

**Teacher Education
Program Bulletin
2011-2012**

"Developing the Well-Educated Teacher"



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

- I intend to major in Elementary and/or Early Childhood Education and understand that I must pass all three parts of Praxis I before I will be allowed to register for my fifth education course.
- I intend to major in Art Education, Biology Education, Chemistry Education, English Education, Mathematics Education, Physical Education, or Social Studies Education and understand that I must pass all three parts of Praxis I before I will be allowed to register for EDU308/309 in the spring of my sophomore year.
- I intend to major in Music Education and understand that I must pass all three parts of Praxis I before I will be allowed to register for MUS362.
- I am exempt from Praxis I because of my _____ACT and/or _____SAT score. (ACT – 24, SAT – 1650)

Signature

Date

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The Program and Its Personnel

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

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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:

Three Unit Goals/Outcomes with Candidate Proficiencies	InTASC ¹	SC Standard 2 ADEPT ²	SC Standards 4,5,6,7,12,16 ³	Key Assessments
1. Develop well-educated teachers with sound knowledge of subject matter. (NCATE 1, 3, 4)				
<i>As evidenced by knowledge:</i> The teacher candidate				
1.1 Knows facts and is literate in content areas	4	APS 6	4, 7	1, 2, 6, 7
1.2 Knows important issues in respective disciplines	4,5	APS 1, 6	7	1, 6
1.3 Knows English grammar	4	APS 4, 6, 10	7	4, 6
<i>As evidenced by skills:</i> The teacher candidate				
1.4 Applies knowledge in solving problems	5	APS 2, 9	4, 6, 7	2, 5, 7
1.5 Uses appropriate subject area information in the construction of logical arguments	4, 5	APS 1, 2, 5	4, 7	1, 6, 7
1.6 Speaks and writes standard English	4	APS 4, 6, 10	7	4
<i>As evidenced by dispositions:</i> The teacher candidate				
1.7 Demonstrates confidence with subject matter in classroom interactions	4	APS 6, 8	7	2, 3
1.8 Appreciates the importance of cultural literacy	4, 5	APS 1, 10	12	3, 6
1.9 Exhibits an attitude of reflection and perseverance	9	APS 3, 7, 10	5	3
2. Develop well-educated teachers who understand and practice sound pedagogy. (NCATE 1, 3, 4)				
<i>As evidenced by knowledge:</i> The teacher candidate				
2.1 Recognizes instructional needs in a classroom situation	1, 2, 6, 7	APS 5	4, 7, 12	2, 7
2.2 Has knowledge of instructional implications of cultural diversity and human growth and development	1, 2	APS 4, 9	4, 12	1, 7
2.3 Knows effective classroom management techniques	3	APS 9	6, 12	2, 5, 9
2.4 Recognizes the appropriate and inappropriate uses of technology in the classroom	8	APS 2, 5	16	8
<i>As evidenced by skills:</i> The teacher candidate				
2.5 Plans and uses multiple instructional paths to learning	6, 7, 8	APS 5, 6	4, 12	2, 7
2.6 Selects and establishes management procedures and routines that facilitate learning	3	APS 5, 8, 9	6, 12	2, 5
2.7 Demonstrates multiple approaches to assess learning	2, 6	APS 3	4	2, 7
2.8 Uses current technology effectively	8	APS 2	16	2, 8
<i>As evidenced by dispositions:</i> The teacher candidate				
2.9 Commits to ethical and professional values and treats all students fairly	9	APS 10	5	3, 6
2.10 Appreciates student diversity and believes all students can learn	2	APS 10	4, 12	2, 3, 7
3. Develop well-educated teachers who are disposed to growing as members of a community of learners and to becoming instructional leaders. (NCATE 1, 3, 4)				
<i>As evidenced by knowledge:</i> The teacher candidate				
3.1 Has knowledge of his/her responsibilities to students, the community, and the profession	9, 10	APS 4, 10	5	6
3.2 Has awareness of appropriate professional organizations and understands their purpose	9, 10	APS 10	7	6
3.3 Knows the principles of effective leadership	9, 10	APS 10	5	6
<i>As evidenced by skills:</i> The teacher candidate				
3.4 Sets long and short range achievable goals	9	APS 1,2, 10		2, 6
3.5 Actively listens and considers the opinions of others	10	APS 8, 10	12	1, 2
<i>As evidenced by dispositions:</i> The teacher candidate				
3.6 Is an advocate of students and of the profession	9, 10	APS 8, 10	6, 12	3, 5, 6
3.7 Values life-long learning	9	APS 10		3, 6
3.8 Takes the initiative in personal learning and is a member of the community of learners	9, 10	APS 10	12	3, 6
3.9 Appreciates and participates in the culture of our society	10	APS 10	12	3, 6

¹ Interstate Teacher Assessment & Support Consortium (2010): <http://www.ccsso.org/content/pdfs/corestrd.pdf>

² South Carolina Department of Education ADEPT(2006): *Assessing, Developing, & Evaluating Professional Teaching*, <http://www.sctechners.org/Adept>

³ South Carolina Standards for Educator Preparation Programs (2010)

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)
- Chemistry (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. You will, however, complete internships in a variety of South Carolina public school settings.

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. 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 technology, understand its limitations, and be familiar with the ethical problems associated with its use. We also provide instruction on demand for basic and advanced technology skills. There are many areas within technology that are addressed and anticipated to continually evolve including: technology operations and concepts, digital age learning experiences and assessments, communication and collaboration through digital media, research and information fluency, and digital citizenship and responsibility. 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., B.S., or B.M.E. 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 bulletin.

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 plan your course work and monitor your progress. Listen to your advisor, but also ask questions to 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. 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 you gain practical experience applying your content knowledge to the public school classroom.

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 100 if work is needed to increase the correctness or effectiveness of their writing.

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.

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. Depending on your program of study, you must take and pass Praxis I before you will be allowed to register for certain Education courses. The Praxis I requirement may occur as early as the fall semester of your sophomore year.

- Early Childhood or Elementary Education – Praxis I must be passed before registering for your fifth education course.
- Art Education, Biology Education, Chemistry Education, English Education, Mathematics Education, Physical Education, Social Studies Education – Praxis I must be passed before registering for EDU308/309.
- Music Education – Praxis I must be passed before registering for MUS362.

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. Grades earned at other colleges are not used in computing your GPA. For the purpose of your standing in the Teacher Education Program, grades earned at Coker outside of the specific education course requirements may not be used in computing your GPA.

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.

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 a Self-Assessment of Dispositions which you will discuss with your advisor. In addition, you will complete an autobiographical writing prompt describing the development of your intellectual interests and explaining your interest in teaching. (You must contact the Education Department Coordinator and schedule a time to complete your writing prompt before the application is due.) As part of the application process, your educational and judicial records will be checked through the offices of the Provost, Student Services, and Athletics so that any possible issues can be discussed.

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. 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 typically 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 Education Internship Programs 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 Education Internship Programs who will review your application materials.

You must contact the Education Department Coordinator 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/Certpdf/required_examinations.pdf.

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.

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.

General electives allow you to pursue special interests or explore other areas of scholarship.

Specific Course Requirements for Art Education

Liberal Arts Studies (53 semester hours)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT203 – Introduction to Statistics
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

ART 180 – Understanding Art (3)

And ONE of the following: (3)

COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
MUS 230 – Introduction to Western Classical Music
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

One of the following: (3)

EDU200* – Human Development: Conception to Puberty
EDU201* – Human Development: Puberty to Death
(* *Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: Math 101*)

One Biological Science: (4)

BIO101/101L – Principles of Biology /Lab
BIO102/102L – Biology of Whole Organisms/Lab
BIO110/110L – Core Principles of Cell & Molecular Biology/Lab

One Physical Science: (4)

CHE101/101L – General Chemistry I / Lab
GEO101/101L – Historical Geology / Lab
GEO102/102L – Environmental Physical Geo / Lab
PHY101/101L – Introduction to Astronomy / Lab
PHY201/201L – General Physics I / Lab
PHY203/203L – Calculus Physics I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

And

Non-Native Language - 102 College level

Major Studies (66 semester hours)

Professional Education (33 semester hours)

EDU102* – Introduction to Education (3)
EDU308* – Reading for the Secondary Teacher (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU470 – Comprehensive Internship: PK-12 (12)
ART290* – Art in the Public Schools (3)
ART490* – Artist as Teacher (3)
(* *Field Service Hours Required*)

Specialized Subjects (33 semester hours)

ART100 – Basic Design (3)
ART105 – Drawing I: Basic Drawing (3)
ART130 – Basic Photography (3)
ART170 – Introduction to Computer Graphics (3)
ART220 – Oil Painting I (3)
ART250 – Ceramics I (3)
ART260 – Sculpture I (3)

ONE of the following: (3)

ART282 – Art History Survey
ART389 – World Art Seminar

TWO of the following: (6)

ART384 – History of Graphic Design and Photography
ART387 – Art in New York
ART388 – Contemporary Critical Theory
ART389 – World Art Seminar

ONE of the following: (3)

ART205 – Drawing II: Figure Drawing
ART230 – Photography II
ART320 – Oil Painting II
ART350 – Ceramics II
ART360 – Sculpture II

General Electives – 1 semester hour

Total Hours: 120

Sample Course Sequence for Art Education Majors

Freshman

Fall		Spring	
ENG101	(3)	ART180	(3)
COM101	(3)	EDU102*	(3)
MAT210	(3)	ENG102	(3)
SPA101	(3)	SPA102	(3)
ART100	(3)	ART105	(3)
	(15)		(15)

Sophomore

Fall		Spring	
EDU200*	(3)	EDU308*	(3)
ART282/389	(3)	ART388	(3)
ART170	(3)	ART250	(3)
ART130	(3)	ART290*	(3)
BIO101	(4)	GEO101	(4)
	(16)		(16)

Junior

Fall		Spring	
HIS202	(3)	SOC101	(3)
REL204	(3)	MUS230	(3)
PE215	(3)	EDU385*	(3)
ART384	(3)	ART260	(3)
ART220	(3)	HIS210	(3)
	(15)		(15)

Senior

Fall		Spring	
ENG201	(3)	EDU415	(3)
ART320	(3)	EDU470	(12)
Elective	(1)		
EDU405*	(3)		
ART490*	(3)		
	(13)		(15)

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

Specific Course Requirements for Biology Education

Liberal Arts Studies (53 semester hours)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

(*No two from the same discipline*)

ART100 – Basic Design
ART180 – Understanding Art (3)
ART282 – Art History
COM/ENG 289 – Film Criticism
DNC103 – Technique and Survey
DNC240 – Dance History
MUS230 – Introduction to Western Classical Music
THE100 – History of the Theater I
THE101 – History of the Theater II
THE150 – Introduction to Theater Production
THE156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

EDU201* – Human Development: Puberty to Death
(* *Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: Math 101*)

BIO110/110L – Core Principles of Cell & Molecular
Biology/Lab
CHE101/101L – General Chemistry I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

And

Non-Native Language - 102 College level

Major Studies (76 semester hours)

Professional Education (30 semester hours)

EDU102* – Introduction to Education (3)
EDU308* – Reading for the Secondary Teacher (3)
EDU319* – Teaching Secondary School Biology (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU440 – Comprehensive Internship: Secondary (12)
(* *Field Service Hours Required*)

Specialized Subjects (28 semester hours)

BIO111/111L – Core Principles of Organismal Biology (4)
BIO210* – Core Principles of Ecology and Evolution (4)
BIO211 – Core Principles of Genetics (4)
BIO491 – Biology Seminar III (1)
CHE102/102L – General Chemistry II (4)
CHE351/351L – Organic Chemistry I (4)
CHE352/352L – Organic Chemistry II (4)
MAT203 – Introduction to Statistics (3)

Biology Electives (18 semester hours)

Electives must be at or above the 200 level and collectively must total at least 18 semester hours. MAT223 or an upper-level computer science class may substitute for one of these courses.

General Electives – 0 semester hour

Total Hours: 129

Sample Course Sequence for Biology Majors

Freshman

Fall		Spring	
ENG101	(3)	ENG102	(3)
MAT210	(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	
ENG201	(3)	EDU308*	(3)
CHE351	(3)	CHE352	(3)
CHE351L	(1)	CHE352L	(1)
SPA101	(3)	BIO211	(4)
BIOELECT	(3)	SPA102	(3)
BIO210*	(4)	HIS202	(3)
<hr/>		<hr/>	
(17)		(17)	

Junior

Fall		Spring	
EDU319*	(3)	EDU385*	(3)
HIS211	(3)	SOC101	(3)
ART180	(3)	BIOELECT	(4)
BIOELECT	(3)	MUS230	(3)
MAT203	(3)	REL204	(3)
<hr/>		<hr/>	
(15)		(16)	

Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
BIOELECT	(4)	EDU440	(12)
BIOELECT	(4)		
BIO491	(1)		
PE120	(3)		
<hr/>		<hr/>	
(15)		(15)	

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

Specific Course Requirements for Chemistry Education

Liberal Arts Studies (53 semester hours)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

(*No two from the same discipline*)

ART100 – Basic Design
ART180 – Understanding Art (3)
ART282 – Art History
COM/ENG 289 – Film Criticism
DNC103 – Technique and Survey
DNC240 – Dance History
MUS230 – Introduction to Western Classical Music
THE100 – History of the Theater I
THE101 – History of the Theater II
THE150 – Introduction to Theater Production
THE156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

EDU201* – Human Development: Puberty to Death
(* *Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: Math 101*)

One of the following: (4)

BIO101/101L – Principles of Biology
BIO110/110L – Core Principles of Cell & Molecular
Biology/Lab

And

CHE101/101L – General Chemistry I / Lab (4)

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

And

Non-Native Language - 102 College level

Major Studies (71 semester hours)

Professional Education (30 semester hours)

EDU102* – Introduction to Education (3)
EDU308* – Reading for the Secondary Teacher (3)
EDU319* – Teaching Secondary School Science (3)
EDU385* – Psych Applied to Teaching and Learning (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU440 – Comprehensive Internship: Secondary (12)
(* *Field Service Hours Required*)

Specialized Subjects (41 semester hours)

CHE102/102L – General Chemistry II (4)
CHE351/351L – Organic Chemistry I (4)
CHE352/352L – Organic Chemistry II (4)
CHE381/381L – Physical Chemistry I (4)
CHE401*/401L – Analytical Chemistry (4)
CHE461 – Introduction to Biochemistry (3)
CHE480 – Chemistry Seminar (1)
GEO102 – Environmental Physical Geology (3)
MAT223 – Calculus II (3)
PHY203/203L – Calculus Physics I (4)
PHY204/204L – Calculus Physics II (4)
And one of the following: (3)
CHE382 – Physical Chemistry II
CHE402 – Advanced Inorganic Chemistry

General Electives – 0 semester hour

Total Hours: 124

Sample Course Sequence for Chemistry Education Majors

Freshman

Fall	Spring
ENG101 (3)	ENG102 (3)
MAT210 (3)	EDU102* (3)
SPA101 (3)	SPA102 (3)
BIO110 (3)	EDU201* (3)
BIO110L (1)	CHE102 (3)
CHE101 (3)	<u>CHE102L (1)</u>
<u>CHE101L (1)</u>	
(17)	(16)

Sophomore

Fall	Spring
MAT222 (4)	EDU308* (3)
CHE351 (3)	CHE352 (3)
CHE351L (1)	CHE352L (1)
GEO102 (3)	PHY204 (3)
PHY203 (3)	PHY204L (1)
<u>PHY203L (1)</u>	MAT223 (3)
	<u>HIS202 (3)</u>
(15)	(17)

Junior

Fall	Spring
EDU319* (3)	EDU385* (3)
HIS211 (3)	SOC101 (3)
ART180 (3)	MUS230 (3)
CHE381 (3)	CHE382 (3)
CHE381L (1)	REL204 (3)
<u>COM101 (3)</u>	<u>CHE480 (1)</u>
(16)	(16)

Senior

Fall	Spring
EDU405* (3)	EDU415 (3)
CHE401* (3)	<u>EDU440 (12)</u>
CHE401L (3)	
ENG201 (1)	
CHE461 (3)	
<u>PE120 (3)</u>	
(16)	(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)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT203 – Introduction to Statistics
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

One of the following: (3)

ART 180 – Understanding Art (3)
MUS 230 – Introduction to Western Classical Music

And the other course from above or one of the following: (3)

COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

EDU200* – Human Development: Conception to Puberty

(* *Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: Math 101*)

One Biological Science: (4)

BIO101/101L – Principles of Biology /Lab
BIO102/102L – Biology of Whole Organisms/Lab
BIO110/110L – Core Principles of Cell & Molecular Biology/Lab

One Physical Science: (4)

CHE101/101L – General Chemistry I / Lab
GEO101/ 101L – Historical Geology / Lab
GEO102/102L – Environmental Physical Geology / Lab
PHY101/101L – Introduction to Astronomy / Lab
PHY201/201L – General Physics I / Lab
PHY203/203L – Calculus Physics I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

And

Non-Native Language - 102 College level

Major Studies (63 semester hours)

Professional Education (27 semester hours)

EDU102* – Introduction to Education (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU402* – Materials/Methods Early Childhood Edu(3)
EDU405* – Classroom Pragmatics (3)
EDU410 – Comp Internship: Early Childhood (12)
EDU415 – Seminar in Student Teaching (3)
(* *Field Service Hours Required*)

Specialized Subjects (36 semester hours)

EDU203* – Pre-School Behavior (3)
EDU211* – Language Arts Methods (3)
EDU301* – Connect Home, School, and Community (3)
EDU302* – Early Childhood Organization & Curriculum (3)
EDU306* – Reading Methods I (3)
EDU307* – Reading Methods II (3)
EDU326* – Teach Prim/Elem School Mathematics I (3)
EDU327* – Teach Prim/Elem School Mathematics II (3)
EDU345* – Social Studies Methods for Teachers (3)
EDU350* – Science Methods for Teachers (3)
ENG251 – Children's Literature (3)

And one of the following: (3)

ART290* – Art in the Public Schools
MUS361* – Music for Elementary Teachers
These courses are typically offered Terms II & IV.
(* *Field Service Hours Required*)

General Electives – 4 semester hours

EDU208 – Handwriting for the Classroom Teacher (1)
is strongly recommended.

Total Hours: 120

Sample Course Sequence for Early Childhood Education Majors

Freshman

Fall		Spring	
ENG101	(3)	COM101	(3)
EDU102*	(3)	EDU203*	(3)
MUS230	(3)	MAT203	(3)
EDU200*	(3)	ENG102	(3)
<u>SPA101</u>	<u>(3)</u>	<u>SPA102</u>	<u>(3)</u>
	(15)		(15)

Sophomore

Fall		Spring	
ENG202	(3)	HIS211	(3)
HIS202	(3)	ENG251	(3)
EDU211*	(3)	EDU301*	(3)
BIO102	(4)	SOC103	(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)	MUS361*	(3)
EDU302*	(3)	THE101	(3)
GEO102	(4)	EDU350*	(3)
<u>REL204</u>	<u>(3)</u>	<u>EDU385*</u>	<u>(3)</u>
	(16)		(15)

Senior

Fall		Spring	
EDU405*	(3)	EDU410	(12)
PE215	(3)	<u>EDU415</u>	<u>(3)</u>
EDU402*	(3)		
ELECTIVE	(3)		
<u>EDU208</u>	<u>(1)</u>		
	(13)		(15)

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

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

Many equivalent variations will fit the evening schedule.

Freshman

Term I	Term II	Term III	Term IV	Term V
ENG101 EDU102*	ENG102 EDU200*	COM101 SPA101	MAT203 SPA102	EDU203* BIO102

Sophomore

Term I	Term II	Term III	Term IV	Term V
EDU211* ART180	ENG251 ART290*	EDU326* HIS202	EDU327* EDU385*	GEO101 PE215

Junior

Term I	Term II	Term III	Term IV	Term V
EDU345* EDU301*	EDU350* ENG201	EDU306* EDU302*	EDU307* SOC101	PHI205 HIS211
-----EDU208-----				

Senior

Term I	Term II	Spring Semester (Day Schedule)
EDU405* MUS230	EDU402* ELECTIVE EDU208	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)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT203 – Introduction to Statistics
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

One of the following: (3)

ART 180 – Understanding Art
MUS 230 – Introduction to Western Classical Music

And the other course from above or one of the following: (3)

COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

EDU200* – Human Development: Conception to Puberty

(** Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: MAT101*)

One Biological Science: (4)

BIO101/101L – Principles of Biology /Lab
BIO102/102L – Biology of Whole Organisms/Lab
BIO110/110L – Core Principles of Cell & Molecular Biology/Lab

One Physical Science: (4)

CHE101/101L – General Chemistry I / Lab
GEO101/ 101L – Historical Geology / Lab
GEO102/102L – Environmental Physical Geology / Lab
PHY101/101L – Introduction to Astronomy / Lab
PHY201/201L – General Physics I / Lab
PHY203/203L – Calculus Physics I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

And

Non-Native Language - 102 College level

Major Studies (54 semester hours)

Professional Education (27 semester hours)

EDU102* – Introduction to Education (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU403* – Materials/Methods Elem Education (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU430 – Comp Internship: Elementary (12)
(* *Field Service Hours Required*)

Specialized Subjects (27 semester hours)

EDU211* – Language Arts Methods (3)
EDU306* – Reading Methods I (3)
EDU307* – Reading Methods II (3)
EDU326* – Teaching Prim/Elem School Math I (3)
EDU327* – Teaching Prim/Elem School Math II (3)
EDU345* – Social Studies Methods for Teachers (3)
EDU350* – Science Methods for Teachers (3)
ENG251 – Children's Literature (3)

And one of the following: (3)

ART290* – Art in the Public Schools
MUS361* – Music for Elementary Teachers
These courses are typically offered Terms II & IV.
(* *Field Service Hours Required*)

General Electives – 13 semester hours

EDU208 – Handwriting for the Classroom Teacher (1)
is strongly recommended.

Total Hours: 120

Sample Course Sequence for Elementary Education Majors (Day Format)

Freshman

Fall		Spring	
ENG101	(3)	COM101	(3)
EDU102*	(3)	ELECTIVE	(3)
EDU200*	(3)	MAT210	(3)
PE120	(3)	ENG102	(3)
SPA101	(3)	SPA102	(3)
	<u>(15)</u>		<u>(15)</u>

Sophomore

Fall		Spring	
ENG201	(3)	HIS211	(3)
HIS202	(3)	ART290*	(3)
ART180	(3)	ENG251	(3)
EDU326*	(3)	EDU327*	(3)
EDU211*	(3)	BIO102	(4)
	<u>(16)</u>		<u>(15)</u>

Junior

Fall		Spring	
GEO101	(4)	EDU350*	(3)
EDU306*	(3)	EDU307*	(3)
EDU345*	(3)	ELECTIVE	(3)
REL204	(3)	ELECTIVE	(3)
ELECTIVE	(3)	EDU385*	(3)
	<u>(16)</u>	EDU208	(1)
			<u>(16)</u>

Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
EDU403*	(3)	EDU430	(12)
SOC103	(3)		
DNC240	(3)		
ELECTIVE	(3)		
	<u>(15)</u>		<u>(15)</u>

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

Sample Course Sequence for Elementary Education Majors (Evening Format)

Many equivalent variations will fit the evening schedule.

Freshman

Term I	Term II	Term III	Term IV	Term V
ENG101	ENG102	ART180	ART290*	THE101
EDU102*	EDU200*	SPA101	SPA102	BIO102

Sophomore

Term I	Term II	Term III	Term IV	Term V
EDU326*	EDU327*	EDU211*	ENG251	SOC101
HIS202	HIS211	EDU345*	MAT203	GEO102

Junior

Term I	Term II	Term III	Term IV	Term V
ENG201	EDU385*	EDU306*	EDU307*	PHI205
COM101	EDU350*	ELECTIVE	PE215	ELECTIVE
-----EDU208-----				

Senior

Term I	Term II	Spring Semester (Day Schedule)
EDU405*	EDU403*	EDU415
ELECTIVE	ELECTIVE	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)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT203 – Introduction to Statistics
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

(*No two courses from the same discipline.*)

ART 100 – Basic Design
ART 180 – Understanding Art
ART 282 – Art History Survey
COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
MUS 230 – Introduction to Western Classical Music
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

EDU201* – Human Develop: Puberty to Death (3)
(* *Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: Math 101*)

One Biological Science: (4)

BIO101/101L – Principles of Biology /Lab
BIO102/102L – Biology of Whole Organisms/Lab
BIO110/110L – Core Principles of Cell & Molecular Biology/Lab

One Physical Science: (4)

CHE101/101L – General Chemistry I / Lab
GEO101/ 101L – Historical Geology / Lab
GEO102/102L – Environmental Physical Geology / Lab
PHY101/101L – Introduction to Astronomy / Lab
PHY201/201L – General Physics I / Lab
PHY203/203L – Calculus Physics I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

ENG201 – World Literature I
Non-Native Language - 102 College level

Major Studies (64 semester hours)

Professional Education (30 semester hours)

EDU102* – Introduction to Education (3)
EDU309* – Reading for the English Teacher (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU440 – Comp. Internship: Secondary (12)
ENG365* – English Methods (3)
(* *Field Service Hours Required*)

Specialized Subjects (34 semester hours)

ENG202 – World Literature II (3)
ENG231 – American Literature I (3)
ENG232 – American Literature II (3)
ENG250 – Literary Criticism (1)
ENG305 – Development of Modern English (3)
ENG361 – Adolescent Literature (3)
ENG363* – Seminar in Tutoring and Writing (3)
ENG400 – Senior Seminar (3)

One of the following: (3)

ENG221 – British Literature I
ENG222 – British Literature II

And one of the following: (3)

ENG311 – Medieval Studies
ENG312 – Chaucer
ENG316 – Renaissance Literature
ENG318 – Shakespeare

And one of the following: (3)

ENG321 – Augustan Literature
ENG323 – The Romantic Movement
ENG325 – The Victorian Age
ENG326 – Studies in the British Novel

And one of the following: (3)

ENG331 – American Renaissance and Beyond
ENG334 – Faulkner and His Contemporaries
ENG335 – African American Literature
ENG336 – Studies in the American Novel

General Electives – 3 semester hours

Total Hours: 120

Sample Course Sequence for English Education Majors

Freshman

Fall		Spring	
ENG101	(3)	ENG102	(3)
COM101	(3)	EDU102*	(3)
PE120	(3)	EDU201*	(3)
ELECTIVE	(3)	MAT210	(3)
SPA101	(3)	SPA102	(3)
	<u>(15)</u>		<u>(15)</u>

Sophomore

Fall		Spring	
ENG363*	(3)	ENG201	(3)
ENG232	(3)	EDU309*	(3)
ART100	(3)	DNC240	(3)
HIS210	(3)	ENG221	(3)
REL204	(3)	CHE101	(4)
ENG250	(1)		<u>(16)</u>
	<u>(16)</u>		

Junior

Fall		Spring	
ENG365*	(3)	HIS202	(3)
ENG305	(3)	ENG316	(3)
ENG202	(3)	ENG231	(3)
SOC103	(3)	EDU385*	(3)
BIO102	(4)	ENG331	(3)
	<u>(16)</u>		<u>(15)</u>

Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
ENG400	(3)	EDU440	(12)
ENG321	(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)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)
MAT203 – Introduction to Statistics (3)
(*Prerequisite: MAT101*)

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

(*No two courses from the same discipline.*)

ART 100 – Basic Design
ART 180 – Understanding Art
ART 282 – Art History Survey
COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
MUS 230 – Introduction to Western Classical Music
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

EDU201* – Human Develop: Puberty to Death (3)

(** Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: Math 101*)

One Biological Science: (4)

BIO101/101L – Principles of Biology /Lab
BIO102/102L – Biology of Whole Organisms/Lab
BIO110/110L – Core Principles of Cell & Molecular Biology/Lab

One Physical Science: (4)

CHE101/101L – General Chemistry I / Lab
GEO101/ 101L – Historical Geology / Lab
GEO102/102L – Environmental Physical Geo / Lab
PHY101/101L – Introduction to Astronomy / Lab
PHY201/201L – General Physics I / Lab
PHY203/203L – Calculus Physics I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

And

Non-Native Language - 102 College level

Major Studies (70 semester hours)

Professional Education (30 semester hours)

EDU102* – Introduction to Education (3)
EDU218* – Teaching Secondary Mathematics (3)
EDU308* – Reading for the Secondary Teacher (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU440 – Comprehensive Internship: Secondary (12)
(* *Field Service Hours Required*)

Specialized Subjects (34 semester hours)

CS110 – Computer Science I (4)
MAT201 – Discrete Structures (3)
MAT222 – Calculus I (4)
MAT223 – Calculus II (4)
MAT224 – Calculus III (4)
MAT311* – Topics in Geometry (3)
MAT315 – Linear Algebra (3)
MAT316 – Differential Equations (3)
MAT450 – Abstract Algebra (3)
MAT491 – Seminar I (1)
MAT492 – Seminar II (1)
MAT493 – Seminar III (1)
(* *Field Service Hours Required*)

Mathematics Electives (6 semester hours)

Electives must be at or above the 200 level in mathematics or computer science.

General Electives – 0 semester hours

Total Hours: 123

Sample Course Sequence for Mathematics Education Majors

Freshman

Fall		Spring	
ENG101	(3)	ENG102	(3)
COM101	(3)	MAT223	(4)
MAT222	(4)	EDU102*	(3)
MAT203	(3)	EDU201*	(3)
SPA101	(3)	SPA102	(3)
	<u>(16)</u>		<u>(16)</u>

Sophomore

Fall		Spring	
MAT224	(4)	MAT315	(3)
ENG202	(3)	MATELEC	(3)
ART282	(3)	MAT201	(3)
HIS210	(3)	EDU308*	(3)
CS110	(4)	CHE102	(4)
	<u>(17)</u>		<u>(16)</u>

Junior

Fall		Spring	
MAT316	(3)	MAT311*	(3)
BIO102	(4)	PE215	(3)
EDU218*	(3)	MATELEC	(3)
MAT491	(1)	MAT492	(1)
MATELEC	(3)	HIS202	(3)
	<u>(14)</u>	EDU385*	(3)
			<u>(16)</u>

Senior

Fall		Spring	
SOC103	(3)	EDU415	(3)
EDU405*	(3)	EDU440	(12)
DNC240	(3)		
MAT450	(3)		
REL204	(3)		
MAT493	(1)		
	<u>(13)</u>		<u>(15)</u>

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

Specific Course Requirements for Music Education (Bachelor of Music Education – Choral/Piano Concentration)

Liberal Arts Studies (43 semester hours)

Core Skills (15 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT203 – Introduction to Statistics
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (3 semester hours)

ART 100 – Basic Design
ART 180 – Understanding Art
ART 282 – Art History Survey
COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

One of the following: (3)

EDU200* – Human Development: Conception to Puberty
EDU201* – Human Development: Puberty to Death

(* *Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (7 semester hours)

(*Prerequisite for Science Courses: Math 101*)
(*Only one lab is required – biology or physical science*)

One Biological Science: (3)

BIO101 – Principles of Biology
BIO102 – General Biology of Whole Organisms

One Physical Science: (3)

CHE101 – General Chemistry I
GEO101 – Historical Geology
GEO102 – Environmental Physical Geology
PHY101 – Introduction to Astronomy
PHY201 – General Physics I

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (3 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

Major Studies (86 semester hours)

Professional Education (24 semester hours)

EDU102* – Introduction To Education (3)
EDU385* – Psychology Applied to Classroom (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU470 – Comprehensive Internship PK-12 (12)
(* *Field Service Hours Required*)

Specialized Subjects (62 semester hours)

Applied Lessons: Principal performing instrument

Seven of the following: (14)

MUS111, MUS112, MUS211, MUS212, MUS311, MUS312
MUS411, MUS412 – Applied Music: Piano, Voice (2 each)

Applied Lessons: Secondary performing instrument

1-4 semester hours of the following:

(*Number of courses determined by student proficiency*)

MUS101, MUS102 – Elementary Studies in Applied Music:
Piano, Voice (1 each)
MUS301, MUS302 – Studies in Applied Music: Piano,
Voice (1 each)
MUS103, MUS104 – Class Piano (2 each)

Ensemble: (7)

Seven of the following:

MUS152 – The Coker Singers (1)
MUS355 – The Coker Chamber Singers (1)

Theory & History (24)

MUS121 – Music Theory I (3)
MUS122 – Music Theory II (3)
MUS221 – Music Theory III (3)
MUS222 – Music Theory IV (3)
MUS321 – Form and Analysis (3)
MUS331 – Survey of Music History I (3)
MUS332 – Survey of Music History II (3)
MUS422 – Orchestration (3)

Music Education (13)

MUS181* – Instrumental Techniques: Strings (1)
MUS182* – Instrumental Techniques:
Brass & Percussion (1)
MUS183* – Instrumental Techniques: Woodwinds (1)
MUS362* – Elementary Music Methods & Materials (3)
(*Includes instruction in reading in content area*)
MUS363* – Secondary Music Methods & Materials (3)
(*Includes instruction in reading in content area*)
MUS371 – Conducting (2)
MUS372 – Advanced Conducting (2)
(* *Field Service Hours Required*)

Total Hours: 129

Sample Course Sequence for Music Education Majors

Freshman

Fall	Spring
ENG101 (3)	MUS102 (2)
MUS111 (2)	MUS112 (2)
COM101 (3)	MUS122 (3)
MUS152/355 (1)	MUS152/355 (1)
MUS101 (2)	EDU201* (3)
<u>MUS121 (3)</u>	<u>EDU102* (3)</u>
(14)	(14)

Sophomore

Fall	Spring
ENG201 (3)	HIS211 (3)
MUS211 (2)	MUS212 (2)
MUS221 (3)	MUS222 (3)
MUS331 (3)	MUS332 (3)
MUS152/355 (1)	MUS152/355 (1)
MAT210 (3)	MUS182* (1)
<u>MUS181* (1)</u>	<u>MUS183* (1)</u>
(16)	<u>PE215 (3)</u>
	(17)

Junior

Fall	Spring
MUS311 (2)	MUS312 (2)
MUS362* (3)	MUS363* (3)
MUS152/355 (1)	MUS371 (2)
BIO101 (4)	MUS152/355 (1)
MUS321 (3)	EDU385* (3)
<u>HIS202 (3)</u>	<u>SOC101 (3)</u>
(16)	<u>GEO101 (3)</u>
	(17)

Senior

Fall	Spring
MUS411 (2)	EDU415 (3)
MUS422 (3)	<u>EDU470 (12)</u>
REL204 (3)	
ART282 (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 (53 semester hours)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT203 – Introduction to Statistics
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

(*No two courses from the same discipline.*)

ART 100 – Basic Design
ART 180 – Understanding Art
ART 282 – Art History Survey
COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
MUS 230 – Introduction to Western Classical Music
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

One of the following: (3)

EDU200* – Human Development: Conception to Puberty
EDU201* – Human Development: Puberty to Death
(* *Field Service Hours Required*)

And one of the following: (3)

BA222 – Principles of Macroeconomics
POL101 – Introduction to Political Science
SOC101 – Introduction to Sociology
SOC103 – Anthropology
SOC/CRIM200 – Introduction to Criminology

Knowledge of the Humanities (6 semester hours)

One of the following: (3)

HIS210 – Western Civilization I
HIS211 – Western Civilization II

And one of the following: (3)

PHI205 – Survey of Western Philosophy
REL204 – World Religions: Western Monotheisms

Knowledge of the Natural Sciences (7 semester hours)

(*Prerequisite for Science Courses: Math 101*)

One Biological Science: (3)

BIO101 – Principles of Biology
BIO110 – Core Principles of Cell & Molecular Biology

One Physical Science: (4)

CHE101/101L – General Chemistry I / Lab
GEO101/ 101L – Historical Geology / Lab
GEO102/102L – Environmental Physical Geology / Lab
PHY101/101L – Introduction to Astronomy / Lab
PHY201/201L – General Physics I / Lab
PHY203/203L – Calculus Physics I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (3 semester hours)

ENG201 – World Literature I **OR**
ENG202 – World Literature II
Non-Native Language - 102 College level

Major Studies (71 semester hours)

Professional Education (27 semester hours)

EDU102* – Introduction To Education (3)
EDU308* – Reading for Secondary Teacher (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU470 – Comprehensive Internship: PK-12 (12)
(* *Field Service Hours Required*)

Specialized Subjects (40 semester hours)

PE120 – Lifetime Fitness (3)
PE205 – Introduction of PE & Sports Studies (3)
(*Prerequisite for all major core courses*)
PE226 – First Aid (3)
PE230 – Outdoor Education (3)
PE260 – Motor Learning (3)
PE314* – Physical Education School Methods (3)
PE320 – Kinesiology (3)
(*Prerequisite: Bio 227*)
PE333* – Adapted Physical Education (3)
PE335* – School Health Methods (3)
PE410 – Measurement & Evaluation (3)
PE411 – Organization & Administration (3)
PE415 – Physiology of Exercise (3)
(*Prerequisite: Bio 227*)
BIO227 – Anatomy & Physiology (4)
(*Prerequisite: BIO101 or BIO110*)
(* *Field Service Hours Required*)

Activity Courses (4 semester hours)

PE103 – Basketball / Softball (1)
PE113 – Volleyball / Soccer (1)
And one of the following: (1)

PE108 – Racquet Sports
PE115 – Tennis

And one of the following: (1)

PE110 – Swimming: Beginner
PE111 – Swimming: Intermediate
PE112 – Swimming: Advanced and Lifesaving

General Electives 0 semester hours

Total Hours: 124

Sample Course Sequence for Physical Education Majors

Freshman

Fall		Spring	
ENG101	(3)	ENG102	(3)
COM101	(3)	EDU200*	(3)
PE-120	(3)	MATCOM	(3)
BIO101	(3)	EDU102*	(3)
SPA101	(3)	SPA102	(3)
		<u>PE111</u>	(1)
	(15)		(16)

Sophomore

Fall		Spring	
ENG201	(3)	HIS211	(3)
PE205	(3)	EDU308*	(3)
PE-314*	(3)	PE226	(3)
BIO227	(4)	CHE102	(4)
<u>PE215</u>	(3)	<u>PE333*</u>	(3)
	(16)		(16)

Junior

Fall		Spring	
PE260	(3)	BEHSC	(3)
PE113	(1)	PE335*	(3)
HIS202	(3)	PE103	(1)
ART180	(3)	REL204	(3)
PE230	(2)	EDU385*	(3)
<u>PE115</u>	(1)	<u>PE415</u>	(3)
	(13)		(16)

Senior

Fall		Spring	
EDU405*	(3)	EDU415	(3)
PE411	(3)	<u>EDU470</u>	(12)
PE410	(3)		
PE320	(3)		
<u>THE101</u>	(3)		
	(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)

Core Skills (18 semester hours)

COM101 (3)
ENG100 (3)
(*ENG100 may be exempted by placement evaluation.*)
ENG101 (3)
ENG102/210 (3)

One Math/Computer Science: (3)

(*Prerequisite for Math Courses: MAT101*)
CS110 – Computer Science I
MAT203 – Introduction to Statistics
MAT210 – College Algebra and Trigonometry
MAT222 – Calculus I

One Physical Education: (3)

PE215 – Personal & Community Health
PE120 – Lifetime Fitness

Knowledge of the Arts (6 semester hours)

(*No two courses from the same discipline.*)

ART 100 – Basic Design
ART 180 – Understanding Art
ART 282 – Art History Survey
COM/ENG 289 – Film Criticism
DNC 103 – Technique and Survey
DNC 240 – Dance History
MUS 230 – Introduction to Western Classical Music
THE 100 – History of the Theater I
THE 101 – History of the Theater II
THE 150 – Introduction to Theater Production
THE 156 – Acting I

Knowledge of the Behavioral Sciences (6 semester hours)

EDU201* – Human Development: Puberty to Death (3)
SOC103 – Anthropology (3)
(* *Field Service Hours Required*)

Knowledge of the Humanities (6 semester hours)

HIS210 – Western Civilization I (3)
REL204 – World Religions: Western Monotheisms (3)

Knowledge of the Natural Sciences (8 semester hours)

(*Prerequisite for Science Courses: Math 101*)

One Biological Science: (4)

BIO101/101L – Principles of Biology /Lab
BIO102/102L – Biology of Whole Organisms/Lab
BIO110/110L – Core Principles of Cell & Molecular
Biology/Lab

One Physical Science: (4)

CHE101/101L – General Chemistry I / Lab
GEO101/ 101L – Historical Geology / Lab
GEO102/102L – Environmental Physical Geo / Lab
PHY101/101L – Introduction to Astronomy / Lab
PHY201/201L – General Physics I / Lab
PHY203/203L – Calculus Physics I / Lab

Knowledge of the United States (3 semester hours)

HIS202 – United States since 1865

Knowledge of Cultural Diversity (6 semester hours)

One of the following:

ENG201 – World Literature I
ENG202 – World Literature II

And

Non-Native Language - 102 College level

Major Studies (69 semester hours)

Professional Education (30 semester hours)

EDU102* – Introduction to Education (3)
EDU308* – Reading for the Secondary Teacher (3)
EDU320* – Teaching Secondary Social Studies (3)
EDU385* – Psych Applied to Teaching & Learning (3)
EDU405* – Classroom Pragmatics (3)
EDU415 – Seminar in Student Teaching (3)
EDU440 – Comprehensive Internship: Elementary (12)
(* *Field Service Hours Required*)

Specialized Subjects (33 semester hours)

BA222 – Macroeconomic Concepts (3)
BA223 – Microeconomic Concepts (3)
HIS201 – United States from Discovery to 1865 (3)
HIS211 – Western Civilization II (3)
HIS391 – The Historian's Craft (3)
HIS411 – The Contemporary United States (3)
HIS421 – Making of the Contemporary World (3)
HIS491 – Practicing the Historian's Craft (3)
GPY201 – World Geography (3)
POL201 – American Government and Politics (3)
SOC102 – American Social Problems (3)

History Electives (6 semester hours)

Two history electives are required: one general history course at the 300 level or above, and one nonwestern/third world history course.

General Electives – 0 semester hour

Total Hours: 122

Sample Course Sequence for Social Studies Education Majors

Freshman

Fall		Spring	
ENG101	(3)	ENG102	(3)
COM101	(3)	EDU102*	(3)
HIS210	(3)	HIS211	(3)
SPA101	(3)	SPA102	(3)
ART180	(3)	EDU201*	(3)
	<u>(15)</u>		<u>(15)</u>

Sophomore

Fall		Spring	
HIS201	(3)	HIS202	(3)
BA222	(3)	MAT210	(3)
MUS230	(3)	EDU308*	(3)
SOC103	(3)	ENG202	(3)
BIO102	(4)	GEO102	(4)
	<u>(16)</u>		<u>(16)</u>

Junior

Fall		Spring	
HIS391	(3)	EDU385*	(3)
SOC102	(3)	POL201	(3)
THE150	(3)	GPY201	(3)
HISELEC	(3)	EDU320*	(3)
PE215	(3)	REL204	(3)
	<u>(15)</u>		<u>(15)</u>

Senior

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

*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).

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 Education Internship Programs 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 Education Internship Programs 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 Education Internship Programs. 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 and treats all students fairly
5. Appreciates student diversity and believes that all students can learn
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 Education Internship Programs at Coker College and progressing to the teacher candidate placed with a supervising teacher:

The Director of Education Internship Programs 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 Education Internship Programs if a problem, such as poor attendance, persists after discussion with the candidate.

The Teacher Candidate will:

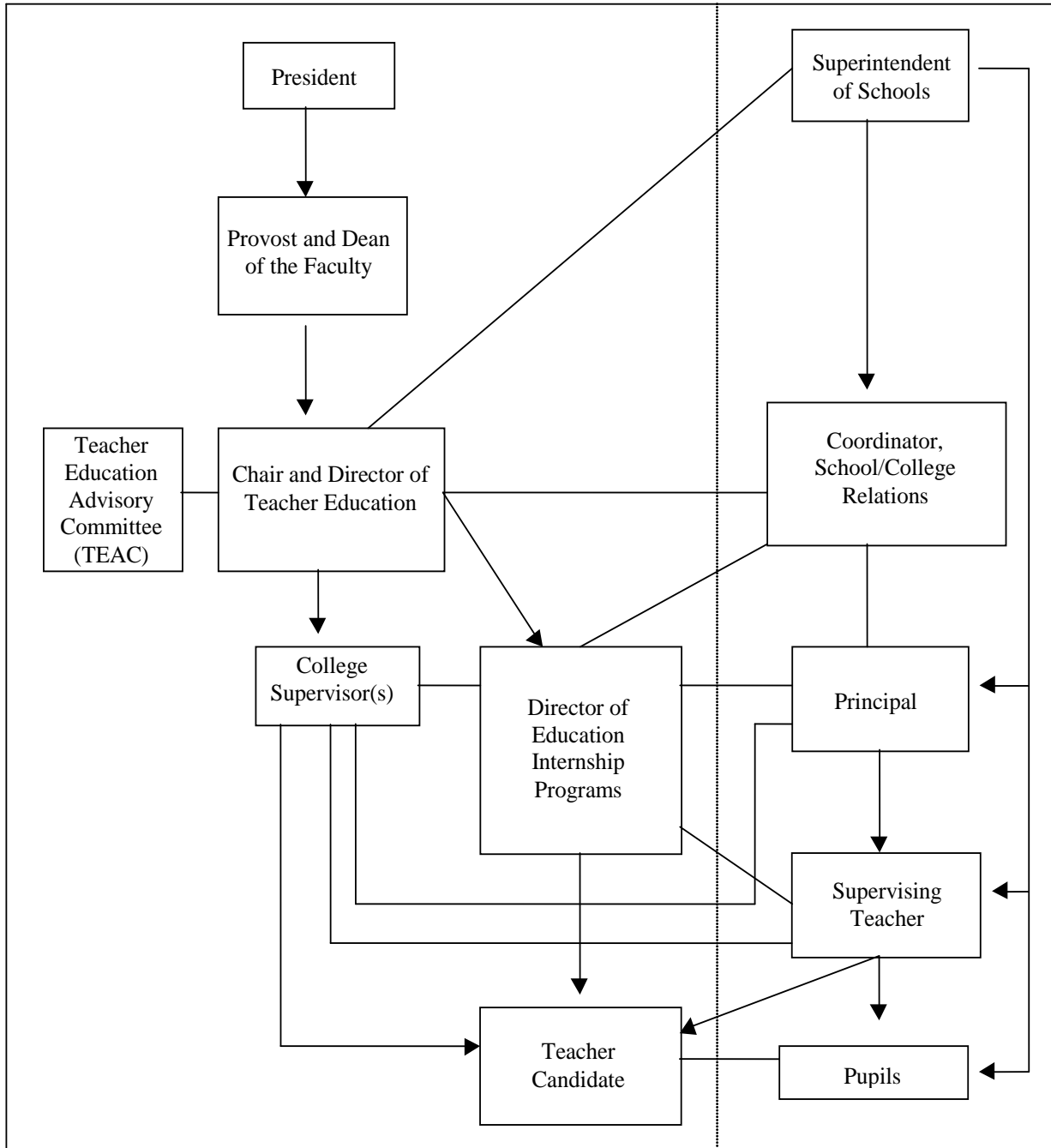
1. Obtain a TB (PPD) test and submit a copy of negative results to the Director of Education Internship Programs to be placed in the candidate's file (before first internship);
2. Complete and submit the *Background Check Form* along with fee payment to the Education Department Coordinator;
3. Complete 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 Education Internship Programs immediately if a conflict arises so that timely and appropriate solutions can be found.

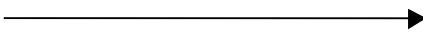
WHO'S WHO IN CLINICAL INTERNSHIPS

COKER COLLEGE

PUBLIC SCHOOLS



Key to Relationships and Responsibilities:



Administrative Control

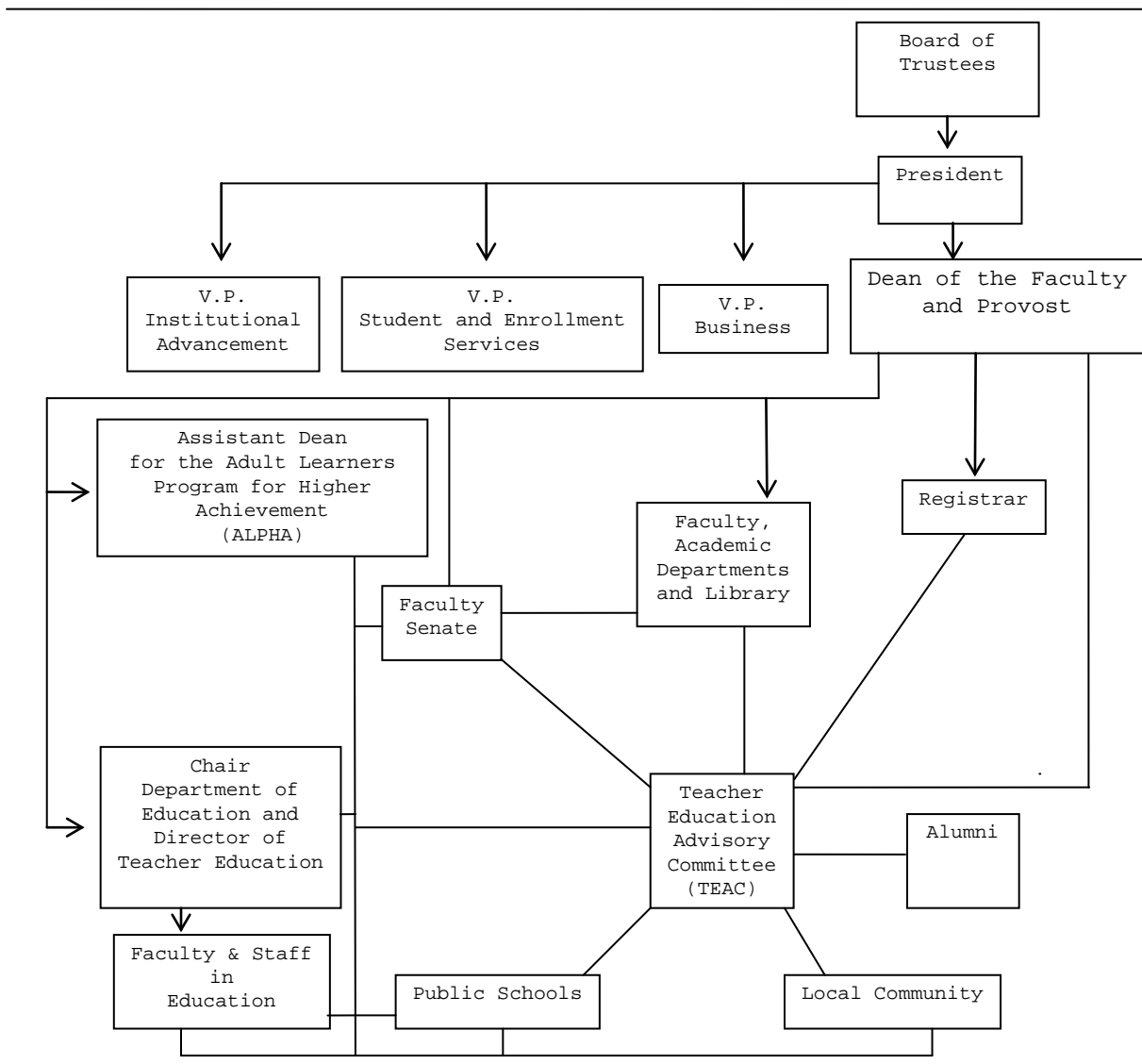


Primary channels of advisement, coordination, cooperation, and supervision

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)



Date: _____

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

Name: _____ Teaching Major: _____

Local Address: _____

Local Telephone: _____ E-mail: _____

Permanent Address: _____

Permanent Telephone: _____ Faculty Advisor(s): _____

How many semester hours 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 as well as any additional references.

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.

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

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.

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.

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.

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.

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.

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.

- 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.)

Signature of the Teacher Candidate

Faculty Advisor

Candidate's Name: _____ Advisor: _____

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

Discussed Self-Assessment of Dispositions [] Yes [] No

Comments or concerns regarding candidate's dispositions: _____

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

Signature

Date

Education Department Coordinator

Praxis I test scores or SAT/ACT score: Reading _____ SAT _____
Writing _____ ACT _____
Math _____

Report of Judicial and Educational Record: Provost _____
Student Services _____
Athletics _____

Signature

Date

Director of Education Internship Programs

A. Hours of clinical internships completed: _____

B. Evaluations satisfactory? _____

Signature

Date

Interview

Date of Interview: _____

Members of the TEAC present for interview:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Candidate's Strengths

Suggestions for Improvement

Overall Assessment

_____ Rubric Score _____

Signature - 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 2012 2013 2014

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.

<u>Test Name</u>	<u>Date</u>	<u>Score</u>
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 Education Internship Programs from the teacher candidate

_____.

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:
 - A writing sample*
 - A Self-Assessment of Dispositions
 - 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
- Submit to a SLED and FBI criminal background check
- Submit a Student Teaching application
- Clear a SLED and FBI criminal background check
- Complete a writing sample*, EEDA assessment, and Self-Assessment of Dispositions
- Successfully complete a student teaching interview*
- Take the Praxis II specialty program exam(s) and the PLT

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.