

## Sample Course Sequence for Social Studies Education Majors

### Freshman

Fall		Spring	
ENG101	(3)	ENGPOR	(3)
COM101	(3)	EDU102*	(3)
HIS210	(3)	HIS211	(3)
LANGU1	(3)	LANGU2	(3)
<u>ELECTIVE</u>	<u>(1)</u>	<u>EDU201*</u>	<u>(3)</u>
	(13)		(15)

### Sophomore

Fall		Spring	
HIS201	(3)	HIS202	(3)
ECONOM	(3)	MATCOM	(3)
FINAR1	(3)	EDU308*	(3)
SOC103	(3)	WORLIT	(3)
<u>SCIBIO</u>	<u>(4)</u>	<u>SCIPHY</u>	<u>(4)</u>
	(16)		(16)

### Junior

Fall		Spring	
HIS391	(3)	EDU385*	(3)
SOC102	(3)	POL201	(3)
FINAR2	(3)	GPY201	(3)
HISNWE	(3)	EDU320*	(3)
<u>PECORE</u>	<u>(3)</u>	<u>REL204</u>	<u>(3)</u>
	(15)		(15)

### Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
HIS411	(3)	<u>EDU440</u>	<u>(12)</u>
HIS421	(3)		
HIS491	(3)		
<u>HISELEC</u>	<u>(3)</u>		
	(15)		(15)

\*A clinical internship in a local classroom is an integral course component.

## **Appendix A - Clinical Internship Policies and Procedures**

### **Clinical Internships**

Clinical internships progress from the beginning observations of a first year candidate through four phases of experiences. Each internship has a particular emphasis and appropriate degree of involvement. The requirements for education majors give candidates opportunities to understand the practical applications of teaching methods learned in the college classroom. The experiences also are intended to be reflective of diverse cultures, socioeconomic groups, a variety of South Carolina public school settings and grade levels, and include interaction with exceptional children. Faculty and staff monitor internship classroom assignments to ensure that candidates receive broad exposure similar to the various populations that are encountered by teachers. A demographic profile of selected schools is available on-line ([www.greatschools.org](http://www.greatschools.org)).

Each candidate completes a minimum of 100 hours of planned, supervised, objective-based clinical internships. The purpose of these internships is to allow the candidate to observe the instructional processes and administrative procedures of organized education and to apply skills learned in the college classroom. Placements in area schools are planned to meet the specific needs of candidates related to the content and focus of each particular education course.

### **The Four Phases of Clinical Internships**

The clinical internship program at Coker College is a four-phase program. The opportunities made available through these four phases begin with classroom observation and teacher assistance and progress to the culminating phase four experience of student teaching. All internships are course-related and have specific requirements related to the course topics. Student teaching is accompanied by the student teaching seminar.

Teacher candidates are required to keep accurate time sheets of their attendance in clinical settings and also keep a reflective journal of their experiences in addition to specific assignments as appropriate to course content. Supervision of the internship experience is shared between the college supervisor and the supervising teacher. Final responsibility for the academic assessment of the teacher candidate's internship rests with the college supervisor.

Below are descriptions outlining the general nature of each phase of clinical internship:

**Phase 1** - Teacher candidates have the opportunity to observe, collaborate, and engage in meaningful relationships with master clinical faculty. The clinical faculty are encouraged to have teacher candidates assist them with routine tasks (e.g., grading papers).

**Phase 2** - Teacher candidates are heavily involved in the instructional setting. They teach lessons that might be tutorial, small group, or whole group. Coker's methods classes require internships that have strong integration of course content, pedagogy, technology, and skills in content areas. Teacher candidates observe and model professional dispositions towards students and colleagues.

**Phase 3** - Teacher candidates are required to synthesize all of Coker's coursework and clinical internships in this phase. Experiences will involve: development of short range plans in the candidate's content areas of certification with an emphasis on national, state, and local curriculum standards; consideration of psychology applied to classroom teaching; and the development of skills in assessment and classroom management.

**Phase 4** - The student teaching experience is the final phase of clinical experiences. Teacher candidates assume full teaching responsibilities in a public school classroom under the guidance and mentorship of supervising teachers and college supervisors. Coker staff provide support services which include an orientation seminar and scheduled afternoon seminars that focus on reflection and problem-solving issues as they relate to the student teaching experience. State and local school personnel are valuable contributors in these seminars.

### **Partnering with School Districts**

Coker College maintains an annual written agreement between the College and collaborating school districts which provide clinical internship experiences for teacher candidates. The agreement specifies the partnership and collaboration between the College and the school district, including policies and responsibilities for each during the internships. Copies of the agreement are on file in the Department of Education and the office of the school district superintendents or designees.

The Director of Internship Programs and School Services contacts the appropriate district personnel to discuss Coker's needs, district clearances, and overall procedures for internship placements. School placement information is then given to each teacher candidate who is then expected to contact the school directly.

The teacher candidate meets with the supervising teacher to discuss internship expectations provided by the college supervisor and to determine how best to meet these expectations in the context of the particular classroom circumstances. The

supervising teacher has a major role as a supervisor and in determining the quality of the candidate's experience. The teacher candidate can better understand effective methods of teaching through observation, participation in classroom activities, and discussions with the teacher during the internship. Supervising teachers are encouraged to share expertise with the candidate and to utilize any special skills that each candidate may have. Involvement with one-on-one, small group, or whole class instruction is invaluable to the teacher candidate and hopefully, in turn, to the teacher and classroom students.

Though teacher candidates are expected to maintain the highest level of professionalism when visiting a school, it is nonetheless true that they are in the process of learning to become teachers. Occasionally problems arise as part of this process. It is important for the supervising teacher to address any internship problems. If at any time and for any reason a supervising teacher feels that the college supervisor should be informed of a situation, the supervising teacher is encouraged to make contact at his or her earliest convenience. If a problem persists, the Director of Internship Programs and School Services should be contacted. Teacher candidates are also expected to bring perceived problems to the supervising teacher's attention and, if necessary, to the attention of the college supervisor. In all circumstances, our aim is to remedy problems as quickly and efficiently as possible to minimize inconvenience to the supervising teacher, the students in the classroom, and to the teacher candidate's educational experience as well. When all such initiatives have failed, any partnership principle may request that the candidate be withdrawn from the school placement.

Teacher candidates are expected to keep an accurate time sheet and to obtain the supervising teacher's initials on that sheet to verify each visit. A confidential, reflective journal is also maintained by the teacher candidate. The journal describes what the candidate observes, experiences, and learns during the internship.

In addition to the college supervisor's evaluation of the teacher candidate's journal and other internship requirements, the experience is also evaluated by both the supervising teacher and the teacher candidate. The supervising teacher's evaluation of the candidate is completed near the end of the internship assignment. The supervising teacher may review this assessment with the teacher candidate so that positive feedback as well as suggestions for improvement may be given.

The teacher candidate's self-evaluation provides an opportunity to reflect on the overall clinical internship experience. Candidates are asked to consider the degree to which their experiences matched with course expectations, identify new competencies attained, describe how they influenced student learning (achievement) as a result of their interactions with students in the internship, reflect on a particularly significant accomplishment or satisfying experience during the internship, and offer suggestions for improving the internship experience.

The internship evaluations, time sheet, and reflective journal are forwarded to the college supervisor at the conclusion of the internship. After reviewing and signing the verification materials submitted along with the journal, the college supervisor will forward these to the Director of Internship Programs and School Services. The Director records the internship information in the teacher candidate's file.

The college supervisor will review the journal and any other required assignment materials as part of the teacher candidate's course requirements. Journals are subsequently returned to the teacher candidate. Teacher candidates are expected to keep their journals in preparation for their TEP presentation/interview and their student teaching interview.

Coker College recognizes that the partnerships established with school districts provide our students with clinical experiences that are invaluable to our teacher candidates. For that reason, all education coursework includes a clinical internship component, and teacher candidates cannot receive credit for a course without successfully completing the internship requirements. The internship program is designed to provide our teacher candidates with the best possible experience while making their presence in the classroom worthwhile for the supervising teacher, the students, and the school district as well.

### **Professionalism**

Clinical internships are required as part of the program leading to teacher licensure and certification. As these internships are completed, it is important that the teacher candidates remember that they are guests in the schools. Therefore, the College expects that all teacher candidates will conduct themselves in a most professional manner during all activities associated with their clinical internships. General procedures and professional dispositions must be understood.

### **Professional Procedures**

The following outlines some general procedures expected of the teacher candidate:

1. Take the initiative to establish contact with the assigned supervising teacher
2. Check in at the school office on each school visit
3. Make a point of introducing self to the school principal
4. Always dress professionally
5. Understand and follow school rules while in attendance there (Candidate will already be a role model for the students.)
6. Call the principal or school office as soon as possible if some circumstance should prohibit candidate attending school at a planned time for the internship
7. Remember that observations and experiences at the school are confidential in nature

8. If problem situations arise, discuss them with the supervising teacher and/or college supervisor as soon as possible
9. Remember that the internship is integral to coursework and no course credit can be awarded until internship requirements have been met

### **Professional Dispositions**

The teacher candidate should address the following dispositions:

1. Demonstrates confidence with subject matter in classroom interactions
2. Appreciates the importance of cultural literacy
3. Exhibits an attitude of reflection and perseverance
4. Commits to ethical and professional values
5. Appreciates student diversity
6. Is an advocate of students and of the profession
7. Values life-long learning
8. Takes the initiative in personal learning and is a member of the community of learners
9. Appreciates and participates in the culture of our society

### **Transfer Credit**

Candidates who have received credit for internship hours with courses taken at another college/university may apply to have these hours transferred to Coker College. The *Application for Transferring Internship Credit* must be used for this. A copy of this form may be obtained from the Chair of the Department of Education/Director of Teacher Education.

Transfer candidates must be aware that the clinical internship program must be a reflection of diverse cultures, socioeconomic groups, a variety of school settings and grade levels, and include interaction with exceptional children (disabled, attention deficit disorder, gifted, etc.). Transfer candidates will have their courses and internship records reviewed by the Chair of the Department of Education/Director of Teacher Education. If a deficiency is indicated, the candidate will be required to complete EDU 398, an internship practicum.

### **Procedures Governing Clinical Internships**

A successful clinical internship depends upon conscientious work on the part of the teacher candidate. However, providing that experience is made possible by the work of many other individuals. The teacher candidate would be well-served to understand the roles and responsibilities of the key people involved in making the clinical internship opportunities available. The personnel involved in a clinical internship are listed below beginning with the Director of Internship Programs and School Services at Coker College and progressing to the teacher candidate placed with a supervising teacher:

**The Director of Internship Programs and School Services will:**

1. Distribute internship forms to college supervisors;
2. Collect and compile teacher candidates' internship placement applications;
3. Contact the appropriate district personnel to discuss clearances, placement requests, and procedures;
4. Send placement information to candidates; and
5. Record completion of internships in candidates' records at the conclusion of the semester/term.

**The College Supervisor will:**

1. Discuss the internship and associated expectations with the teacher candidates;
2. Interrelate course materials with the candidates' experiences through class discussion;
3. Distribute internship expectations and forms to the candidates;
4. Collect the *Applications for Clinical Internships* and send to the Director of Internship Programs and School Services;
5. Collect internship forms and journals on a date as assigned in class;
6. Assess journals, evidence of completion of expectations, and associated assignments as part of the course requirements;
7. Review internship verification forms and sign if approved;
8. Forward internship forms to the Director of Internship Programs and School Services;
9. Return journals to the candidates; and
10. Award course credit only after the internship requirements **and** all other course requirements as provided in the syllabus are met.

**The School District Personnel (District Office, School) will:**

1. Maintain an annual written agreement with Coker College (*A Cooperative Agreement for the Education of Teachers*);
2. Discuss internship clearances, placement requests, and procedures with the Director of Internship Programs and School Services; and
3. Provide internship placement information.

**The Supervising Teacher will:**

1. Meet with the candidate to discuss internship expectations and plans;
2. Share expertise with the candidate;
3. Initial the *Clinical Internship Record of Attendance* each internship occurrence;
4. Provide feedback to the candidate, including the completion of the *Evaluation of Teacher Candidate* form; and
5. Contact the college supervisor or the Director of Internship Programs and School Services if a problem, such as poor attendance, persists after discussion with the candidate.

**The Teacher Candidate will:**

1. Obtain a TB (PPD) test and submit a copy of negative results to the Director of Internship Programs and School Services to be placed in the candidate's file (before first internship);
2. Complete and submit the *Background Check Form* along with fee payment to the Hartsville Coordinator of the Adult Learners Program for Higher Achievement (ALPHA);
3. Complete the *Application for Clinical Internship*;
4. Contact the appropriate school personnel upon receiving placement information;
5. Meet with the supervising teacher to discuss internship expectations and plans;
6. Complete internship and documentation (*Clinical Internship Record of Attendance*, journal, associated assignments as provided by the college supervisor, *Teacher Candidate's Self-Evaluation*);
7. Always bring journal to Coker class for discussion purposes;
8. Receive feedback from the supervising teacher, including the completion of the *Evaluation of Teacher Candidate* form;
9. Submit all internship forms, journal, and exhibits to the college supervisor;
10. Receive course credit only after internship requirements **and** all other course requirements as provided in the syllabus are met;
11. Complete separate clinical internship hours when completing more than one internship at a given time;

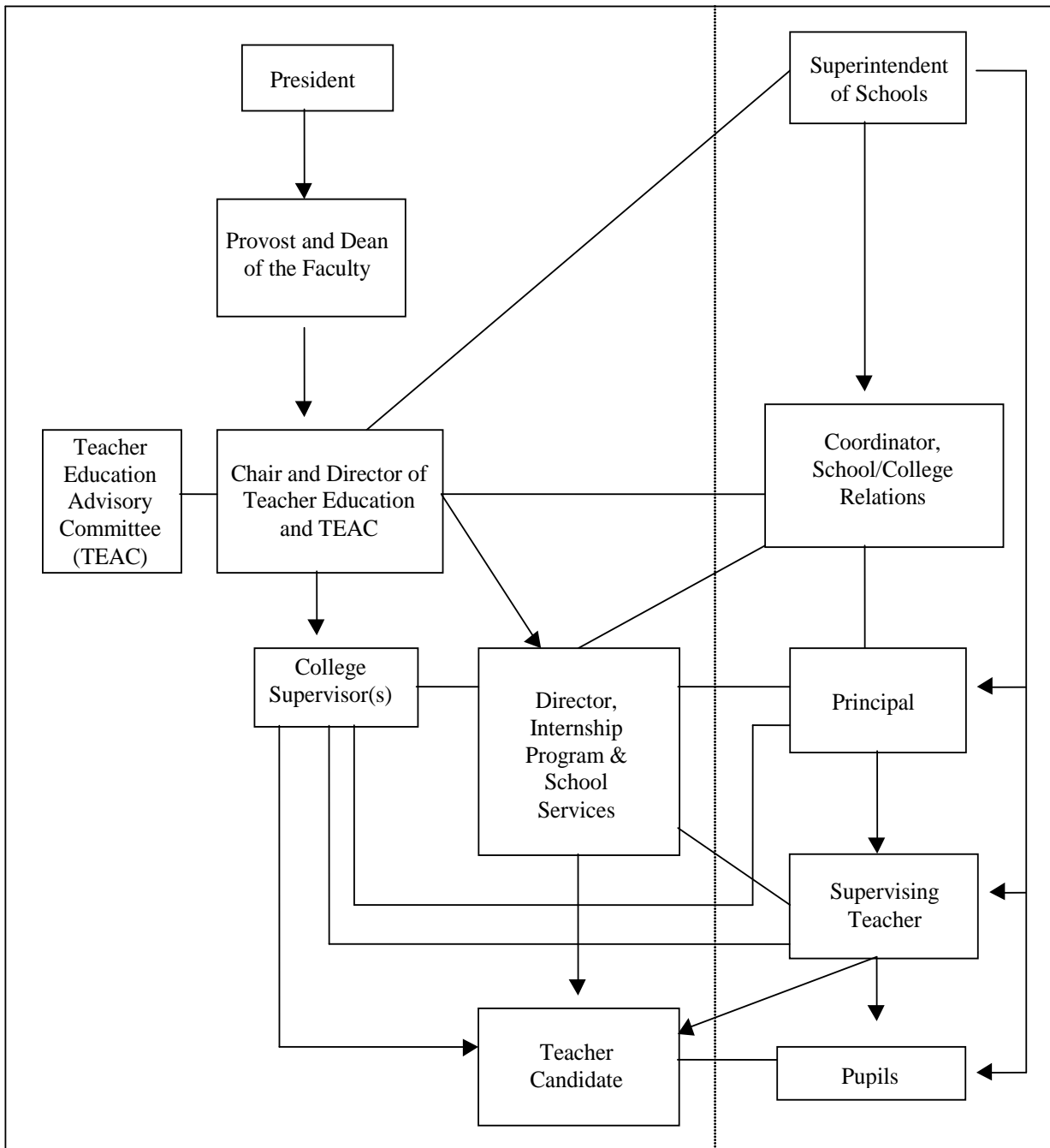
12. Complete internships reflecting diverse populations, including diverse cultures, diverse socioeconomic groups, a variety of S.C. public school settings and grade levels, and interaction with exceptional children; and

Contact the college supervisor or the Director of Internship Programs and School Services immediately if a conflict arises so that timely and appropriate solutions can be found.

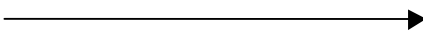
# WHO'S WHO IN CLINICAL INTERNSHIPS

## COKER COLLEGE

## PUBLIC SCHOOLS



Key to Relationships and Responsibilities:



Administrative Control

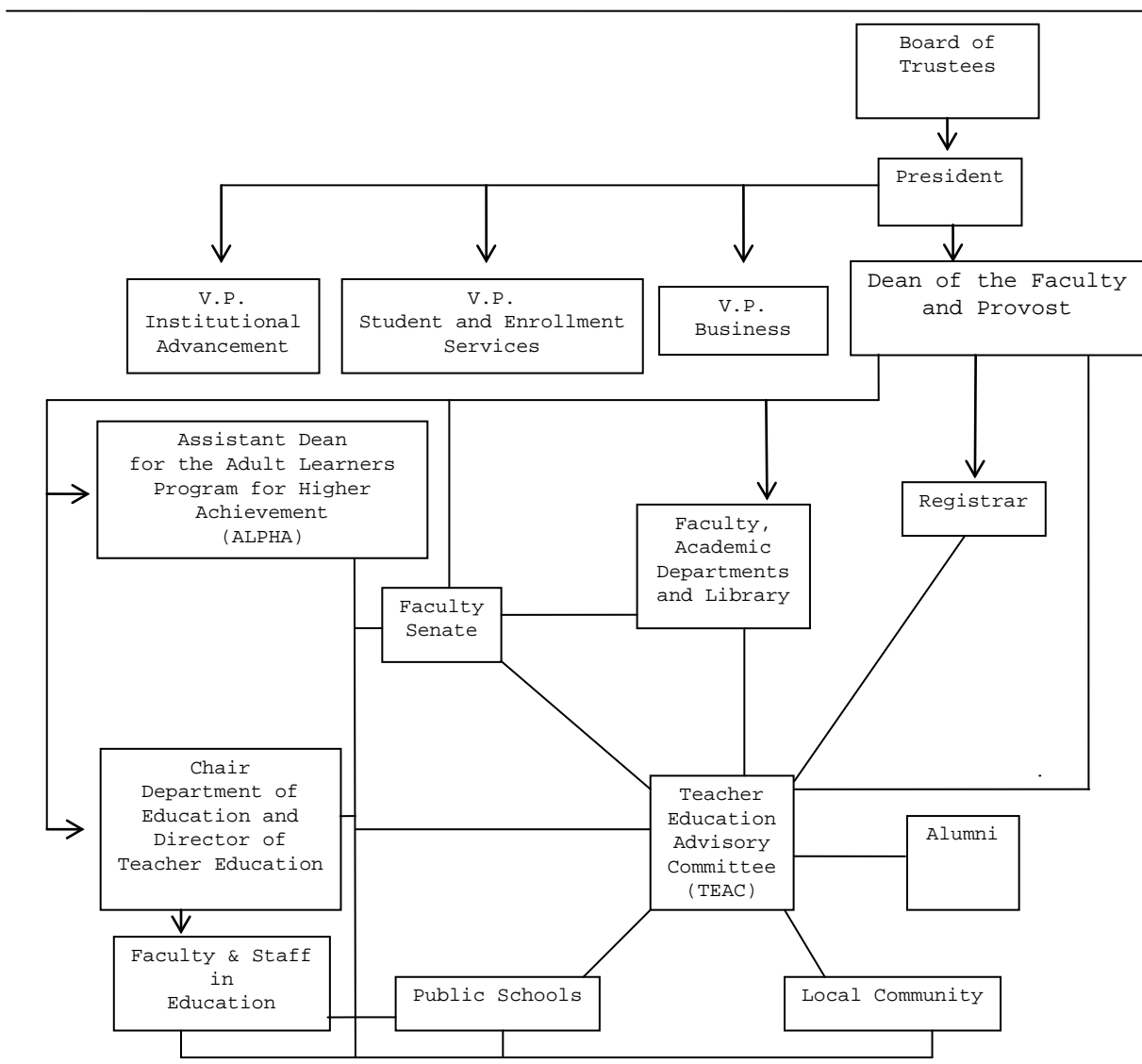


Primary channels of advisement, coordination, cooperation, and supervision

## Appendix B – Organization Chart

This chart indicates the main administrative channels for the Coker College Teacher Education Program.

### ORGANIZATION CHART TEACHER EDUCATION



#### Key to Relationships and Responsibilities

Administrative Control →

Primary channel of advisement, coordination & supervision ———

## **APPENDIX C - Application for Teacher Education Program (TEP)**

Attach Recent  
Photo Here

Submit the written application in person to the secretary of the Department of Education at or before 5:00 PM on the first Thursday in October or February.

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Teaching Major: \_\_\_\_\_

Local Address: \_\_\_\_\_

Local Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Permanent Telephone: \_\_\_\_\_ Faculty Advisor(s): \_\_\_\_\_

How many semester hours of your TEP have you completed excluding the current semester?

\_\_\_\_\_ Current GPA: \_\_\_\_\_

List the courses you are taking, or will take, this semester. (Two evening terms are equivalent to one semester).

\_\_\_\_\_  
\_\_\_\_\_

Please name the two full-time Coker College faculty whom you will ask to write recommendations on your behalf.

Professional Education Faculty: \_\_\_\_\_

Liberal Arts Faculty: \_\_\_\_\_

Additional References (i.e. your employer, your minister) \_\_\_\_\_

\_\_\_\_\_

**Please – your thoughtful answers to these questions will help the faculty evaluate your readiness for admission to the Coker College Teacher Education Program.**

Of all your academic accomplishments, describe the ones you are most proud of and tell why you think so.

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Briefly describe your nonacademic accomplishments. Be specific and include accomplishments in high school, in college, and in your community.

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Have any of your professors told you that you need to improve your writing? Answer yes or no. If yes, what exactly did they say and what have you done about it? If no, do you believe your writing skills are satisfactory? Be specific.

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Have any of your professors told you that you need to improve your oral communication? Answer yes or no. If yes, what exactly did they say and what have you done about it? If no, do you believe your oral communication skills are satisfactory? Be specific.

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Do you participate in the culture of our society? Answer yes or no. If your answer is yes, describe concerts, plays, art exhibits, and other events you have attended in the past two years. If your answer is no, explain how you plan to improve your cultural literacy. Be as specific as you can.

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How do you keep informed of current events at the local, national, and international levels? Be specific for each level, name newspapers and describe other sources of news that you use regularly. If you do not keep informed, say so and explain why.

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Name professional teacher organizations to which you belong or to which you belonged in previous years. Be specific about names and dates. If you do not belong, write none.

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Name professional teacher conventions you have attended during your studies at Coker. Be specific about names and approximate dates. If you haven't attended, write none.

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- I certify that I wrote the attached statement and that all information in this statement and throughout this application is true.
- I certify that I have been informed of the South Carolina Standards of Conduct for Educators.
- I further certify that I know of no reason why, under current law, the State of South Carolina might deny me a teaching certificate. (Under current law, you must be a citizen of the United States. You may be denied a teaching certificate if you have been convicted of a felony.)

Have you ever been arrested, convicted, found guilty, or entered a plea of no contest in a court of law?    **YES**                      **NO.**

(If yes, I will discuss this as a confidential matter with the Director of Teacher Education.)

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Signature of the Teacher Candidate

**Faculty Advisor**

Candidate's Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Current GPA in combined professional education and area of specialization courses: \_\_\_\_\_

I recommend / do not recommend this teacher candidate for admission to the Teacher Education Program.

Comments: (Please explain reasons for negative recommendation):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Faculty Advisor

\_\_\_\_\_  
Date

**SC Basic Skills Test Scores  
Circle One**

Writing \_\_\_\_\_ P F  
Reading \_\_\_\_\_ P F  
Mathematics \_\_\_\_\_ P F

Date : \_\_\_\_\_

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

**Director of Internship Programs and School Services**

A. Hours of clinical internships completed: \_\_\_\_\_

B. Evaluations satisfactory? \_\_\_\_\_

Academic Dean: \_\_\_\_\_

Dean of Students: \_\_\_\_\_

Registrar: \_\_\_\_\_

**Interview**

Date of Interview: \_\_\_\_\_

Members of the TEAC present for interview:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Candidate's Strengths

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggestions for Improvement

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Overall Assessment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Rubric Score \_\_\_\_\_

\_\_\_\_\_  
Signature of the Director of Teacher Education

## **APPENDIX D – Student Teaching Application**

**Part 1: Please complete this part (pages 1 and 2) of the application and meet with your faculty advisor.**

Teacher Candidate's Full Name \_\_\_\_\_ Date \_\_\_\_\_

Major \_\_\_\_\_

Address during Student Teaching \_\_\_\_\_

\_\_\_\_\_

Permanent Address \_\_\_\_\_

\_\_\_\_\_

Telephone: Daytime \_\_\_\_\_ Night \_\_\_\_\_

E-mail \_\_\_\_\_

### **Placement Information:**

Circle the semester and year for which you are planning to complete student teaching.

Fall    Spring                      2011    2012    2013

If you have placement interests, please indicate them here:

Grade Level(s)

School and District

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student teaching is an intensive, minimum of sixty days, full-time internship. Outside employment and additional college coursework are not allowed during the period of student teaching so that you may devote your full attention to the school program. Do you have planned activities or other responsibilities that may detract from your ability to devote the time and effort needed for successful completion of this experience? Please describe. Write "none" if you have no material outside responsibilities.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name all schools in which you have been employed. \_\_\_\_\_

\_\_\_\_\_

**Completion of Degree Requirements:**

List all coursework currently in progress:

_____	_____	_____	_____
_____	_____	_____	_____

List all courses you plan to take prior to student teaching and the term or semester in which you will do so.

Course	Term/Semester	Course	Term/Semester
_____	_____	_____	_____
_____	_____	_____	_____

List all courses you plan to take after student teaching and the term or semester in which you will do so.

Course	Term/Semester	Course	Term/Semester
_____	_____	_____	_____
_____	_____	_____	_____

List the date(s) you took (or will take) the following examination(s) and your score(s), if known.

Score	Test Name	Date
	Principles of Learning & Teaching, Grades _____	_____
	Praxis II Examination _____	_____
	Praxis II Examination _____	_____
	Praxis II Examination _____	_____

You must have the score(s) sent directly to Coker. Did you (will you) do so? Yes \_\_\_\_\_ No \_\_\_\_\_

I certify that all information given above is true.

Teacher Candidate's Signature \_\_\_\_\_

I have examined the academic records for this teacher candidate and verify that the above course information is correct.

Advisor's Signature \_\_\_\_\_

**Part 2. To be completed by the faculty advisor.**

Date received by the faculty advisor from the candidate \_\_\_\_\_

**Academic Record:**

Date admitted to the Teacher Education Program \_\_\_\_\_

Grade Point Average: Overall \_\_\_\_\_

In combined professional education and area of specialization \_\_\_\_\_

Placement Information: (Please note any special circumstances that should be considered in making school placement or in assigning supervisors.)

**Advisor's Recommendation:**

Please note here any additional information regarding this candidate's ability to perform satisfactorily in student teaching (including communication skills, content mastery, and attitude toward teaching, response to feedback, maturity, health and personal adjustment).

I \_\_\_\_\_ recommend  
do not recommend this teacher candidate for enrollment in student teaching.

I recommend this teacher candidate with the following conditions: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Date received by the Director of Internship Programs and School Services from the teacher candidate

\_\_\_\_\_.

**Part 3: To be completed by the Director of Teacher Education and the Director of Internship Programs and School Services.**

Name of teacher candidate \_\_\_\_\_

**Status**

Date \_\_\_\_\_ P.L.T. \_\_\_\_\_ P Total Internship Hours Completed \_\_\_\_\_  
Date \_\_\_\_\_ Praxis II \_\_\_\_\_ P Date \_\_\_\_\_  
Date \_\_\_\_\_ Praxis II \_\_\_\_\_ P Hours of Internships in Progress \_\_\_\_\_  
Date \_\_\_\_\_ Praxis II \_\_\_\_\_ P Date \_\_\_\_\_

**Interview with Director of Teacher Education**

Comments \_\_\_\_\_

Recommended for Student Teaching Yes No

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Disciplinary Check** \_\_\_\_\_

**Final Placement**

District Contacted \_\_\_\_\_  
Principal/School Contacted \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_  
Supervising Teacher \_\_\_\_\_ Grade Level/Subject \_\_\_\_\_  
Certification Area(s) \_\_\_\_\_  
Years of Experience at Current Grade Level and/or Subject Area \_\_\_\_\_  
Total Years of Teaching Experience \_\_\_\_\_  
Credentials in the Supervision and Evaluation of Teachers: Coker ADEPT Evaluator  
SAFE-T Evaluator ADEPT/TEAM Evaluator STEP Evaluator ADEPT Mentor Trained

School \_\_\_\_\_ District \_\_\_\_\_  
Supervising Teacher \_\_\_\_\_ Grade Level/Subject \_\_\_\_\_  
Certification Area(s) \_\_\_\_\_  
Years of Experience at Current Grade Level and/or Subject Area \_\_\_\_\_  
Total Years of Teaching Experience \_\_\_\_\_  
Credentials in the Supervision and Evaluation of Teachers: Coker ADEPT Evaluator  
SAFE-T Evaluator ADEPT/TEAM Evaluator STEP Evaluator ADEPT Mentor Trained

College Supervisor(s) \_\_\_\_\_  
ADEPT Observers \_\_\_\_\_

## **Appendix E - Sequence of Events**

Individuals seeking to complete our program must do the following:

### **Pre-admission:**

- Pass all three portions of Praxis I or SAT/ACT equivalent scores
- Demonstrate acceptable oral and written communications skills\*
- Complete 60 semester hours of course work
- Successfully complete 50 hours of clinical internships
- Earn and maintain a minimum 2.75 GPA overall and in the combined professional education and area of specialization courses
- Attend a TEP orientation

### **Entry:**

- Submit an application which includes:
  - An autobiography of intellectual development
  - An acceptable writing sample\*
  - Recommendations from faculty advisor and a minimum of two additional professors (one external to the Department of Education)
- Successfully complete a presentation/interview with the Teacher Education Advisory Committee\*
- Receive approval for admission by the Teacher Education Advisory Committee

### **Midpoint:**

- Attend a student teaching orientation
- Successfully complete an interview leading to entry to student teaching\*
- Take the Praxis II specialty program exam(s) and the PLT
- Submit to and clear a SLED and FBI criminal background check prior to student teaching.

### **Final:**

- Successfully complete the Seminar in Student Teaching (EDU 415)
- Successfully complete an intensive 60-day internship in a public school

\*A minimum score of 2.5 or better (on a 4 point scale) is expected on all assessments to include oral and written communications, TEP interview, and Student Teaching interview.

**Appendix F – Education Program Tracking Sheets**

**Art Education Tracking Sheet**

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU308 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 ART290 \_\_\_\_\_  
 ART490 \_\_\_\_\_  
 EDU415 \_\_\_\_\_  
 EDU470 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 ENGPRO \_\_\_\_\_  
 MATCOM \_\_\_\_\_  
 PECORE \_\_\_\_\_  
 LANGU1 \_\_\_\_\_  
 LANGU2 \_\_\_\_\_  
 ART180 \_\_\_\_\_  
 FINAR4 \_\_\_\_\_  
 BEHSC \_\_\_\_\_  
 DEVSPY \_\_\_\_\_  
 WOHIST \_\_\_\_\_  
 PHIREL \_\_\_\_\_  
 SCIBIO \_\_\_\_\_  
 BIOLAB \_\_\_\_\_  
 SCIPHY \_\_\_\_\_  
 PHYLAB \_\_\_\_\_  
 HIS202 \_\_\_\_\_  
 WORLIT \_\_\_\_\_

**Specialization**

ART100 \_\_\_\_\_  
 ART105 \_\_\_\_\_  
 ART130 \_\_\_\_\_  
 ART170 \_\_\_\_\_  
 ART220 \_\_\_\_\_  
 ART250 \_\_\_\_\_  
 ART260 \_\_\_\_\_  
 ART282/389 \_\_\_\_\_  
 ARTHS1 \_\_\_\_\_  
 ARTHS2 \_\_\_\_\_  
 ARTSTU \_\_\_\_\_

**Electives**

\_\_\_\_\_  
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**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R- \_\_\_\_\_ W- \_\_\_\_\_ M- \_\_\_\_\_

Date Completed: \_\_\_\_\_

SAT Exemption \_\_\_\_\_

Score: \_\_\_\_\_

ACT Exemption \_\_\_\_\_

Score: \_\_\_\_\_

**Notes**

## Biology Education Tracking Sheet

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU308 \_\_\_\_\_  
 EDU319 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 EDU415 \_\_\_\_\_  
 EDU440 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 ENGPRO \_\_\_\_\_  
 MATCOM \_\_\_\_\_  
 PECORE \_\_\_\_\_  
 LANGU1 \_\_\_\_\_  
 LANGU2 \_\_\_\_\_  
 FINAR1 \_\_\_\_\_  
 FINAR2 \_\_\_\_\_  
 BEHSC \_\_\_\_\_  
 EDU201 \_\_\_\_\_  
 WOHIST \_\_\_\_\_  
 PHIREL \_\_\_\_\_  
 BIO110 \_\_\_\_\_  
 BIO110L \_\_\_\_\_  
 CHE101 \_\_\_\_\_  
 CHE101L \_\_\_\_\_  
 HIS202 \_\_\_\_\_  
 WORLIT \_\_\_\_\_

**Specialization**

BIO111 \_\_\_\_\_  
 BIO111L \_\_\_\_\_  
 BIO210 \_\_\_\_\_  
 BIO211 \_\_\_\_\_  
 BIO491 \_\_\_\_\_  
 CHE102 \_\_\_\_\_  
 CHE102L \_\_\_\_\_  
 CHE351 \_\_\_\_\_  
 CHE351L \_\_\_\_\_  
 CHE352 \_\_\_\_\_  
 CHE352L \_\_\_\_\_  
 STATIS \_\_\_\_\_  
 BIOEL1 \_\_\_\_\_  
 BIOEL2 \_\_\_\_\_  
 BIOEL3 \_\_\_\_\_  
 BIOEL4 \_\_\_\_\_  
 BIOEL5 \_\_\_\_\_

**Electives**

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**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R-\_\_\_\_ W-\_\_\_\_ M-\_\_\_\_  
 SAT Exemption \_\_\_\_\_  
 ACT Exemption \_\_\_\_\_

Date Completed: \_\_\_\_\_  
 Score: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Notes**

## Elementary and Early Childhood Education Tracking Sheet

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 EDU415 \_\_\_\_\_

**Elementary**

EDU403 \_\_\_\_\_  
 EDU430 \_\_\_\_\_

**Early Childhood**

EDU402 \_\_\_\_\_  
 EDU410 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 ENGPRO \_\_\_\_\_  
 MATCOM \_\_\_\_\_  
 PECORE \_\_\_\_\_  
 LANGU1 \_\_\_\_\_  
 LANGU2 \_\_\_\_\_  
 MUSART \_\_\_\_\_  
 FINAR2 \_\_\_\_\_  
 BEHSC \_\_\_\_\_  
 EDU200 \_\_\_\_\_  
 WOHIST \_\_\_\_\_  
 PHIREL \_\_\_\_\_  
 SCIBIO \_\_\_\_\_  
 BIOLAB \_\_\_\_\_  
 SCIPHY \_\_\_\_\_  
 PHYLAB \_\_\_\_\_  
 HIS202 \_\_\_\_\_  
 WORLIT \_\_\_\_\_

**Specialization**

**Elementary/ECE**

EDU211 \_\_\_\_\_  
 EDU306 \_\_\_\_\_  
 EDU307 \_\_\_\_\_  
 EDU326 \_\_\_\_\_  
 EDU327 \_\_\_\_\_  
 EDU345 \_\_\_\_\_  
 EDU350 \_\_\_\_\_  
 ENG251 \_\_\_\_\_  
 METHFA \_\_\_\_\_

**Early Childhood**

EDU203 \_\_\_\_\_  
 EDU301 \_\_\_\_\_  
 EDU302 \_\_\_\_\_

**Electives**

EDU208 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R-\_\_\_\_ W-\_\_\_\_ M-\_\_\_\_  
 SAT Exemption \_\_\_\_\_  
 ACT Exemption \_\_\_\_\_

Date Completed: \_\_\_\_\_  
 Score: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Notes**

## English Education Tracking Sheet

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU309 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 ENG365 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 EDU415 \_\_\_\_\_  
 EDU440 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 ENGPRO \_\_\_\_\_  
 MATCOM \_\_\_\_\_  
 PECORE \_\_\_\_\_  
 LANGU1 \_\_\_\_\_  
 LANGU2 \_\_\_\_\_  
 FINAR1 \_\_\_\_\_  
 FINAR2 \_\_\_\_\_  
 BEHSC \_\_\_\_\_  
 EDU201 \_\_\_\_\_  
 WOHIST \_\_\_\_\_  
 PHIREL \_\_\_\_\_  
 SCIBIO \_\_\_\_\_  
 BIOLAB \_\_\_\_\_  
 SCIPHY \_\_\_\_\_  
 PHYLAB \_\_\_\_\_  
 HIS202 \_\_\_\_\_  
 ENG201 \_\_\_\_\_

**Specialization**

ENG202 \_\_\_\_\_  
 ENG231 \_\_\_\_\_  
 ENG232 \_\_\_\_\_  
 ENG250 \_\_\_\_\_  
 ENG305 \_\_\_\_\_  
 ENG361 \_\_\_\_\_  
 ENG363 \_\_\_\_\_  
 ENG400 \_\_\_\_\_  
 ENGBRIT \_\_\_\_\_  
 ENGRENMED \_\_\_\_\_  
 ENGRAV \_\_\_\_\_  
 ENGAME \_\_\_\_\_

**Electives**

\_\_\_\_\_  
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**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R- \_\_\_\_\_ W- \_\_\_\_\_ M- \_\_\_\_\_

Date Completed: \_\_\_\_\_

SAT Exemption \_\_\_\_\_

Score: \_\_\_\_\_

ACT Exemption \_\_\_\_\_

Score: \_\_\_\_\_

**Notes**

## Mathematics Education Tracking Sheet

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU218 \_\_\_\_\_  
 EDU308 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 EDU415 \_\_\_\_\_  
 EDU440 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 ENGPRO \_\_\_\_\_  
 MAT203 \_\_\_\_\_  
 PECORE \_\_\_\_\_  
 LANGU1 \_\_\_\_\_  
 LANGU2 \_\_\_\_\_  
 FINAR1 \_\_\_\_\_  
 FINAR2 \_\_\_\_\_  
 BEHSC \_\_\_\_\_  
 EDU201 \_\_\_\_\_  
 WOHIST \_\_\_\_\_  
 PHIREL \_\_\_\_\_  
 SCIBIO \_\_\_\_\_  
 BIOLAB \_\_\_\_\_  
 SCIPHY \_\_\_\_\_  
 PHYLAB \_\_\_\_\_  
 HIS202 \_\_\_\_\_  
 WORLIT \_\_\_\_\_

**Specialization**

CS110 \_\_\_\_\_  
 MAT201 \_\_\_\_\_  
 MAT222 \_\_\_\_\_  
 MAT223 \_\_\_\_\_  
 MAT224 \_\_\_\_\_  
 MAT311 \_\_\_\_\_  
 MAT315 \_\_\_\_\_  
 MAT316 \_\_\_\_\_  
 MAT450 \_\_\_\_\_  
 MAT491 \_\_\_\_\_  
 MAT492 \_\_\_\_\_  
 MAT493 \_\_\_\_\_  
 MATELEC \_\_\_\_\_  
 MAT/CSEL1 \_\_\_\_\_

**Electives**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R- \_\_\_\_\_ W- \_\_\_\_\_ M- \_\_\_\_\_  
 SAT Exemption \_\_\_\_\_  
 ACT Exemption \_\_\_\_\_

Date Completed: \_\_\_\_\_  
 Score: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Notes**

## Music Education Tracking Sheet

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 EDU415 \_\_\_\_\_  
 EDU470 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 MATCOM \_\_\_\_\_  
 PECORE \_\_\_\_\_  
 FINAR3 \_\_\_\_\_  
 BEHSC \_\_\_\_\_  
 DEVSPY \_\_\_\_\_  
 WOHIST \_\_\_\_\_  
 PHIREL \_\_\_\_\_  
 SCIBIO \_\_\_\_\_  
 BIOLAB \_\_\_\_\_  
 SCIPHY \_\_\_\_\_  
 PHYLAB \_\_\_\_\_  
 HIS202 \_\_\_\_\_  
 WORLIT \_\_\_\_\_

**Specialization**

**Applied Music & Ensemble**

APPMUS1 \_\_\_\_\_  
 APPMUS2 \_\_\_\_\_  
 APPMUS3 \_\_\_\_\_  
 APPMUS4 \_\_\_\_\_  
 APPMUS5 \_\_\_\_\_  
 APPMUS6 \_\_\_\_\_  
 APPMUS7 \_\_\_\_\_  
 MUS P/V1 \_\_\_\_\_  
 MUS P/V2 \_\_\_\_\_  
 MUS P/V3 \_\_\_\_\_  
 MUS P/V4 \_\_\_\_\_  
 M152/355 \_\_\_\_\_  
 M152/355 \_\_\_\_\_  
 M152/355 \_\_\_\_\_  
 M152/355 \_\_\_\_\_  
 M152/355 \_\_\_\_\_  
 M152/355 \_\_\_\_\_  
 M152/355 \_\_\_\_\_

**Theory & History**

MUS121 \_\_\_\_\_  
 MUS122 \_\_\_\_\_  
 MUS221 \_\_\_\_\_  
 MUS222 \_\_\_\_\_  
 MUS321 \_\_\_\_\_  
 MUS331 \_\_\_\_\_  
 MUS332 \_\_\_\_\_  
 MUS422 \_\_\_\_\_

**Music Education**

MUS181 \_\_\_\_\_  
 MUS182 \_\_\_\_\_  
 MUS183 \_\_\_\_\_  
 MUS362 \_\_\_\_\_  
 MUS363 \_\_\_\_\_  
 MUS371 \_\_\_\_\_  
 MUS372 \_\_\_\_\_

**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R- \_\_\_\_\_ W- \_\_\_\_\_ M- \_\_\_\_\_  
 SAT Exemption \_\_\_\_\_  
 ACT Exemption \_\_\_\_\_

Date Completed: \_\_\_\_\_  
 Score: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Notes**

## Physical Education Tracking Sheet

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU308 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 EDU415 \_\_\_\_\_  
 EDU470 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 ENGPRO \_\_\_\_\_  
 MATCOM \_\_\_\_\_  
 PE215 \_\_\_\_\_  
 LANGU1 \_\_\_\_\_  
 LANGU2 \_\_\_\_\_  
 FINAR1 \_\_\_\_\_  
 FINAR2 \_\_\_\_\_  
 BEHSC \_\_\_\_\_  
 DEVPSY \_\_\_\_\_  
 WOHIST \_\_\_\_\_  
 PHIREL \_\_\_\_\_  
 SCIBIO \_\_\_\_\_  
 SCIPHY \_\_\_\_\_  
 PHYLAB \_\_\_\_\_  
 HIS202 \_\_\_\_\_  
 WORLIT \_\_\_\_\_

**Specialization**

PE103 \_\_\_\_\_  
 PE113 \_\_\_\_\_  
 PE120 \_\_\_\_\_  
 PE205 \_\_\_\_\_  
 PE226 \_\_\_\_\_  
 PE230 \_\_\_\_\_  
 PE260 \_\_\_\_\_  
 PE314 \_\_\_\_\_  
 PE320 \_\_\_\_\_  
 PE333 \_\_\_\_\_  
 PE335 \_\_\_\_\_  
 PE410 \_\_\_\_\_  
 PE411 \_\_\_\_\_  
 PE415 \_\_\_\_\_  
 BIO227 \_\_\_\_\_  
 PENET \_\_\_\_\_  
 PESWIM \_\_\_\_\_

**Electives**

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**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R-\_\_\_\_ W-\_\_\_\_ M-\_\_\_\_  
 SAT Exemption \_\_\_\_\_  
 ACT Exemption \_\_\_\_\_

Date Completed: \_\_\_\_\_  
 Score: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Notes**

## Social Studies Education Tracking Sheet

Name \_\_\_\_\_ Advisor \_\_\_\_\_

**Professional**

EDU102 \_\_\_\_\_  
 EDU308 \_\_\_\_\_  
 EDU320 \_\_\_\_\_  
 EDU385 \_\_\_\_\_  
 EDU405 \_\_\_\_\_  
 EDU415 \_\_\_\_\_  
 EDU440 \_\_\_\_\_

**L.A.S.P.**

COM101 \_\_\_\_\_  
 ENG101 \_\_\_\_\_  
 ENGPRO \_\_\_\_\_  
 MATCOM \_\_\_\_\_  
 PECORE \_\_\_\_\_  
 LANGU1 \_\_\_\_\_  
 LANGU2 \_\_\_\_\_  
 FINAR1 \_\_\_\_\_  
 FINAR2 \_\_\_\_\_  
 SOC103 \_\_\_\_\_  
 EDU201 \_\_\_\_\_  
 HIS210 \_\_\_\_\_  
 REL204 \_\_\_\_\_  
 SCIBIO \_\_\_\_\_  
 BIOLAB \_\_\_\_\_  
 SCIPHY \_\_\_\_\_  
 PHYLAB \_\_\_\_\_  
 HIS201 \_\_\_\_\_  
 WORLIT \_\_\_\_\_

**Specialization**

HIS202 \_\_\_\_\_  
 HIS211 \_\_\_\_\_  
 HIS391 \_\_\_\_\_  
 HIS411 \_\_\_\_\_  
 HIS421 \_\_\_\_\_  
 HIS491 \_\_\_\_\_  
 HISNWE \_\_\_\_\_  
 HISELEC \_\_\_\_\_  
 GPY201 \_\_\_\_\_  
 ECON \_\_\_\_\_  
 SOC102 \_\_\_\_\_  
 POL201 \_\_\_\_\_

**Electives**

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**Developmental Courses**

MAT100 \_\_\_\_\_  
 MAT101 \_\_\_\_\_  
 ENG100 \_\_\_\_\_

**Placement Test**

Written English \_\_\_\_\_

Foreign Lang. \_\_\_\_\_

**Praxis I**

Passed: R- \_\_\_\_\_ W- \_\_\_\_\_ M- \_\_\_\_\_

Date Completed: \_\_\_\_\_

SAT Exemption \_\_\_\_\_

Score: \_\_\_\_\_

ACT Exemption \_\_\_\_\_

Score: \_\_\_\_\_

**Notes**