

# Coker University Wiggins School of Education



## Teacher Education Program Guide 2019 - 2020

Preparing Professionals with  
Initiative, Ingenuity, and Integrity



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

Furthermore, I understand the following regarding Praxis Core:

I intend to major in Elementary and/or Early Childhood Education and understand that I must pass all three parts of Praxis Core before I will be allowed to register for my fifth education course.

I intend to major in Biology Education, English Education, or Mathematics Education, and understand that I must pass all three parts of Praxis Core before I will be allowed to register for EDU308 in the fall of my sophomore year.

I intend to major in Art Education, Dance Education, or Music Education and understand that I must pass all three parts of Praxis Core before I will be allowed to register for EDU312 in the spring of my sophomore year.

I am exempt from Praxis Core because of my \_\_\_\_ACT and/or \_\_\_\_SAT score.  
(ACT – 22, SAT – 1100\*)

\*Candidates who earned a total score of 22 on the ACT and at least 1100 (Evidence-based Reading and Writing and Math) on the redesigned SAT may exempt all three subtests of the Praxis Core exam requirement. A candidate with a score of 550 on the Evidence-based Reading and Writing portion of the SAT may exempt the Reading and Writing subtests of Praxis Core. A candidate who earned 550 on the Math portion of the total score of at least 1650 (Math, Reading, and Writing) on the SAT administered between 2005 and 2015, may exempt all three subtests of Praxis Core. Page 14.



I, \_\_\_\_\_, certify that I have been informed and have received specific written information regarding the Standards of Conduct for South Carolina Educators (SC Code 59-25-160; 59-25-530; 63-17-1060).

**Signature**

**Date**

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## **The Program and Its Personnel**

### **Wiggins School of Education**

Our Teacher Education Program is supported by faculty and staff from all departments of the University and by school-based faculty from partnering school districts.

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## **Welcome to the Coker University Wiggins School of Education**

We are proud of the Coker University 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 University 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 university 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 guide 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 University**

Coker University is a student-centered, comprehensive university. 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 University'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 School of Education

## Vision

Our vision is that all who complete degrees in the Wiggins School of Education at Coker University will distinguish themselves as professionals who recognize that all children possess a capacity to learn and who can assess instructional needs and make informed and appropriate decisions to meet those needs. Our program will be distinctive for its emphasis on involving students in meaningful learning activities, for involving teacher candidates in the work of education professionals, for involving graduate students in authentic, action-based inquiry, and for emphasizing a perspective that embraces an expanding knowledge base of research.

## Mission

Coker's Teacher Education Program prepares highly qualified professional educators who have the potential to be successful in the region, state, and nation. This mission can be achieved by preparing highly qualified professional educators who embody the ideals of initiative, ingenuity, and integrity in all aspects of teaching and learning.

## Goals/Outcomes

The goals of our Educator Preparation Program are to prepare highly qualified professionals with ***Initiative***, ***Ingenuity***, and ***Integrity***.

Candidates exhibiting ***initiative*** seek out and engage in opportunities and experiences that foster their continued expansion of knowledge and proficiency, while demonstrating diligence, self-direction, open-mindedness, and willingness to adapt to newfound evidence.

Candidates exhibiting ***ingenuity*** are able to generate ideas, think critically, and problem solve while displaying flexibility, creativity, persistence, and resourcefulness amidst ever-changing demands and situations.

Candidates exhibiting ***integrity*** uphold their own values and morals as well as professional ethics by honoring diversity, practicing diplomacy, and engaging in leadership and collaborative endeavors, while remaining reflective, humble, and compassionate.

These goals are linked to the mission, philosophy, and objectives of Coker University, its educator preparation program, and state and national standards. These three unit goals/outcomes are further developed into specific candidate proficiencies that are addressed through the knowledge, skills, and dispositions of each candidate. These proficiencies may be found on the following Unit Goals and Standards table.

The specific proficiencies related to each goal may be found in the following chart:

Goals/Outcomes with Candidate Proficiencies	CAEP	InTASC	South Carolina Teaching Standards 4.0
<b>Initiative</b>			
Demonstrates confidence with subject matter in classroom interactions (with students in field experiences)	1.1	4: Content Knowledge 7: Planning for Instruction 8: Instructional Strategies	<b>Instruction:</b> Teacher Candidate Content Knowledge <b>Planning:</b> Instructional Plans
Willingness to try and adopt new and proven methods for reaching students.	1.1 1.2 1.5	5: Application of Content 8: Instructional Strategies	<b>Instruction:</b> Activities & Materials
Demonstrates ability to use major theories of teaching and learning to create engaging lessons.	1.1 1.2	4: Content Knowledge 8: Instructional Strategies	<b>Instruction:</b> Teacher Candidate Content Knowledge <b>Planning:</b> Instructional Plans
Exhibits an attitude of reflection and perseverance.	1.1 2.3	9: Professional Learning & Ethical Practice	<b>Professionalism:</b> Reflecting on Teaching
Advocates for the students and the profession.	1.1	10: Leadership & Collaboration	<b>Professionalism:</b> School Responsibilities
<b>Ingenuity</b>			
Values lifelong learning and is a member of community of learners.	1.1 1.2 1.5	9: Professional Learning & Ethical Practice 10: Leadership & Collaboration	<b>Professionalism:</b> Growing and Developing Professionally
Appreciates and participates in the culture of our society and exposes students to such events.	1.1	5: Application of Content	<b>Instruction:</b> Motivating Students
Demonstrates flexibility and creativity in daily practices to meet students' needs and ensure growth.	1.2 2.3	6: Assessment 7: Planning for Instruction 8: Instructional Strategies	<b>Planning:</b> Assessment
<b>Integrity</b>			
Exhibits professional values and treats all students equitably.	1.1 2.3	1: Learner Development 2: Learning Differences 3: Learning Environments	<b>Environment:</b> Expectations & Respectful Culture
Appreciates student diversity and believes all students can learn.	2.3	1: Learner Development 2: Learning Differences 3: Learning Environments	<b>Environment:</b> Expectations & Respectful Culture
Accepts constructive feedback for reflective practice.	1.1 2.3	9: Professional Learning & Ethical Practice	<b>Professionalism:</b> Reflecting on Teaching
Displays understanding and compassion for students their individual situations.	1.1 2.3	1: Learner Development 2: Learning Differences 3: Learning Environments	<b>Environment:</b> Expectations & Respectful Culture
Committed to ethical practices.	1.1.	9: Professional Learning & Ethical Practice	<b>Professionalism:</b> Growing and Developing Professionally

## **Financial Aid and Scholarships available for Education students**

### **South Carolina Scholarships**

South Carolina Teachers Loan ([www.scstudentloan.org](http://www.scstudentloan.org))

### **Coker University Scholarships**

#### **Darlington County School District Endowed Scholarship**

- Requirements: Day student in TEP with a minimum 3.0 GPA
- Completed Sophomore year and has financial aid
- Graduate of a DC High School, employee of DCSD or resident of Darlington County
- Agrees to return to DCSD as a teacher for at least 2 years if position available

#### **Willi Saleeby Endowed Scholarship**

- Day student from the Pee Dee region of South Carolina
- Junior or Senior with financial need with at least a C+ GPA

### **Pee Dee Education Scholarships (2)**

#### **Dr. Tom Truitt Scholarship or The Board of Directors Scholarship**

- Day or Evening student who graduated from one of the member high schools in this region who is majoring in education.

### **Jane Funderburk Endowed Scholarship**

- Evening student
- Need and merit
- 3.0 GPA
- “Preferably student with a physical handicap involved in community service”

### **Kiawanis Scholarship**

- Day student
- Accepted into TEP
- GPA 3.0 (overall and Education)
- From Darlington County, Pee Dee or South Carolina

*By application and interview through Institutional Development:*

#### **The Rev. James Thomas and Eloise Rabon Browne Scholarship**

- Full-Time student in good academic standing that has completed 15 hrs at Coker
- Exhibit community involvement, moral character, proper conduct

#### **Mary Huggins and Bruce T. Smith, Jr. Endowed Scholarship**

- Lee/Darlington county student in education or business.

## Approved Teacher Education Program Areas at Coker

We offer degrees that lead to certification in the following subjects and grades:

- Art (PK-12)
- Biology (9-12)
- Dance (PK-12)
- Early Childhood (PK-3)
- Elementary (2-6)
- English (9-12)
- Mathematics (9-12)
- Music – Choral (PK-12)

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

## Field Experience Program

Coker's distinctive field experience 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 field experiences
2. Coursework in major content areas and pedagogy gives knowledge and expertise in the field of education
3. Field experiences 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 field experiences 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 field experiences at the school where you work. You will, however, complete field experiences in a variety of South Carolina public school settings. Professional dress is required in all circumstances, and school personnel will expect you to follow the school's dress code. Your attire will be noted on your field experience evaluations.

Each field experience has a particular emphasis and appropriate degree of involvement which allows for practical applications of teaching methods learned in the university 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 classroom placements to ensure that you receive as broad an exposure as possible to the various populations that you may encounter as a teacher. **Remember that with two or more placements in the same classroom, hours must be recorded separately and must not be duplicated.**

Specific procedures for our field experience program are given in the "Field Experience 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 University provides several avenues for disseminating information and facilitating communication. A university-wide calendar of events is published every week during the school year and distributed by electronic mail (e-mail). Guide boards located around campus often contain specialized information for a particular department. Messages and other important information from the University and the School are often disseminated through campus mail.

The principal means for disseminating information in the Wiggins School of Education is through electronic mail. In addition, the Wiggins School of Education has a Facebook page. You are invited to "Like" us to receive additional information. Current procedures are described below, but the technology for electronic mail is changing rapidly, so you should expect periodic changes to these procedures.

You are required to purchase a LiveText subscription which is valid for 5 years. LiveText will be used to maintain all assessments used for progress through and completion of your education program. LiveText is a necessity for maintaining State and National accreditation for the Wiggins School of Education.

You are expected to secure a free Coker University e-mail address to ensure you receive important communications from the Wiggins School of Education. 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/>.

The School's web page is <http://www.coker.edu/ /wiginsschoolofeducation/>. You are expected to utilize this as a source of information and refer to it regularly for updates and notices.

## **Technology Skills**

Coker University 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 University 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 guide.

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 guide.

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

You are expected to register with the Wiggins School 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 field experience hours must I have to apply to the TEP?***

You must complete a minimum of 40 hours of field experiences by the conclusion of the semester that you apply for admission to the TEP. Also, you must complete a minimum of 100 field experience hours before you are eligible to begin your semester of student teaching. These field experiences 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**

Based on the results of ACT/SAT scores students entering with no transfer credit in English will be assigned to English 110, English 111, English 112, or English 210. Transfer students with credit for English 111 will be assigned to English 112 or English 210.

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 University 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 40 hours of field experiences. **You must be admitted to the TEP at least two semesters 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 Core: Academic Skills Assessments  
(Formerly Praxis I)**

Praxis Core, required by the South Carolina Department of Education, assesses your basic skills in reading, writing, and mathematics. Effective September 1, 2019, you must have passing scores on each part of Praxis Core: Reading (5713) – 156, Writing (5723) – 158, Math (5733) – 150 or must earn a composite score of at least 464 on the three subtests, with no subtest score more than four points below the required passing score for the subtest. Required composite score is 464 or higher, minimum subtest score Reading (152), Writing (154), Math (146). Depending on your program of study, you must take and pass Praxis Core before you will be allowed to register for certain

Education courses. The Praxis Core requirement may occur as early as the fall semester of your sophomore year.

- Early Childhood or Elementary Education – Praxis Core must be passed before registering for your fifth education course.
- Art Education, Biology Education, Dance Education, English Education, Mathematics Education, Physical Education – Praxis Core must be passed before registering for EDU308/312.
- Music Education – Praxis Core must be passed before registering for MUS362.

If you have any doubt as to your ability to pass Praxis Core, 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 Wiggins School of Education office, on Blackboard, on the School's webpage, or can be accessed online at <http://www.ets.org/praxis>. If you fail part or all of Praxis Core, you should consult with your advisor about appropriate remedial work before taking the test again. You may take the Praxis Core test as many times as you wish, but you cannot be accepted into the TEP until you have passed all three parts.

Candidates who earned a total score of 22 on the ACT and at least 1100 (Evidence-based Reading and Writing and Math) on the redesigned SAT® may exempt all three subtests of the Praxis® Core exam requirement. A candidate with a score of 550 on the Evidence-based Reading and Writing portion of the SAT® may exempt the Reading and Writing subtests of Praxis® Core. A candidate who earned at least 550 on the Math portion of the SAT® may exempt the Mathematics subtest of Praxis® Core. Candidates who earned a total score of at least 1650 (Math, Reading, and Writing) on the SAT® administered between 2005 and 2015, may exempt all three subtests of Praxis® Core.

### **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 university 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 guide in **Appendix C**. You must be an active Coker student during the semester in which you apply.

## **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 Wiggins School of Education 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 field experiences, 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 University  
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 7. 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 Wiggins School 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 field experiences 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 field experiences), 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 University. 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 university 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 recommend that you 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 university career to plan your course of study so that student teaching may be completed during the fall semester.

While student teaching, you will take EDU 415, 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. **You must meet the 2.75 GPA requirement to apply.** The application is reproduced in this guide 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 Wiggins School of Education 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 University 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 <https://www.ets.org/praxis/sc/requirements>. If your academic preparation is barely above that required for admission to student teaching, if you completed a substantial part of your coursework at another college, or if you have taken an extended LOA (Leave of Absence), we reserve the right to have you pass all relevant parts of Praxis II prior to student teaching. We highly recommend taking the PLT immediately after taking EDU 385.

### **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**.

## **Process for Removal from the Teacher Education Program**

The goal of the Teacher Education Program is to produce the finest teachers for our schools. Occasionally, a candidate does not make satisfactory progress through the academic and field experiences portion of the program. When faculty and cooperating teachers document persistent and serious deficiencies, it may be necessary to remove the candidate from the Teacher Education Program.

### **Procedures**

*Under certain circumstances, the candidate will be removed immediately (e.g., unethical, immoral, or illegal behavior).*

Deficiencies in any of the following areas may necessitate the removal of a candidate:

- a. consistently late or absent for field experience placements;
- b. academic performance;
- c. dispositional issues;
- d. ethical and professional behavior.

Continued low ratings on the LiveText Disposition survey, poor academic performance, and serious dispositional issues will constitute grounds for removal. The following steps outline the removal process.

1. A meeting will be held with Director of Teacher Education, the Director of Education Internship Programs, cooperating teacher (if applicable), education faculty, and the candidate's advisor to discuss the candidate and a plan of action.
2. The Director of Teacher Education, the Director of Education Internship Programs, cooperating teacher (if applicable), education faculty, and the candidate's advisor will schedule a conference with the candidate to develop a plan of action. The plan of action will detail the candidate's deficiencies or problems and address each deficiency/problem with specific actions the candidate must take to improve the deficiency/problem. The plan of action must specify a reasonable timeframe for improvement. All parties will sign the plan of action and the signed plan of action all parties will be contractually bound by the signed document. The candidate will be closely monitored for problems and deficiencies in subsequent placements and courses.
3. If deficiencies/problems are not resolved in accordance with the timeframe for improvement specified in step 2, another conference will be scheduled with all parties involved to discuss further action. If the decision is to remove the candidate from the teacher education program, the candidate may then appeal the decision.

### **Appeal Process**

If the candidate chooses to appeal the removal decision, the following process is to be followed:

1. Within (5) working days after receiving the notice of withdrawal from the program, the candidate must submit a written appeal to the Director of Teacher Education.
2. The appeal will be forwarded to the Teacher Education Advisory Committee (TEAC), which will schedule the appeal hearing at which all parties will present information relevant to the case.
3. The TEAC will rule on the appeal by a majority vote of those present. If the removal from the program is sustained, the student has the right to appeal directly to the Provost and Dean of the Faculty.

## **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.

There are two capstone courses taken the semester before Student Teaching, but **these courses are only scheduled as evening term classes**. EDU 404 is the capstone for Early Childhood and Elementary Education majors offered during the first term of each semester. EDU 405 is the capstone for all education majors offered during the second term of each semester.

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.

**Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.**

# Specific Course Requirements for Art Education Respect/Service

## General Education (48 semester hours)

### Trans4mations (Day Only)

Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

### College Success (Day Only)

CC101 – First Year Experience (1)  
Coker Wellness – (1)

### Foundational Prerequisites (Placement Exemptions Available)

ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

### Intellectual Core

COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB 101 (1)

### One Math/Computer Science (3)

(Prerequisite for Math Courses: MAT101)  
CS110 – Computer Science  
MAT203 – Elementary Statistics (3)  
MAT210 – College Algebra and Trigonometry (3)

### Non-Native Language and Culture (6)

Non Native Language (6)

## Pillars General Education Curriculum (18)

### Integrated Knowledge Pillars: Respect (9)

#### Arts

ART280 - Art History Survey I (3)

#### Two courses from the following Knowledge Areas

#### Humanities

CHI201 – Intermediate Chinese (3)  
COM290 - Communication, Culture, and Identity (3)  
ENG232 – Spectrum of the Rainbow; Literature of Diversity & Identity (3)  
HIS303 – History of Anthropology (3)  
SPA201 - Intermediate Spanish I (3)  
SPA202 – Intermediate Spanish II (3)  
SPA260 – Spanish & Latin American Literature in Translation (3)  
SPA350 – Afro-Hispanic Literature & Culture (3)

#### Behavioral Science

PE120 – Lifetime Fitness (3)  
PE205 – Intro to Physical Education & Sport Studies (3)  
SOC205 – Gender and Society (3)  
SOC302 – Intergroup Relations (3)

#### Science

(Prerequisite for Science Courses: MAT101)  
BIO101 – Principles of Biology (3)

## Engaged Learning Pillar: Service (9)

### Three courses from the following Knowledge Areas

#### Sciences

(Prerequisite for Science Courses; MAT101)  
BIO102 – Biology of Whole Organisms (3)

#### Arts

THE150 – Introduction to Theater Production (3)

#### Humanities

ENG224 – Writing from the Workers (3)  
ENG236 – Their Story, Our Story, Reading the Past  
HIS201 – The United States from Discovery to 1856 (3)  
HIS202 – United States since 1865 (3)

#### Behavioral Science

SOC102 – American Social Problems (3)  
BA223 – Microeconomic Concepts (3)

## Additional Required Courses: (3 semester hours)

**Capital Course:** CAP 300

## Major Studies (72 semester hours)

### Professional Education (36 semester hours)

EDU102 – Introduction of Education (3)  
EDU200 – Human Development: Conception to Puberty or  
**OR**  
EDU201 – Human Development: Puberty to Death  
EDU312\* - Content Area Literacy for PK-12 Teachers (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 Teachers (3)  
(\*Field Service Hours Required)

### Specialized Subjects (36 semester hours)

ART101 – 2-Dimensional Design (3)  
ART102 – 3-Dimensional Design (3)  
ART105 – Drawing I: Basic Drawing (3)  
ART130 – Basic Photography (3)  
ART109 – Typography I (3)  
ART205 – Figure Drawing (3)  
ART220 – Oil Painting (3)  
ART250 – Ceramics (3)  
ART281 – Art History Survey II (3)

#### Two of the following: (6)

ART384 – History of Graphic Design and Photography (3)  
**ART387 – Art in New York (3)**  
ART388 – Contemporary Critical Theory (3)

#### ONE of the following: (3)

ART230 – Photography II (3)  
ART320 – Oil Painting II (3)  
ART350 – Ceramics II (3)

#### **General Electives – 0 Semester hour**

EDU210 – Educational Technology (3)

**Total Hours: 120**

\*Field Service Hours Required

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.**

## Sample Course Sequence for Art Education Major Respect/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	ART101	(3)	ART102	(3)
	ART109	(3)	ART105	(3)
	ART280 P(Respect/Arts)	(3)	ART281	(3)
	CC101	(1)	CC197	(1)
	COM101	(3)	EDU102	(3)
	ENG101	(3)	ENG102	(3)
		<b>(16)</b>		<b>(16)</b>
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	ART130	(3)	Math Core	(3)
	EDU200	(3)	ART205	(3)
	ART290* (Evening)	(3)	PILLARS	(3)
	SPA101	(3)	EDU312*	(3)
	WELLNESS	(1)	SPA102	(3)
		<b>(13)</b>	LIB101	(1)
				<b>(16)</b>
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	ART220	(3)	ART250	(3)
	HIS202	(3)	ART384	(3)
	<b>PILLARS</b>	(3)	EDU385*	(3)
	<b>PILLARS</b>	(3)	<b>CAPITAL 300</b>	(3)
	<b>PILLARS</b>	(3)	ART387	(3)
		<b>(15)</b>		<b>(15)</b>
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	ART320	(3)	EDU415	(3)
	ART490*	(3)	EDU470	(12)
	EDU405* (Evening)	(3)		<b>(15)</b>
	<b>PILLARS</b>	(3)		
		<b>(12)</b>		

***Need Praxis Core / Praxis I and II requirements***

## Specific Course Requirements for Art Education Scholarship/Service

### **General Education (48 semester hours)**

#### **Trans4mations (Day Only)**

Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

#### **College Success (Day Only)**

CC101 – First Year Experience (1)  
Coker Wellness – (1)

#### **Foundational Prerequisites (Placement Exemptions Available)**

ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

#### **Intellectual Core**

COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB 101 (1)

#### **One Math/Computer Science (3)**

(Prerequisite for Math Courses: MAT101)  
CS110 – Computer Science  
MAT203 – Elementary Statistics (3)  
MAT210 – College Algebra and Trigonometry (3)

#### **Non-Native Language and Culture (6)**

Non Native Language (6)

### **Pillars General Education Curriculum (18)**

#### **Integrated Knowledge Pillars: Scholarship (9)**

##### **Behavioral Science:**

EDU1020-Introduction to Education (3)

##### **Two courses from the following Knowledge Areas:**

##### **Arts:**

ART180 – Understanding Art (3)  
MUS120 – Foundations of Musical Skill (3)  
MUS230 – Introduction to Western Classical Music (3)  
MUS331 – Survey of Music History I (3)  
THE100 – History of Theater I (3)

##### **Humanities:**

COM289 – Film Criticism (3)  
ENG226 – Their Story. Our Story. Reading the Past (3)  
ENG238 – The Quest for Faith: Gods, Monsters & Supernatural (3)  
HIS210 – Western Civilization I (3)  
HIS211 – Western Civilization II (3)  
IS200 – Introduction to Interdisciplinary Studies (3)  
MAT201 – Discrete Structures (3)  
PHI205 – Survey of Western Philosophy (3)

##### **Science:**

CHE101 – General Chemistry I (3)  
PHY201 – General Physics (3)  
PHY203 – Calculus Physics (3)

### **Engaged Learning Pillar: Service (9)**

#### **Three courses from the following Knowledge Areas:**

##### **Arts:**

THE150 – Introduction to Theater Production (3)

##### **Humanities:**

ENG224 – Writing from the Workers (3)  
ENG236 – Love, Friendship, and Family (3)  
HIS201 – The United States from Discovery to 1856 (3)  
HIS202 – United States since 1865 (3)

##### **Behavioral Science:**

SOC102 – American Social Problems (3)  
BA223 – Microeconomic Concepts (3)

### **Sciences:**

(Prerequisite for Science Courses; Math 101)  
BIO102 –Biology of the Whole Organisms (3)

### **Additional Required Courses: (3 semester hours)**

**Capital Course:** CAP 300

### **Major Studies (69 semester hours)**

#### **Professional Education (33 semester hours)**

EDU200 - Human Development: Conception to Puberty (3)

##### **OR**

EDU201 - Human Development: Puberty to Death (3)  
EDU312\* - Content Area Literacy for PK-12 Teachers (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 Teachers (3)  
(\*Field Service Hours Required)

#### **Specialized Subjects (36 semester hours)**

ART101 – 2-Dimensional Design (3)  
ART102 – 3-Dimensional Design (3)  
ART105 – Drawing I: Basic Drawing (3)  
ART130 – Basic Photography (3)  
ART109 – Typography I (3)  
ART205 – Figure Drawing (3)  
ART220 – Oil Painting I (3)  
ART250 – Ceramics I (3)  
ART280 – Art History Survey I (3)  
ART281 - Art History Survey II (3)

##### **TWO of the following: (6)**

ART384 – History of Graphic Design and Photography (3)  
**ART387 – Art in New York (3)**  
ART388 – Contemporary Critical Theory (3)

##### **ONE of the following: (3)**

ART230 – Photography II (3)  
ART320 – Oil Painting II (3)  
ART350 – Ceramics II (3)

##### **General Electives – 3 semester hour**

EDU210-Educational Technology (3)

Total Hours: 120

\* Field Service Hours Required

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.**

## Sample Course Sequence for Art Education Major Scholarship/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	ART101	(3)	ART102	(3)
	ART109	(3)	ART105	(3)
	ART280	(3)	ART281	(3)
	CC101	(1)	CC197	(1)
	COM101	(3)	EDU102 P(Sch/BeS)	(3)
	ENG101	(3)	ENG102	(3)
		(16)		(16)
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	ART130	(3)	Math Core	(3)
	EDU200	(3)	ART205	(3)
	ART290*(Evening)	(3)	PILLARS	(3)
	SPA101	(3)	EDU312*	(3)
	WELLNESS	(1)	SPA102	(3)
		(16)	LIB101	(1)
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	ART220	(3)	ART250	(3)
	HIS202	(3)	ART384	(3)
	<b>PILLARS</b>	(3)	EDU385*	(3)
	<b>PILLARS</b>	(3)	<b>CAPITAL 300</b>	(3)
	<b>PILLARS</b>	(3)	EDU387	(3)
		(15)		(15)
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	ART320	(3)	EDU415	(3)
	ART490*	(3)	EDU470	(12)
	EDU405* (Evening)	(3)		(15)
	<b>PILLARS</b>	(3)		
		(12)		

***Need Praxis Core / Praxis I and II requirements***

# Specific Course Requirements for Biology Education Respect/Contribution

## **General Education (53 semester hours)**

**Trans4mations** (Day Only)  
Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

**College Success** (Day Only)  
CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

**Foundational Pre-requisites**  
(*Placement Exemption Available*)  
ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

**Intellectual Foundation**  
COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB101 (1)

**One Math/Computer Science:** (3 semester hours)  
(*Prerequisite for Math Courses: MAT101*)  
CS110 – Computer Science I  
MAT210 – College Algebra and Trigonometry  
MAT222-Calculus I

**Non-Native Language & Culture (6 semester hours)**  
Non Native Language (6)

## **Pillars General Education Curriculum (23)** **Integrated Knowledge Pillar: Respect (9)**

**Sciences** (4 semester hours)  
(*Prerequisite for Science Courses; Math 101*)  
BIO110 – Core Principles of Cell & Molecular Biology/Lab

**Two course from 2 of the following Knowledge Areas**  
**Arts**  
AAS/THE210 - African American Theatre (3)  
ART280 - Art History Survey (3)  
DNC103 – Dance Appreciation (3)

**Humanities**  
CHI201 – Intermediate Chinese (3)  
COM290 – Communication, Culture, and Identity (3)  
ENG232 – Spectrum of the Rainbow: Literature of Diversity & Identity (3)  
HIS303 – History of Anthropology (3)  
SPA201 – Intermediate Spanish I  
SPA102 – Intermediate Spanish II  
SPA260 – Spanish & Latin American Literature in Translation  
SPA3350 – Afro-Hispanic Literature & Culture

**Behavioral Sciences**  
PE120 – Lifetime Fitness  
PE215 – Intro to Physical Education & Sport Studies  
SOC205 – Gender and Society  
SOC302 – Intergroup Relations

## **Engaged Learning Pillar: Contribution (9)** **Three courses from the following Knowledge Areas:**

**Arts**  
DNC240 – Dance History (3)  
MUS235 – Intro to World Music (3)  
THE101 – History of Theater II (3)

**Humanities**  
CHI135 – The Culture of China (3)  
COM305 – Strategies of Persuasion (3)  
ENG230 – Engaging the Senses: The Arts and/or Adaptation (3)  
ENG234 – The Modernists, Modernity, and Postmodernism (3)  
HIS255 – Middle Eastern History from Mohammed to Mubarak (3)  
HIS/POL421 – Making of the Contemporary World (3)

**Behavioral Science**  
BA210 – Foundations of Entrepreneurship (3)  
BM220 – Economic Concepts (3)  
SOC312 – Globalization (3)

## **Additional Required Courses (6 semester hours)**

**Science** (3 semester hours)  
PHY101 – Physical Science (3)

**Capital Course** (3)

## **Major Studies (84 semester hours)**

**Professional Education** (39 semester hours)  
EDU102 – Introduction to Education (3)  
EDU201 – Human Development: Puberty-Death (3)  
EDU210 - Educational Technology (3)  
EDU308\* – Literacy Foundations for Secondary Teachers (3)  
EDU310\* -- Content Area Literacy for Secondary Teachers (3)  
EDU/BIO319\* – Teaching Secondary School Science (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** (30 semester hours)  
BIO111/111L – Core Principles of Organismal Biology (4)  
BIO210\* – Core Principles of Ecology and Evolution (4)  
BIO211 – Core Principles of Genetics (4)  
BIO391/392 – Biology Seminar I/Biology Seminar II (2)  
BIO491 – Biology Seminar III (1)  
CHE101/101L – General Chemistry I (4)  
CHE102/102L – General Chemistry II (4)  
CHE351/351L – Organic Chemistry I (4)  
MAT203 – Introduction to Statistics (3)

**Biology Electives** (14 semester hours)  
Electives must be at or above the 200 level and collectively must total at least 14 semester hours.

**General Electives** – 0 semester hour

Total Hours: 134

\* Field Service Hours Required

**To add Broad-field Science certification for teaching all high school science subject areas, 7 additional hours:**

PHY101L (1 hour)  
PHY201 – General Physics I (3 hours)  
PHY202 – General Physics II (3 hours)

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.**

## Sample Course Sequence for Biology Education Majors Respect/Contribution

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	BIO110/110L <b>P(Resp/Sci)</b>	(4)	BIO111/111L	(4)
	CC101	(1)	CHE102	(3)
	CHE101	(3)	CHE102L	(1)
	CHE101L	(1)	EDU102	(3)
	COM101	(3)	EDU201	(3)
	ENG111	(3)	<u>ENG112</u>	<u>(3)</u>
	<u>MAT210</u>	<u>(3)</u>		(17)
		(18)		
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	BIO210*	(4)	BIO211	(4)
	BIOELECT	(3)	<b>PILLARS</b>	(3)
	EDU308*	(3)	EDU310*	(3)
	<b>PILLARS</b>	(3)	<b>PILLARS</b>	(3)
	<u>SPA101</u>	<u>(3)</u>	<u>SPA102</u>	<u>(3)</u>
		(16)		(16)
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	CHE351	(3)	BIOELECT	(3)
	CHE351L	(1)	EDU385*	(3)
	EDU/BIO319*	(3)	<b>Capital 300</b>	(3)
	<b>PILLARS</b>	(3)	EDU210	(3)
	<b>PILLARS</b>	(3)	<u>Elective</u>	<u>(3)</u>
	<u>MAT203</u>	<u>(3)</u>		(15)
		(16)		
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	BIO491	(1)	EDU415	(3)
	BIOELECT	(4)	<u>EDU440</u>	<u>(12)</u>
	BIOELECT	(4)		(15)
	EDU405* (Evening)	(3)		
	<u>Elective</u>	<u>(3)</u>		
		(15)		

To add Broad-field Science certification for teaching all high school science subject areas,  
**7 additional hours:**

PHY101L – Physical Science Lab

PHY201 – General Physics I (3 hours)

PHY202 – General Physics II (3 hours)

**\*A field experience in a local classroom is an integral course component.**

# Specific Course Requirements for Biology Education Scholarship/Contribution

## **General Education (52 semester hours)**

**Trans4mations** (Day Only)  
Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

**College Success** (Day Only)  
CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

**Foundational Pre-requisites**  
(Placement Exemption Available)  
ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

## **Intellectual Foundation**

COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB101 (1)

**One Math/Computer Science:** (3)  
(Prerequisite for Math Courses: MAT101)  
CS110 – Computer Science I  
MAT210 – College Algebra and Trigonometry  
MAT222-Calculus I

**Non-Native Language and Culture (6)**  
Non Native Language (6)

## **Pillars General Education Curriculum (22)**

### **Integrated Knowledge Pillar: Scholarship (10)**

**Sciences** (4 semester hours)  
(Prerequisite for Science Courses; Math 101)  
CHE101 – General Chemistry I (3)  
CHE101L - General Chemistry I Lab (1)

### **Two courses from the following Knowledge Areas**

#### **Behavioral Sciences**

PSY101 – General Psychology (3)  
PSY321 – Sensation and Perception (3)  
SOC101 – Introduction to Sociology (3)

#### **Science**

PHY101/101L – Physical Science (3)

#### **Arts**

ART180 – Understanding Art (3)  
ART281 – Art History Survey II (3)  
MUS120 – Foundations of Musical Skill (3)  
MUS230 – Introduction to Western Classical Music (3)  
MUS331 – Survey of Music History I (3)  
THE100 – History of Theater I (3)

#### **Humanities**

COM289 – Film Criticism (3)  
ENG226 – Their Story. Our Story: Reading the Past 93)  
ENG238 – The Quest for Faith: Gods, Monsters, & the Supernatural (3)  
HIS210 – Western Civilization I (3)  
HIS211 – Western Civilization II (3)  
IS200 – Interdisciplinary Studies (3)  
MAT201 – Discrete Structures (3)  
PHI205 – Survey of Western Philosophy (3)

## **Engaged Learning Pillar: Contribution (9)**

### **Three courses from the following Knowledge Areas**

#### **Arts**

DNC240 – Dance History (3)  
MUS235 – Intro to World Music (3)  
THE101 – History of Theater II (3)

#### **Humanities**

CHI135 – The Culture of China (3)  
COM305 – Strategies of Persuasion (3)  
ENG230 – Engaging the Senses: The Arts and/or Adaptation (3)  
ENG234 – The Modernists, Modernity, and Postmodernism (3)  
HIS255 – Middle Eastern History from Mohammed to Mubarak (3)  
HIS/POL421 – Making of the Contemporary World (3)

#### **Behavioral Science**

BA210 – Foundations of Entrepreneurship (3)  
BM220 – Economic Concepts (3)  
SOC312 – Globalization (3)

## **Additional Required Courses (3 semester hours)**

### **Capital Course (3)**

## **Major Studies (81 semester hours)**

### **Professional Education (36 semester hours)**

EDU102 – Introduction to Education (3)  
EDU201 – Introduction to Education (3)  
EDU210 - Educational Technology (3)  
EDU308\* - Literacy Foundations for Secondary Teachers (3)  
EDU310\* - Content Area Literacy for Secondary Teachers (3)  
EDU/BIO319\* – Teaching Secondary School Science (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 (31 semester hours)**

BIO110/110L Core Principles of Cell & Molecular Biology/Lab (4)  
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)  
MAT203 – Introduction to Statistics (3)

### **Biology Electives (14 semester hours)**

Electives must be at or above the 200 level and collectively must total at least 14 semester hours.

### **General Electives – 0 semester hour**

Total Hours: 133

\* Field Service Hours Required

## **To add Broad-field Science certification for teaching all high school science subject areas, 7 additional hours:**

PHY101L (1 hour)  
PHY201 – General Physics I (3 hours)  
PHY202 – General Physics II (3 hours)

***\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.***

## Sample Course Sequence for Biology Education Majors Scholarship/Contribution

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	BIO110/110L	(4)	BIO111/111L	(4)
	CHE101/101L <b>P(Scholar/Sci)</b>	(4)	CHE102/102L	(3)
	CC101	(1)	EDU102	(3)
	COM101	(3)	EDU201	(3)
	ENG111	(3)	<u>ENG112</u>	<u>(3)</u>
	<u>MAT210</u>	<u>(3)</u>		(17)
		(18)		
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	BIO210*	(4)	BIO211	(4)
	BIOELECT	(3)	<b>PILLARS</b>	(3)
	EDU308*	(3)	EDU310*	(3)
	PHY101/101L	(3)	PILLARS	(3)
	<u>SPA101</u>	<u>(3)</u>	<u>SPA102</u>	<u>(3)</u>
		(16)		(16)
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	CHE351	(3)	BIOELECT	(3)
	CHE351L	(1)	EDU385*	(3)
	EDU/BIO319*	(3)	<b>Capital 300</b>	(3)
	<b>PILLARS</b>	(3)	EDU210	<u>(3)</u>
	PILLARS	(3)	<u><b>PILLARS</b></u>	<u>(3)</u>
	<u>MAT203</u>	<u>(3)</u>		(15)
		(16)		
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	BIO491	(1)	EDU415	(3)
	BIOELECT	(4)	<u>EDU440</u>	<u>(12)</u>
	BIOELECT	(4)		(15)
	EDU405* (Evening)	(3)		
	<u>Elective</u>	<u>(3)</u>		
		(15)		

**To add Broad-field Science certification for teaching all high school science subject areas, 7 additional hours:**

PHY101L – Physical Science Lab

PHY201 – General Physics I (3 hours)

PHY202 – General Physics II (3 hours)

**\*A field experience in a local classroom is an integral course component.**

# Specific Course Requirements for Dance Education Respect/Service

## **General Education (51 semester hours)**

### **Trans4mations** (Day Only)

Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

### **College Success (Day Only)**

CC101 – First Year Experience (1)  
Coker Wellness – (1)

### **Foundational Prerequisites** (Placement Exemptions Available)

ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

### **Intellectual Core**

COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB 101 (1)

### **One Math/Computer Science (3)**

(Prerequisite for Math Courses: MAT101)  
CS110 – Computer Science  
MAT203 – Elementary Statistics (3)  
MAT210 – College Algebra and Trigonometry (3)

### **Non-Native Language and Culture (6)**

Non Native Language (6)

## **Pillars General Education Curriculum (21)**

### **Integrated Knowledge Pillars: Respect (9)**

#### **Three courses from the following Knowledge Areas**

##### **Arts:**

AAS/THE210 – African American Theatre (3)  
ART280 - Art History Survey I (3)  
DNC103 – Dance Appreciation (3)

##### **Humanities:**

CHI201 – Intermediate Chinese (3)  
COM290-Communication, Culture, and Identity (3)  
ENG232 – Spectrum of the Rainbow; Literature of Diversity & Identity (3)  
HIS303 – History of Anthropology (3)  
SPA201 - Intermediate Spanish I (3)  
SPA202 – Intermediate Spanish II (3)  
SPA260 – Spanish & Latin American Literature in Translation (3)  
SPA350 – Afro-Hispanic Literature & Culture (3)

##### **Behavioral Science:**

PE120 – Lifetime Fitness (3)  
PE215 – Intro to Physical Education & Sport Studies (3)  
SOC205 – Gender and Society (3)  
SOC302 – Intergroup Relations (3)

##### **Science:**

(Prerequisite for Science Courses: MAT101)  
BIO101 – Principles of Biology (3)

## **Engaged Learning Pillar: Service (9)**

### **Three courses from the following Knowledge Areas**

##### **Arts**

ART 150 – Introduction to Theater Production (3)

##### **Humanities**

ENG224 – Writing from the Workers (3)  
ENG236 – Their Story, Our Story, Reading the Past (3)  
HIS201- The United States from Discovery to 1856 (3)  
HIS202- United States since 1865 (3)

## **Behavioral Science**

BA223 – Microeconomic Concepts (3)  
SOC102 – American Social Problems (3)

## **Science:**

(Prerequisite for Science Courses: MAT101)  
BIO102 – Principles of Biology (3)

## **Additional Required Courses:** (3 semester hours)

### **Capital Course:** (3)

## **Major Studies (50 semester hours)**

### **Professional Education (30 semester hours)**

EDU102 – Introduction To Education (3)  
EDU200 – Human Development: Conception to Puberty (3)

#### **OR**

EDU201 – Human Development: Puberty to Death (3)  
EDU312 – Content Area Literacy for PK-12 Teachers (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 (49 semester hours)**

DNC 105 – Ballet Technique I (4)  
(two semesters, 2 sh each)  
DNC 150 – Introduction to Dance Production (1)  
DNC 155 – Freshman Dance Seminar (1)  
DNC 160, 260, 360, 460 – Dance Practicum (0)  
DNC 162, 165, 265, 365, 465 – Dance Practicum (3)  
(three semesters, 1 sh each)  
DNC 200 – Modern Dance Technique I (4)  
(two semesters, 2 sh each)  
DNC 205 – Ballet Technique II (2)  
DNC 210 – Dance Improvisation (2)  
DNC 225 – Dance Conditioning (2)  
DNC 240 – Dance History (3)  
DNC 245 – World Dance (1)  
DNC 250 – Rhythmic Analysis (3)  
DNC 255 – Sophomore Dance Seminar (1)  
DNC 290 – Modern Dance Technique II (2)  
DNC 305 – Ballet Technique III (2)  
DNC 320 – Dance Science (3)  
(Prerequisite: DNC 225)  
DNC 350\* – Dance Teaching Methods (3)  
DNC 355 – Junior Dance Seminar (1)  
DNC 370 – Dance Composition I (3)  
DNC 371 – Dance Composition II (3)  
DNC 390 – Modern Dance Technique III (2)  
DNC 452\* -- Creative Dance (3)  
(\* Field Service Hours Required)

### **Dance Elective Courses** (1 semester hour)

DNC 101 – Beginning Tap (1)  
DNC 106 – Jazz Dance Technique I (1)  
DNC 201 – Intermediate Tap (1)  
DNC 206 – Jazz Dance Technique II (1)

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

EDU210-Educational Technology (3)

## **Total Hours: 131**

\*Field Service Hours Required

**\*Please note: During your program of study, regardless of your catalog year, course requirement may change due to changes in state certification requirements.**

## Sample Course Sequence for Dance Education Major Respect/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	ENG110	(3)	ENG 112	(3)
	EDU102	(3)	MAT CORE	(3)
	<b>PILLARS</b>	(3)	DNC 200	(2)
	CC101	(1)	DNC105	(2)
	DNC200	(2)	DNC225	(2)
	DNC105	(2)	DNC210	(2)
	DNC155	(1)	DNC165/162	(1)
	<u>DNC160/162</u>	<u>(1)</u>	<u>DNC240</u>	<u>(3)</u>
		16		18
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	EDU 200/201	(3)	<b>PILLARS</b>	(3)
	<b>PILLARS</b>	(3)	<b>PILLARS</b>	(3)
	DNC205	(2)	EDU312*	(3)
	DNC255	(1)	DNC290	(2)
	DNC260	(0)	DNC265	(1)
	DNC320	(3)	<u>DNC250</u>	<u>(3)</u>
	<u>PILLARS-Resp/Serv</u>	<u>(3)</u>		<u>(15)</u>
		15		
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	SPA101	(3)	SPA102	(3)
	COM101	(3)	<b>PILLARS</b>	(3)
	EDU385*	(3)	<b>Capital 300</b>	(1)
	<b>PILLARS</b>	(3)	DNC245	
	DNC305	(2)	DNC365	(1)
	DNC355	(1)	DNC390	(2)
	<u>DNC360</u>	<u>(0)</u>	<u>DNC350*</u>	<u>(3)</u>
		15		13
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU405*	(3)	EDU415	(3)
	<i>EDU210-Elective</i>	(3)	<u>EDU470</u>	<u>(12)</u>
	ELECTIVE	(3)		<u>(15)</u>
	DNC305/405	(2)		
	DNC390/490	(2)		
	DNC460	(0)		
	DNC452*	(3)		
	<u>DNC Elective</u>	<u>(1)</u>		
		(17)		

***Need Praxis Core / Praxis I and II requirements.***

# Specific Course Requirements for Dance Education Scholarship/Service

## **General Education (51 semester hours)**

### **Trans4mations (Day Only)**

Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

### **College Success (Day Only)**

CC101 – First Year Experience (1)  
Coker Wellness – (1)

### **Foundational Prerequisites (Placement Exemptions Available)**

ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

### **Intellectual Core**

COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB 101 (1)

### **One Math/Computer Science (3)**

(Prerequisite for Math Courses: MAT101)  
CS110 – Computer Science  
MAT203 – Elementary Statistics (3)  
MAT210 – College Algebra and Trigonometry (3)

### **Non-Native Language and Culture (6)**

Non Native Language (6)

## **Pillars General Education Curriculum**

### **Integrated Knowledge Pillars: Scholarship (9)**

#### **Behavioral Science:**

EDU102 – Introduction of Education (3)

#### **Two courses from the following Knowledge Areas:**

##### **Arts:** (3 semester hours)

ART180 – Basic Design (3)  
ART281 – Understanding Art (3)  
MUS120 – Art History Survey (3)  
MUS230 – Introduction to Western Classical Music (3)  
MUS331 – Survey of Music History I (3)  
THE100 – History of the Theater I (3)

##### **Humanities:**

COM 289 – Film Criticism (3)  
ENG 226 – Their Story. Our Story. Reading the Past (3)  
ENG 238 – The Quest for Faith: Gods, Monsters & Supernatural (3)  
HIS 210 – Western Civilization I(3)  
HIS 211 – Western Civilization II (3)  
IS 200 – Introduction to Interdisciplinary Studies (3)  
MAT 201 – Discrete Structures (3)  
PHI 205 – Survey of Western Philosophy (3)

##### **Science:**

CHE101 – General Chemistry I (3)  
PHY201 – General Physics (3)

## **Engaged Learning Pillar: Service (9)**

### **Three courses from the following Knowledge Areas:**

#### **Arts**

ART 150 – Introduction to Theater Production (3)

#### **Behavioral Science:**

BA 223 – Microeconomic Concepts (3)  
SOC 102 – American Social Problems (3)

### **Humanities:**

ENG 224 – Writing from the Workers (3)  
ENG 236 – Love, Friendship, and Family (3)  
HIS 201 – The United States from Discovery to 1865 (3)  
HIS 202 – United States since 1865 (3)

### **Science:**

(Prerequisite for Science Courses: MAT101)  
BIO102 – Principles of Biology (3)

## **Additional Required Courses:** (3 semester hours)

### **Capital Course:** (3)

## **Major Studies (77 semester hours)**

### **Professional Education** (27 semester hours)

EDU200 – Human Development: Conception to Puberty (3)

#### **OR**

EDU201 – Human Development: Puberty to Death (3)  
EDU312 – Content Area Literacy for PK-12 Teachers (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 (50 semester hours)**

DNC 105 – Ballet Technique I (4)

(two semesters, 2 sh each)

DNC 150 – Introduction to Dance Production (1)

DNC 155 – Freshman Dance Seminar (1)

DNC 160, 260, 360, 460 – Dance Practicum (0)

DNC 162, 165, 265, 365, 465 – Dance Practicum (3)

(three semesters, 1 sh each)

DNC 200 – Modern Dance Technique I (4)

(two semesters, 2 sh each)

DNC 205 – Ballet Technique II (2)

DNC 210 – Dance Improvisation (2)

DNC 225 – Dance Conditioning (2)

DNC 240 – Dance History (3)

DNC 245 – World Dance (1)

DNC 250 – Rhythmic Analysis (3)

DNC 255 – Sophomore Dance Seminar (1)

DNC 290 – Modern Dance Technique II (2)

DNC 305 – Ballet Technique III (2)

DNC 320 – Dance Science (3)

(Prerequisite: DNC 225)

DNC 350\* – Dance Teaching Methods (3)

DNC 355 – Junior Dance Seminar (1)

DNC 370 – Dance Composition I (3)

DNC 371 – Dance Composition II (3)

DNC 390 – Modern Dance Technique III (2)

DNC 452\* -- Creative Dance (3)

(\* Field Service Hours Required)

### **Dance Elective Courses** (1 semester hour)

DNC 101 – Beginning Tap (1)

DNC 106 – Jazz Dance Technique I (1)

DNC 201 – Intermediate Tap (1)

DNC 206 – Jazz Dance Technique II (1)

### **General Electives** 0 semester hours

EDU210-Educational Technology (3)

## **Total Hours: 128**

\*Field Service Hours Required

\*\*Recommended

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements**

## Sample Course Sequence for Dance Education Major Scholarship/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	ENG101	(3)	ENG102	(3)
	<b>EDU102</b> <b>P(Sch/Behav Sci)</b>	(3)	MAT CORE	(3)
	CC101	(1)	PILLARS-	(2)
	DNC200	(2)	DNC105	(2)
	DNC105	(2)	DNC225	(2)
	DNC155	(1)	DNC210	(2)
	<u>DNC160/162</u>	<u>(1)</u>	DNC165/162	(1)
		13	<u>DNC240</u>	<u>(3)</u>
				18
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	EDU200/201	(3)	<b>PILLARS</b>	(3)
	<b>PILLARS</b>	(4)	<b>PILLARS</b>	(3)
	DNC205	(2)	EDU312*	(3)
	DNC255	(1)	DNC290	(2)
	DNC260	(0)	DNC265	(1)
	DNC320	<u>(3)</u>	DNC250	<u>(3)</u>
		(13)		(12)
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	SPA101	(3)	SPA102	(3)
	COM101	(3)	<b>PILLARS</b>	(3)
	EDU385*	(3)	<b>Capital 300</b>	(3)
	<b>PILLARS</b>	(3)	DNC245	(1)
	DNC305	(2)	DNC365	(1)
	DNC355	(1)	DNC390	(2)
	<u>DNC360</u>	<u>(0)</u>	<u>DNC350</u>	<u>(3)</u>
		(15)		(16)
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU405*	(3)	EDU415	(3)
	Elective	(3)	EDU470	<u>(12)</u>
	Elective	(3)		(15)
	DNC305/405	(2)		
	DNC390/490	(2)		
	DNC460	(0)		
	DNC452*	(3)		
	<u>DNC Elective</u>	<u>(1)</u>		
		(17)		

***Need Praxis Core / Praxis I and II requirements***

# Specific Course Requirements for Early Childhood Education Scholarship/Service

## **General Education (52 semester hours)**

**Trans4mations** (Day Only)  
Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

**College Success** (Day Only)  
CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

**Foundational Prerequisites** (Placement Exemption Available)  
ENG110 (3)  
MAT100 (1-3)/EDU116 (3)  
MAT101 (3)

### **Intellectual Foundation**

COM101 (3)  
ENG 111 (3)  
ENG 112 (3)  
LIB 101(1)

**One Math/Computer Science: (3)**  
(Prerequisite for Math Courses: MAT101)  
**MAT203 – Elementary Statistics (3)**  
**MAT220-The History of Mathematics(3)**

**Non-Native Language and Culture (6)**  
Non-Native Language (6)

## **Pillars General Education Curriculum (21)** **Integrated Knowledge Pillar: Scholarship (9)**

**Behavioral Sciences**  
**EDU102 – Introduction to Education (3)**

### **Two courses from the following Knowledge Areas:**

**Behavioral Sciences**  
PSY101 – General Psychology (3)  
PSY321 – Sensation and Perception (3)  
SOC101 - Introduction to Sociology (3)

### **Arts**

ART180 - Understanding Art (3)  
ART281 – Art History Survey II (3)  
MUS120 – Foundations of Musical Skill (3)  
MUS230 – Introduction to Western Classical Music (3)  
MUS331 – Survey of Music History (3)  
THE100 – History of Theatre 1: The Greeks to Renaissance (3)

### **Science**

CHE101/101L – General Chemistry I (3)  
PHY201/201L – Physical Science (3)  
PHY203/203L – Calculus Physics (3)

### **Humanities**

**\*\*HIS210 – Western Civilization I (3)**  
**\*\*HIS211 – Western Civilization II (3)**  
COM289 – Film Criticism (3)  
ENG226 – Their Story. Our Story: Reading the Past the Future (3)  
ENG238 – The Quest for Faith: Gods. Monsters, Supernatural (3)  
IS200 – Interdisciplinary Studies (3)  
MAT201 – Discrete Structures (3)  
PHI205 – Survey of Western Philosophy (3)

## **Engaged Learning Pillar: Service (9)**

### **Sciences**

BIO102 – Biology of Whole Organisms (3)

## **Two courses from the following Knowledge Areas**

### **Arts**

THE 150 – Intro to Theater Production (3)

### **Humanities**

**\*\*HIS202 - The United States since 1865 (3)**  
ENG224 – Writing from the Workers  
ENG236 – Their Story, Our Story, Reading the Past  
HIS201 - The United States from Discovery to 1856

### **Behavioral Sciences**

BA223 – Principles of Economics: Micro Economic Concepts (3)  
SOC102 – American Social Problems (3)

## **Additional Required Courses: (7 semester hours)**

PHY101 – Physical Science (3)  
**or other approved Science course**  
BIO102L – Biology of Whole Organisms/Lab (1)  
ENG251 – Children's Literature and Folklore (3)

**General Electives: (0-5 semester hours)**

## **Capital Course – (3) See EDU301**

## **Major Studies (69 semester hours)**

### **Professional Education (30 semester hours)**

EDU200 – Human Development Conception to Puberty (3)  
EDU210 - Educational Technology (3)  
EDU385\* – Psych Applied to Teaching & Learning (3)  
EDU404\* – Materials/Methods Early Childhood /Elem (3)  
EDU405\* – Classroom Pragmatics (3)  
EDU410 – Comp Internship: Early Childhood (12)  
EDU415 – Seminar in Student Teaching (3)  
(\* Field Service Hours Required)

### **Specialized Subjects (39 semester hours)**

EDU116 – Math Content for EC & Elem Teachers (3) (PEA)  
EDU202\* – Early Childhood Organization & Curriculum (3)  
EDU211\* – Foundations of English Language Arts (3)  
EDU216\* – Teach Prim/Elem School Mathematics I (3)  
EDU217\* – Teach Prim/Elem School Mathematics II (3)  
**EDU301\*- Connect Home, School, & Community (3) Cap Course**  
EDU303\* – Pre-School Behavior (3)  
EDU306\* – Instructional Practices for Literacy (3)  
EDU307\* – Literacy in the Content Areas (3)  
EDU330\* - Assessments in Literacy (3)  
EDU345\* – Social Studies Methods for Teachers (3)  
EDU350\* – Science Methods for Teachers (3)

### **And one of the following: (3)**

ART290\* – Art in the Public Schools  
EDU299\* – Art Forms (3)  
*This course typically offered Term IV.*  
(\* Field Service Hours Required)

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

EDU208 – Handwriting for the Classroom Teacher (1)

**Total Hours: 120**

\* Field Service Hours Required

**\*\* Recommended**

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.**

## Sample Course Sequences for Early Childhood Education Scholarship/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	CC101	(1)	<b>PILLARS</b> **HIS202	(3)
	<b>PILLARS</b> EDU102	(3)	EDU202*	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	<b>PILLARS</b>	(3)
	<u>ELECTIVE</u>	(3)	LIB101	(1)
		(16)		(16)
			<b>Take Praxis Core</b>	
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	<b>EDU301* Capital Course</b>	(3)
	<b>PILLARS</b> **HIS210/**HIS211	(3)	EDU306	(3)
	MAT101 or MAT203 or MAT220	(3)	SPA102	(3)
	SPA101	(3)	<b>PILLARS</b> <u>BIO102+Lab</u>	(4)
	<b>PILLARS</b>	(3)		(16)
		(18)		
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU303*	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	<u>PHY101</u>	(3)	<u>ENG251</u>	(3)
		(15)		(15)
	<b>Take Praxis II &amp; EYC</b>		<b>Take PLT</b>	
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	<u>EDU410</u>	(12)
	EDU405* (Evening)	(3)		(15)
	ELECTIVE	(3)		
	<u>CC-Wellness</u>	(1)		
		(13)		
	**Extra 2-hour elective if 15 hrs needed for financial aid/scholarships			

***\*A field experience in a local classroom is an integral course component.***

# Specific Course Requirements for Early Childhood Education Scholarship/Contribution

## **General Education (52 semester hours)**

**Trans4mations** (Day Only)  
Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

**College Success** (Day Only)  
CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

**Foundational Prerequisites** (Placement Exemption Available)  
ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

**Intellectual Foundation** (10 semester hours)  
COM101 (3)  
ENG 111 (3)  
ENG 112 (3)  
LIB 101 (1)

**One Math/Computer Science:** (3 semester hours)  
(Prerequisite for Math Courses: MAT101)  
**MAT203 – Elementary Statistics (3)**  
**MAT220-The History of Mathematics(3)**

**Non-Native Language and Culture** (6 semester hours)  
Non-Native Language (6)

## **Pillars General Education Curriculum** **Integrated Knowledge Pillar: Scholarship (9)**

### **Behavioral Sciences**

**EDU102 – Introduction to Education (3)**

### **Two courses from the following Knowledge Areas.**

#### **Behavioral Sciences**

PSY101 – General Psychology (3)  
PSY321 – Sensation and Perception (3)  
SOC101 - Introduction to Sociology (3)

#### **Arts**

ART180 - Understanding Art (3)  
ART281 – Art History Survey II (3)  
MUS120 – Foundations of Musical Skill (3)  
MUS230 – Introduction to Western Classical Music (3)  
MUS331 – Survey of Music History (3)  
THE100 – History of Theatre 1: The Greeks to Renaissance (3)

#### **Science**

CHE101/101L – General Chemistry I (3)  
PHY201/201L – Physical Science (3)  
PHY203/203L – Calculus Physics (3)

#### **Humanities**

**\*\*HIS210 – Western Civilization I (3)**  
**\*\*HIS211 – Western Civilization II (3)**  
COM289 – Film Criticism (3)  
ENG226 – Their Story. Our Story: Reading the Past the Future (3)  
ENG238 – The Quest for Faith: Gods. Monsters, Supernatural (3)  
IS200 – Interdisciplinary Studies (3)  
MAT201 – Discrete Structures (3)  
PHI205 – Survey of Western Philosophy (3)

## **Engaged Learning Pillar: Contribution (9)**

### **Sciences**

PHY101 – Physical Science (3)

## **Two courses from the following Knowledge Areas.**

### **Arts**

DNC240 – Dance History (3)  
MUS235 – Introduction to World Music (3)  
THE101 – History of the Theatre II: The Restoration to the Present (3)

### **Humanities**

CHI135 – The Culture of China (3)  
COM305 – Strategies of Persuasion (3)  
ENG230 – Engaging the Senses: The Arts and/or Adaptation (3)  
ENG234 – The Modernists, Modernity, & Postmodernism (3)  
HIS255 – Middle Eastern History from Mohammad to Mubarak (3)  
HIS/POL421 – Making of the Contemporary World (3)

### **Behavioral Sciences**

BA210 – Foundations of Entrepreneurship (3)  
BM220 – Economic Concepts (3)  
SOC312 – Globalization (3)

## **Additional Required Courses: (7 semester hours)**

ENG251 – Children's Literature and Folklore (3)

### **One Biological Science: (4 semester hours)**

BIO102/102L – Biology of Whole Organisms/Lab (4)  
or other approved Science course

### **Elective (0-5 semester hours)**

**Capital Course – See EDU301**

## **Major Studies (69 semester hours)**

### **Professional Education** (30 semester hours)

EDU200 – Human Development Conception to Puberty (3)  
EDU210 - Educational Technology (3)  
EDU385\* – Psych Applied to Teaching & Learning (3)  
EDU404\* – Materials/Methods Early Childhood /Elem (3)  
EDU405\* – Classroom Pragmatics (3)  
EDU410 – Comp Internship: Early Childhood (12)  
EDU415 – Seminar in Student Teaching (3)

(\* Field Service Hours Required)

### **Specialized Subjects** (39 semester hours)

EDU116 – Math Content for EC & Elem Teachers (3) (PEA)  
EDU202\* – Early Childhood Organization & Curriculum (3)  
EDU211\* – Foundations of English Language Arts (3)  
EDU216\* – Teach Prim/Elem School Mathematics I (3)  
EDU217\* – Teach Prim/Elem School Mathematics II (3)

### **EDU301\*-Connect Home, School, & Community(3)Cap Course**

EDU303\* – Pre-School Behavior (3)  
EDU306\* – Instructional Practices for Literacy (3)  
EDU307\* – Literacy in the Content Areas (3)  
EDU330\* - Assessments in Literacy (3)  
EDU345\* – Social Studies Methods for Teachers (3)  
EDU350\* – Science Methods for Teachers (3)

### **And one of the following: (3)**

ART290\* – Art in the Public Schools (3)

OR

EDU 299 – Art Forms (3)

*This course is typically offered Terms IV.*

(\* Field Service Hours Required)

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

EDU208 – Handwriting for the Classroom Teacher (1)

**Total Hours: 120**

*\*Field Service Hours Required*

**\*\*Recommended**

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.**

## Sample Course Sequences for Early Childhood Education Scholarship/Contribution

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	CC101	(1)	<b>PILLARS</b> **HIS210 or HIS211	(3)
	<b>PILLARS</b> EDU102	(3)	EDU202*	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	<b>PILLARS</b>	(3)
	<u>ELECTIVE</u>	(3)	LIB101	(1)
		(16)		(16)
			<b>Take Praxis Core</b>	
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	<b>EDU301* Capital Course</b>	(3)
	PILLARS	(3)	MAT203 or MAT220	(3)
	MAT101 or MAT203 or MAT220	(3)	EDU306	
	SPA101	(3)	SPA102	(3)
	<b>PILLARS</b>	(3)	<b>PILLARS</b> <u>PHY101</u>	(3)
		(18)		(18)
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU303*	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	<u>BIO102+Lab</u>	(4)	<u>ENG251</u>	(15)
		(16)		
	<b>Take Praxis II &amp; EYC</b>		<b>Take PLT</b>	
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	<u>EDU410</u>	(12)
	EDU405* (Evening)	(3)		(15)
	ELECTIVE	(3)		
	<u>CC-Wellness</u>	(1)		
		(13)		
	**Extra 2-hour elective if 15 hrs needed for financial aid/scholarships			

***\*A field experience in a local classroom is an integral course component.***

## Sample Course Sequences for Early Childhood Education Scholarship/Service Term Classes

<b>Freshman</b>				
<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
ENG110 **	ENG111	ENG112	ART290	<b>BIO102 + Lab P(Ser)</b>
<b>EDU102 P(Sch) LIB101 Online</b>	EDU200 CC130 Online	EDU116 <b>ART180 Online P(Sch)</b>	MAT101	MAT203
<b>MUST TAKE AND PASS PRAXIS CORE BEFORE SOPHOMORE YEAR</b>				
<b>Sophomore</b>				
<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
<b>HIS202 P(Ser)</b>	EDU202*	EDU211*	ENG251	EDU303*
EDU216*	EDU217* <b>SOC102 Online P(Ser)</b>	PHY101 (no lab)	<b>EDU301* P(Cap) HIS211 P(Sch)</b>	
<b>Junior</b>				
<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
EDU306*	EDU307*	EDU330*	EDU385*	COM101
EDU210	<b>ELECTIVE</b>	EDU345*	EDU350*	
			<b>Take Praxis II</b>	<b>Take PLT</b>
<b>Senior</b>				
<b>Term I</b>	<b>Term II</b>	<b>Spring Semester Day</b>		
EDU404*	EDU405*	EDU415		
SPA101	SPA102	EDU410		

***\*A field experience in a local classroom is an integral course component.***

# Specific Course Requirements for Elementary Education Scholarship/Service

## General Education (52 semester hours)

**Trans4mations** (Day Only)  
Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

**College Success** (Day Only)  
CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

**Foundational Prerequisites** (Placement Exemption Available)  
ENG110 (3)  
MAT100 (1-3)/EDU116 (3)  
MAT101 (3)

### Intellectual Foundation

COM101 (3)  
ENG 111 (3)  
ENG 112 (3)  
LIB 101(1)

**One Math/Computer Science:** (3)  
(Prerequisite for Math Courses: MAT101)  
**MAT203 – Introduction of Statistics (3)\*\***  
**MAT220-The History of Mathematics(3)\*\***

**Non-Native Language and Culture (6)**  
Non Native Language (6)

## Pillars General Education Curriculum Integrated Knowledge Pillar: Scholarship (9)

### Behavioral Sciences

**EDU102 – Introduction to Education (3)**

### Two courses from the following Knowledge Areas.

#### Behavioral Sciences

PSY101 – General Psychology (3)  
PSY321 – Sensation and Perception (3)  
SOC101 - Introduction to Sociology (3)

#### Arts

ART180 - Understanding Art (3)  
ART281 – Art History Survey II (3)  
MUS120 – Foundations of Musical Skill (3)  
MUS230 – Introduction to Western Classical Music (3)  
MUS331 – Survey of Music History (3)  
THE100 – History of Theatre 1: The Greeks to Renaissance (3)

#### Science

CHE101/101L – General Chemistry I (3)  
PHY201/201L – Physical Science (3)  
PHY203/203L – Calculus Physics (3)

#### Humanities

**\*\*HIS210 – Western Civilization I (3)**  
**\*\*HIS211 – Western Civilization II (3)**  
COM289 – Film Criticism (3)  
ENG226 – Their Story. Our Story: Reading the Past the Future (3)  
ENG238 – The Quest for Faith: Gods. Monsters, Supernatural (3)  
IS200 – Interdisciplinary Studies (3)  
MAT201 – Discrete Structures (3)  
PHI205 – Survey of Western Philosophy (3)

## Engaged Learning Pillar: Service (9)

### Sciences

BIO102 – Biology of Whole Organisms (3)

## Two courses from the following Knowledge Areas.

### Arts

THE 150 – Intro to Theater Production (3)

### Humanities

**\*\*HIS202 - The United States since 1865 (3)**  
ENG224 – Writing from the Workers  
ENG236 – Their Story, Our Story, Reading the Past  
HIS201 - The United States from Discovery to 1856

### Behavioral Sciences

BA223 – Principles of Economics: Micro Economic Concepts (3)  
SOC102 – American Social Problems (3)

## Additional Required Courses: (6 semester hours)

PHY101 – Physical Science (3) \*\*  
*or other approved Science course*  
BIO102L - Biology of Whole Organisms Lab (1)  
ENG251 – Children's Literature and Folklore (3)

**General Electives:** (0-13 semester hours)

## Capital Course – See EDU301

## Major Studies (63 semester hours)

### Professional Education (30 semester hours)

EDU200 – Human Development Conception to Puberty (3)  
EDU210- Educational Technology (3)  
EDU385\* – Psych Applied to Teaching & Learning (3)  
EDU404\* – Materials/Methods Early Childhood /Elem (3)  
EDU405\* – Classroom Pragmatics (3)  
EDU410 – Comp Internship: Early Childhood (12)  
EDU415 – Seminar in Student Teaching (3)  
(\* Field Service Hours Required)

### Specialized Subjects (33 semester hours)

EDU116 – Math Content for EC & Elem Teachers (3) (PEA)  
EDU211\* – Foundations of English Language Arts (3)  
EDU216\* – Teach Prim/Elem School Mathematics I (3)  
EDU217\* – Teach Prim/Elem School Mathematics II (3)  
**EDU301\* Connect Home, School, and Community(3)CapCourse**  
EDU306\* – Instructional Practices for Literacy (3)  
EDU307\* – Literacy in the Content Areas (3)  
EDU330\* - Assessments in Literacy (3)  
EDU345\* – Social Studies Methods for Teachers (3)  
EDU350\* – Science Methods for Teachers (3)

### And one of the following: (3)

ART290\* – Art in the Public Schools  
OR  
EDU 299 – Art Forms (3)  
*This course typically offered Terms IV.*  
(\* Field Service Hours Required)

### General Electives – (0-13 semester hours)

EDU208 – Handwriting for the Classroom Teacher (1)

**Total Hours: 120**

\* Field Service Hours Required

**\*\*EDU Course Requirement**

***\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.***

## Sample Course Sequences for Elementary Education Scholarship/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	CC101	(1)	<b>PILLARS</b> **HIS202	(3)
	<b>PILLARS</b> EDU102	(3)	Elective	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	<b>PILLARS</b>	(3)
	<u>ELECTIVE</u>	(3)	<u>LIB101</u>	(1)
		(16)		(16)
			<b>Take Praxis Core</b>	
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	<b>EDU301* Capital Course</b>	(3)
	<b>PILLARS</b> **HIS210/**HIS211	(3)	EDU306	(3)
	MAT101 or MAT203 or MAT220	(3)	SPA102	(3)
	SPA101	(3)	<u>PHY101</u>	(3)
	<b>PILLARS</b>	(3)		(15)
		(18)		
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	Elective	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	<b>PILLARS</b> BIO102+Lab	(4)	<u>ENG251</u>	(3)
		(16)		(15)
	<b>Take Praxis II &amp; EYC</b>		<b>Take PLT</b>	
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	<u>EDU410</u>	(12)
	EDU405* (Evening)	(3)		(15)
	ELECTIVE	(3)		
	<u>CC-Wellness</u>	(1)		
		(13)		
	**Extra 2-hour elective if 15 hrs needed for financial aid/scholarships			

***\*A field experience in a local classroom is an integral course component.***

# Specific Course Requirements for Elementary Education Scholarship/Contribution

## **General Education (52 semester hours)**

**Trans4mations** (Day Only)  
Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

**College Success** (Day Only)  
CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

**Foundational Prerequisites** (Placement Exemption Available)  
ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

### **Intellectual Foundation**

COM101 (3)  
ENG 111 (3)  
ENG 112 (3)  
LIB 101(1)

**One Math/Computer Science:** (3)  
(Prerequisite for Math Courses: MAT101)  
**MAT203 – Elementary Statistics (3)**  
**MAT220-The History of Mathematics(3)\*\***

**Non-Native Language and Culture (6)**  
Non Native Language (6)

## **Pillars General Education Curriculum** **Integrated Knowledge Pillar: Scholarship (9)**

### **Behavioral Sciences**

**EDU102 – Introduction to Education (3)**

### **Two courses from the following Knowledge Areas:**

PSY101 – General Psychology (3)  
PSY321 – Sensation and Perception (3)  
SOC101 - Introduction to Sociology (3)

### **Arts**

ART180 - Understanding Art (3)  
ART281 – Art History Survey II (3)  
MUS120 – Foundations of Musical Skill (3)  
MUS230 – Introduction to Western Classical Music (3)  
MUS331 – Survey of Music History (3)  
THE100 – History of Theatre 1: The Greeks to Renaissance (3)

### **Science**

CHE101/101L – General Chemistry I (3)  
PHY201/201L – Physical Science (3)  
PHY203/203L – Calculus Physics (3)

### **Humanities**

**\*\*HIS210 – Western Civilization I (3)**  
**\*\*HIS211 – Western Civilization II (3)**  
COM289 – Film Criticism (3)  
ENG226 – Their Story. Our Story: Reading the Past the Future (3)  
ENG238 – The Quest for Faith: Gods. Monsters, Supernatural (3)  
IS200 – Interdisciplinary Studies (3)  
MAT201 – Discrete Structures (3)  
PHI205 – Survey of Western Philosophy (3)

## **Engaged Learning Pillar: Contribution (9)**

### **Sciences**

PHY101 – Physical Science (3)

## **Two courses from the following Knowledge Areas:**

### **Arts**

DNC240 – Dance History (3)  
MUS235 – Introduction to World Music (3)  
THE101 – History of the Theatre II: The Restoration to the Present (3)

### **Humanities**

CHI135 – The Culture of China (3)  
COM305 – Strategies of Persuasion (3)  
ENG230 – Engaging the Senses: The Arts and/or Adaptation (3)  
ENG234 – The Modernists, Modernity, & Postmodernism (3)  
HIS255 – Middle Eastern History from Mohammad to Mubarak (3)  
HIS/POL421 – Making of the Contemporary World (3)

### **Behavioral Sciences**

BA210 – Foundations of Entrepreneurship (3)  
BM220 – Economic Concepts (3)  
SOC312 – Globalization (3)

## **Additional Required Courses: (7 semester hours)**

ENG251 – Children's Literature and Folklore (3)

### **One Physical Science: (4)**

BIO102/102L – Biology of Whole Organisms/Lab (4)  
or other approved Science course

### **Electives (0-13 semester hours )**

## **Capital Course – See EDU301**

## **Major Studies (63 semester hours)**

### **Professional Education** (30 semester hours)

EDU200 – Human Development Conception to Puberty (3)  
EDU210- Educational Technology (3)  
EDU385\* – Psych Applied to Teaching & Learning (3)  
EDU404\* – Materials/Methods Early Childhood /Elem (3)  
EDU405\* – Classroom Pragmatics (3)  
EDU410 – Comp Internship: Early Childhood (12)  
EDU415 – Seminar in Student Teaching (3)

(\* Field Service Hours Required)

### **Specialized Subjects** (33 semester hours)

EDU116 – Math Content for EC & Elem Teachers (3) (PEA)  
EDU211\* – Foundations of English Language Arts (3)  
EDU216\* – Teach Prim/Elem School Mathematics I (3)  
EDU217\* – Teach Prim/Elem School Mathematics II (3)  
**EDU301\* – Connect Home, School, & Community (3)CapCourse**  
EDU306\* – Instructional Practices for Literacy (3)  
EDU307\* – Literacy in the Content Areas (3)  
EDU330\* - Assessments in Literacy (3)  
EDU345\* – Social Studies Methods for Teachers (3)  
EDU350\* – Science Methods for Teachers (3)

### **And one of the following: (3)**

ART290\* – Art in the Public Schools  
EDU 299 – Art Forms (3)

*This course is typically offered Terms IV.*

(\* Field Service Hours Required)

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

EDU208 – Handwriting for the Classroom Teacher (1)

**Total Hours: 127**

\* Field Service Hours Required

\*\* Recommended

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.**

## Sample Course Sequences for Elementary Education Scholarship/Contribution

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	CC101	(1)	<b>PILLARS</b> ***HIS202/**HIS211	(3)
	<b>PILLARS</b> EDU102	(3)	Elective	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	<b>PILLARS</b>	(3)
	<b><u>PILLARS</u></b>	<u>(3)</u>	<u>LIB101</u>	(1)
		(16)		
			<b>Take Praxis Core</b>	(16)
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	<b>EDU301* Capital Course</b>	(3)
	MAT101 or MAT203 or MAT220	(3)	MAT203 or MAT220	(3)
	SPA101	(3)	EDU306	
	<b><u>PILLARS</u></b>	<u>(3)</u>	SPA102	(3)
		(15)	<b><u>PILLARS PHY101</u></b>	<u>(3)</u>
				(18)
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	Elective	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	<u>BIO102+Lab</u>	<u>(4)</u>	<u>ENG251</u>	<u>(15)</u>
		(16)		
	<b>Take Praxis II &amp; EYC</b>		<b>Take PLT</b>	
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	<u>EDU410</u>	<u>(12)</u>
	EDU405* (Evening)	(3)		(15)
	ELECTIVE	(3)		
	<u>CC-Wellness</u>	<u>(1)</u>		
		(13)		
	**Extra 2-hour elective if 15 hrs needed for financial aid/scholarships			

***\*A field experience in a local classroom is an integral course component.***

## Sample Course Sequences for Elementary Education Scholarship/Service Term Classes

<b>Freshman</b>				
<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
ENG110 **	ENG111	ENG112	ART290	BIO102 + Lab <b>P(Ser)</b>
<b>EDU102</b> <b>P(Sch)</b> LIB101 Online	EDU200 CC130 Online	EDU116 <b>ART180 Online</b> <b>P(Sch)</b>	MAT101	MAT203
<b>MUST TAKE AND PASS PRAXIS CORE BEFORE SOPHOMORE YEAR</b>				
<b>Sophomore</b>				
<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
<b>HIS202</b> <b>P(Ser)</b>	<b>ELECTIVE</b>	EDU211*	ENG251	<b>ELECTIVE</b>
EDU216*	EDU217* <b>SOC102</b> Online <b>P(Ser)</b>	PHY101 (no lab)	<b>EDU301*</b> <b>P(Cap)</b> <b>HIS211</b> <b>P(Sch)</b>	
<b>Junior</b>				
<b>Term I</b>	<b>Term II</b>	<b>Term III</b>	<b>Term IV</b>	<b>Term V</b>
EDU306*	EDU307*	EDU330*	EDU385*	COM101
EDU210	<b>ELECTIVE</b>	EDU345*	EDU350*	
			<b>Take Praxis II</b>	<b>Take PLT</b>
<b>Senior</b>				
<b>Term I</b>	<b>Term II</b>	<b>Spring Semester Day</b>		
EDU404*	EDU405*	EDU415		
SPA101	SPA102	EDU410		

\*A field experience in a local classroom is an integral course component.

+Recommended

# Specific Course Requirements for English Education Scholarship/Service (Alternate Pillars Allowed)

## **General Education (54 semester hours)**

### **Trans4mations** (Day Only)

Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

### **College Success** (Day Only)

CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

### **Core Pre-requisites** (Placement Exemption Available)

ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

### **Intellectual Core**

COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB 101(1)

### **One Math/Computer Science: (3)**

(Prerequisite for Math Courses: MAT101)

CS110 – Computer Science I  
MAT203 – Elementary Statistics  
MAT210 – College Algebra and Trigonometry  
MAT222 – Calculus I

### **Non-Native Language (6)**

Non Native Language (6)

## **Pillars General Education Curriculum (21 SH)**

### **Integrated Knowledge Pillars: Scholarship (9)**

#### **Behavioral Science:**

EDU102 – Introduction to Education (3)

#### **Two courses from the following Knowledge Areas:**

##### **Arts:**

ART180 – Understanding Art (3)  
ART281 – Art History Survey II (3)  
MUS120 – Foundations of Musical Skill (3)  
MUS230 – Intro to Western Classical Music (3)  
MUS331 – Survey of Music History I (3)  
THE100 – History of Theater I (3)

##### **Humanities:**

COM 289 – Film Criticism (3)  
ENG 226 – Their Story. Our Story. Reading the Past (3)  
ENG 238 – The Quest for Faith: Gods, Monsters & Supernatural (3)  
HIS 210 – Western Civilization I (3)  
HIS 211 – Western Civilization II (3)  
IS 200 – Introduction to Interdisciplinary Studies (3)  
MAT 201 – Discrete Structures (3)  
PHI 205 – Survey of Western Philosophy (3)

##### **Science:**

CHE101 – General Chemistry I (3)  
PHY201 – General Physics (3)  
PHY203 – Calculus Physics (3)

## **Engaged Learning Pillar: Service (9)**

### **Three courses from the following Knowledge Areas:**

##### **Arts:**

THE150 – Introduction to Theater Production (3)

### **Humanities:**

ENG224 – Writing from the Workers (3)  
ENG236 – Love, Friendship, and Family (3)  
HIS201 – The United States from Discovery to 1856 (3)  
HIS202 – United States since 1865 (3)

### **Behavioral Science:**

SOC102 – American Social Problems (3)  
BA223 – Microeconomic Concepts (3)

### **Sciences:**

(Prerequisite for Science Courses: Math 101)  
BIO102 –Biology of the Whole Organisms (3)

## **Capital Course** – (3 semester hours)

## **Major Studies (69 semester hours)**

### **Professional Education** (30 semester hours)

EDU102 – Introduction to Education (3)  
EDU201 – Human Development: Puberty to Death  
EDU308\* – Literacy Foundations for Secondary Teachers (3)  
EDU310\* – Content Area Literacy for Secondary Teachers (3)  
ENG365\* – English Methods(credits applied in ENG Elective)  
EDU385\* – Psych Applied to Teaching & Learning (3)  
EDU405\* – Classroom Pragmatics (3)  
EDU415 – Seminar in Student Teaching (3)  
EDU440 – Comp. Internship: Secondary (12)  
(\* Field Service Hours Required)

### **English Literature and Writing** (39 semester hours)

ENG250 – Literary History (3)  
ENG260 – Literary Criticism (3)  
ENG205 – Development of Modern English (3)  
ENG315 – Major American Author (3)  
ENG316 – Major British Author (credits applied in ENG Elective)  
ENG361 – Adolescent Literature (credits applied in ENG Elective)  
ENG363\* – Seminar in Tutoring and Writing (3)  
ENG400 – Senior Seminar (3)

#### **Two of the following: (6)**

ENG320 – Literary Period of Movement (3)  
ENG 410 – Genre or Theme (3)  
ENG420 – Literary Themes (3)

#### **Literature Concentration: (15)**

ENG 316,361, and 365 (9)  
Two ENG Electives (6)

**Total Hours: 120**

***\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.***

## Sample Course Sequence for English Education Majors Scholarship/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	CC101	(1)	<b>PILLARS</b> EDU102	(3)
	COM101	(3)	EDU201	(3)
	ENG101	(3)	ENG102 or 210	(3)
	MAT101	(3)	MAT	(3)
	<b>PILLARS</b>	(3)	SPA102	(3)
	<u>SPA101</u>	<u>(3)</u>	Library 101	(1)
		(16)		(16)
<b>Sophomore</b>	<b>Fall</b>		<b>Spring</b>	
	ENG250	(3)	ENG260	(3)
	ENG205	(3)	<b>PILLARS</b>	(3)
	<b>PILLARS</b>	(3)	EDU310	(3)
	EDU 308	(3)	<b>PILLARS</b>	(3)
	<b>PILLARS</b>	<u>(3)</u>	ENG315/316/317	<u>(4)</u>
		(15)		(15)
<b>Junior</b>	<b>Fall</b>		<b>Spring</b>	
	ENG361	(3)	EDU385*	(3)
	ENG363*	(3)	ENG315/316/317	(3)
	ENG365*	(3)	ENG320/4140/420	(3)
	Wellness	(1)	ENG ELECTIVE	<u>(3)</u>
	<b>PILLARS CAP300</b>	<u>(3)</u>		(12)
		(13)		
<b>Senior</b>	<b>Fall</b>		<b>Spring</b>	
	EDU405* (Evening)	(3)	EDU415	(3)
	ENG ELECTIVE	(3)	<u>EDU440</u>	<u>(12)</u>
	ENG320/410/420	<u>(3)</u>		(15)
	ENG400	(3)		
		(12)		

**\*A field experience in a local classroom is an integral course component.**

# Specific Course Requirements for Math Education Scholarship/Service

## **Pillars General Education (40 semester hours)**

### **Trans4mations** (Day Only)

Community and Cultural Engagement (18 credits)  
Study Away / Study Abroad

### **Core Pre-requisites** (Placement Exemption Available)

ENG110 (3)  
MAT100 (1-3) / EDU116 (3)  
MAT101 (3)

### **College Success (2)** (Day Only)

CC101 – First Year Experience (1)  
Coker Wellness Activity (1)

### **Intellectual Core (20)**

COM101 (3)  
ENG111 (3)  
ENG112 (3)  
LIB 101(1)

### **One Math/Computer Science: (4)**

(Prerequisite for Math Courses: MAT101)

MAT222 – Calculus I

### **Non-Native Language (6)**

Non Native Language (6)

## **Integrated Knowledge Pillars: Scholarship (9)**

### **Behavioral Science:**

EDU201 – Human Development: Puberty until Death (3) \*\* Counts toward major

### **Two courses from the following Knowledge Areas:**

#### **Arts:**

ART180 – Understanding Art (3)  
ART281 – Art History Survey (3)  
MUS120 – Foundations of Musical Skills (3)  
MUS230 – Intro to Western Classical Music (3)  
MUS331 – Survey of Music History (3)  
THE100 – History of Theatre I (3)

#### **Humanities:**

COM289 – Film Criticism (3)  
ENG226 – Their Story. Our Story. Reading the Past (3)  
ENG238 – The Quest for Faith: Gods, Monsters & Supernatural (3)  
HIS210 – Western Civilization I (3)  
HIS211 – Western Civilization II (3)  
IS200 – Introduction to Interdisciplinary Studies (3)  
MAT201 – Discrete Structures (3)  
PHI205 – Survey of Western Philosophy (3)

#### **Science:**

CHE101 – General Chemistry I (3)  
PHY201 – Physical Science (3)  
PHY203 – Calculus Physics (3)

## **Engaged Learning Pillar: Service (9)**

### **Three courses from the following Knowledge Areas:**

#### **Arts:**

THE150 – Introduction to Theater Production (3)

### **Humanities:**

ENG224 – Writing from the Workers (3)  
ENG236 – Love, Friendship, and Family (3)  
HIS201 – The United States from Discovery to 1865 (3)  
HIS 02 – United States since 1865 (3)

### **Behavioral Science:**

SOC102 – American Social Problems (3)  
BA223 – Microeconomic Concepts (3)

### **Sciences:**

(Prerequisite for Science Courses; Math 101)  
BIO102 –Biology of the Whole Organisms (3)

## **Capital Course – (0)**

MAT 303 – Introduction to Data Mining (3) \*\* Counts toward major

## **Major Studies (75 semester hours)**

### **Professional Education (33 semester hours)**

EDU102 – Introduction to Education (3)  
EDU308\* – Literacy Foundations for Secondary Teachers (3)  
EDU310\* – Content Area Literacy for Secondary Teachers (3)  
EDU/MAT318\* – Teaching Secondary Mathematics (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 (39 semester hours)**

CS110 – Computer Science I (4)  
MAT201 – Mathematical Reasoning (3)  
MAT 203 – Introduction to Statistics (3)  
MAT220 – History of Mathematics (3)  
MAT223 – Calculus II (4)  
MAT224 – Calculus III (4)  
MAT311 – Topics in Geometry (3)  
MAT315 – Linear Algebra (3)  
MAT316 – Differential Equations (3)  
MAT491 – Seminar I (1)  
MAT492 – Seminar II (1)  
MAT493 – Seminar III (1)  
(\* Field Service Hours Required)

### **Mathematics Electives** (6 semester hours)

Two electives at or above the 300 level in mathematics or computer science.

### **General Electives** – (9 semester hours)

EDU210 - Educational Technology (3)  
Two more electives (6)

## **Total Hours: 121**

\* Field Service Hours Required

***\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.***

## Sample Course Sequence for Math Education Majors Scholarship/Service

<b>Freshman</b>	<b>Fall</b>		<b>Spring</b>	
	CC101	(1)	EDU102	(3)
	COM101	(3)	EDU201 ( <b>Pillar</b> )	(3)
	ENG111	(3)	ENG112 or 210	(3)
	MAT222	(4)	MAT 223	(4)
	MAT 203	(3)	MAT 201	(3)
		(14)		(16)
	<b>Fall</b>			
<b>Sophomore</b>	CS 110	(4)	<b>Spring</b>	
	SPA 101	(3)	MAT 220	(3)
	MAT 224	(4)	MAT 316	(3)
	EDU 308	(3)	EDU310	(3)
	<b>PILLARS</b>	(3)	SPA 102	(3)
		(17)	<b>PILLARS</b>	(3)
				(15)
	<b>Fall</b>			
<b>Junior</b>	MAT 315	(3)	<b>Spring</b>	
	MAT 491	(1)	EDU385*	(3)
	LIB 101	(1)	MAT 311	(3)
	Coker Wellness	(1)	MAT 492	(1)
	<b>PILLARS</b>	(3)	EDU/MAT 318*	(3)
	<b>PILLARS</b>	(3)	MAT 303 (Cap)	(3)
	Elective	(3)	<b>PILLARS</b>	(3)
		(15)		(16)
	<b>Fall</b>			
<b>Senior</b>	EDU405* (Evening)	(3)	<b>Spring</b>	
	MAT 300+	(3)	EDU415	(3)
	Elective	(3)	<u>EDU440</u>	(12)
	MAT 493	(1)		(15)
	EDU 210	(3)		

**\*A field experience in a local classroom is an integral course component.**

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

## **General Education (51 semester hours)**

### **Trans4mations** (Day Only)

Community and Cultural Engagement (18 credits)

Study Away / Study Abroad

### **College Success** (Day Only)

CC101 – First Year Experience (1)

Coker Wellness Activity (1)

### **Foundation Prerequisites** (Placement Exemption Available)

ENG110 (3)

MAT100 (1-3) / EDU116 (3)

MAT101 (3)

### **Intellectual Core**

COM101 (3)

ENG111

ENG112

LIB 101(1)

### **One Math/Computer Science:** (3)

(Prerequisite for Math Courses: MAT101)

MAT203 – Elementary Statistics

MAT210 – College Algebra and Trigonometry

MAT222 – Calculus I

### **Non-Native Language and Culture (6)**

Non Native Language (6)

## **Pillars General Education Curriculum**

### **Integrated Knowledge Pillars: Scholarship (9)**

#### **Behavioral Science**

EDU102 – Introduction of Education (3)

#### **Arts** (3 semester hours)

MUS331 – Survey of Music History I (3)

#### **One course from Humanities or Science**

#### **Humanities**

COM 289 – Film Criticism (3)

ENG 226 – Their Story. Our Story. Reading the Past (3)

ENG 238 – The Quest for Faith: Gods, Monsters & Supernatural (3)

HIS 210 – Western Civilization I (3)

HIS 211 – Western Civilization II (3)

IS 200 – Introduction to Interdisciplinary Studies (3)

MAT 201 – Discrete Structures (3)

PHI 205 – Survey of Western Philosophy (3)

#### **Science**

CHE101 – General Chemistry I (3)

PHY201 – General Physics (3)

### **Engaged Learning Pillar: Service (9)**

#### **Three courses from the following Knowledge Areas:**

#### **Sciences:**

BIO102 – Biology of Whole Organisms (3)

BIO102 taken (6)

BIO102 not taken (9)

#### **Arts:**

THE150 – Introduction to Theater Production (3)

#### **Humanities**

ENG224 – Writing from the Workers (3)

ENG236 – Love, Friendship, and Family (3)

HIS201 – The United States from Discovery to 1856 (3)

HIS202 – United States since 1865 (3)

#### **Behavioral Science**

BA223 – Microeconomic Concepts (3)

SOC102 – American Social Problems (3)

## **Additional Required Courses:** (3 semester hours)

**Capital Course:** (3)

## **Major Studies (77-88 semester hours)**

### **Professional Education** (27 semester hours)

EDU200 – Human Development: Conception to Puberty (3)

**OR**

EDU201 – Human Development Puberty to Death (3)

EDU312\* - Content Area Literacy for PK-12 Teachers (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 (50 - 61 semester hours)**

**Applied Lessons: Principal performing instrument (14-15)**

**Seven of the following:** (14)

MUS111, MUS112, MUS211, MUS212, MUS311, MUS312

MUS411, MUS412 – Applied Music: Piano, Voice (2 each)

**One of the following:** (0-1)

MUS380 or MUS 480 – Half or Full Recital (0-1)

**Applied Lessons: Secondary performing instrument**

**1-4 semester hours of the following:**

(Number of courses determined by student proficiency)

Piano Concentration: MUS101V/102V or MUS105 (1-4)

Voice Concentration: MUS101P/102P or MUS103 (1-4)

**Music Events** (0)

MUS100 (6 semesters)

**Ensemble:** (0-7)

MUS152 – The Coker Singers (0-1)

MUS153 – Opera Workshop (2)

MUS154 – Musical Theatre Ensemble (0-1)

Two (2) hours may be substituted from MUS151 for Piano Concentration only

**Theory & History** (22)

MUS121 – Music Theory I (3) \*\*

\*\*MUS120, Foundations of Musical Skill (3), is a pre-requisite for MUS121 but can be exempted with placement test.

MUS122 – Music Theory II (3)

MUS221 – Music Theory III (3)

MUS131 – Aural Skills I (1)

MUS132 – Aural Skills II (1)

MUS231 – Aural Skills III (1)

MUS235 – Introduction to World Music

MUS321 – Form and Analysis (3)

MUS322 – Orchestration (1)

MUS331 – Survey of Music History I (3)

MUS332 – Survey of Music History II (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: 128-139**

\* Field Service Hours Required

**\*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements**

**Sample Course Sequence for Music Education Majors  
Scholarship/Service  
Piano/Voice Concentrations – Even Year Schedule**

<b>Freshman</b>	<b>Fall 2018</b>		<b>Spring 2019</b>	
	CC101	(1)	<b>PILLARS-EDU102</b>	(3)
	COM101	(3)	EDU200/201	(3)
	ENG101	(3)	ENG102	(3)
	LIB101	(1)	MUS197	(1)
	MUS103/105 or 101/102 P/V	(2)	MUS104/105 or 101/102 P/V	(2)
	MUS111 P/V	(2)	MUS112 P/V	(2)
	MUS120	(3)	MUS121	(3)
	MUS152/153/154	(1)	MUS131	(1)
	<u>MUS100</u>	<u>(0)</u>	MUS152/153/154	<u>(0)</u>
		(16)	<u>MUS100</u>	<u>(0)</u>
				(18)
<b>Sophomore</b>	<b>Fall 2019</b>		<b>Spring 2020</b>	
	MAT101	(3)	Math Core	(3)
	<b>PILLARS MUS331</b>	(3)	EDU312*	(3)
	<b>PILLARS</b>	(3)	MUS362*	(3)
	MUS132	(1)	MUS231	(1)
	MUS211 P/V	(2)	MUS212 P/V	(2)
	MUS122	(3)	MUS221	(3)
	MUS181*	(1)	MUS235	(3)
	MUS152/153/154	(1)	MUS152/153/154	(0)
	MUS100	(0)	<u>MUS100</u>	<u>(0)</u>
	<u>Library 101</u>	<u>(1)</u>		(18)
		(17)		
<b>Junior</b>	<b>Fall 2020</b>		<b>Spring 2021</b>	
	SPA101	(3)	SPA102	(3)
	<b>PILLARS</b>	(3)	<b>Capital Course</b>	(3)
	<b>PILLARS</b>	(3)	EDU385*	(3)
	MUS182*	(1)	MUS312 P/V	(2)
	MUS183*	(1)	MUS332	(3)
	MUS311 P/V	(2)	MUS371	(2)
	MUS322	(1)	MUS152/153/154	(1)
	MUS363*	(3)	Coker Wellness	(1)
	MUS152/153/153	(0)	<u>MUS100</u>	<u>(0)</u>
	<u>MUS100</u>	<u>(0)</u>		(17)
		(17)		
<b>Senior</b>	<b>Fall 2021</b>		<b>Spring 2022</b>	
	<b>PILLARS</b>	(3)	EDU415	(3)
	EDU405*(Evening)	(3)	<u>EDU470</u>	<u>(12)</u>
	MUS321	(3)		(15)
	MUS331	(3)		
	MUS372	(2)		
	MUS411 P/V	(2)		
	MUS380 or 480	(0-1)		
	<u>MUS152/153/154</u>	<u>(1)</u>		
		(16-17)		

**\*A field experience in a local classroom is an integral course component.**

**Sample Course Sequence for Music Education Majors  
Scholarship/Service  
Piano/Voice Concentrations – Odd Year Schedule**

<b>Freshman</b>	<b>Fall 2019</b>		<b>Spring 2020</b>	
	CC101	(1)	<b>PILLARS</b> EDU102	(3)
	COM101	(3)	EDU200/201	(3)
	ENG101	(3)	ENG102	(3)
	LIB101	(1)	MUS197	(1)
	MUS103/105 or 101/102 P/V	(2)	MUS104/105 or 101/102 P/V	(2)
	MUS111 P/V	(2)	MUS112 P/V	(2)
	MUS120	(3)	MUS121	(3)
	MUS152/153/154	(1)	MUS131	(1)
	Library 101	(1)	MUS152/153/154	(0)
	<u>MUS100</u>	(0)	<u>MUS100</u>	(0)
		(17)		(18)
<b>Sophomore</b>	<b>Fall 2020</b>		<b>Spring 2021</b>	
	MAT101	(3)	Math Core	(3)
	<b>PILLARS</b> MUS331	(3)	EDU312*	(3)
	<b>PILLARS</b>	(3)	MUS212 P/V	(2)
	MUS122	(3)	MUS221	(3)
	MUS132	(1)	MUS231	(1)
	MUS182*	(1)	MUS332	(3)
	MUS183*	(1)	MUS371	(2)
	MUS211 P/V	(2)	MUS152/153/154	(1)
	MUS322	(1)	Coker Wellness	(1)
	MUS152/153/154	(0)	<u>MUS100</u>	(0)
	<u>MUS100</u>	(0)		(18)
		(18)		
<b>Junior</b>	<b>Fall 2021</b>		<b>Spring 2022</b>	
	SPA101	(3)	SPA102	(3)
	<b>PILLARS</b>	(3)	Capital Course	(3)
	<b>PILLARS</b>	(3)	MUS235	(3)
	MUS181*	(1)	MUS312 P/V	(2)
	MUS311 P/V	(2)	MUS321	(3)
	MUS331	(3)	MUS362*	(3)
	MUS372	(2)	MUS152/153/154	(0)
	MUS152/153/154	(1)	<u>MUS100</u>	(0)
	<u>MUS100</u>	(0)		(17)
		(18)		
<b>Senior</b>	<b>Fall 2022</b>		<b>Spring 2023</b>	
	<b>PILLARS</b>	(3)	EDU415	(3)
	EDU385*	(3)	<u>EDU470</u>	(12)
	EDU405*(Evening)	(3)		(15)
	MUS363*	(3)		
	MUS411 P/V	(2)		
	MUS380 or 480	(0-1)		
	<u>MUS152/153/154</u>	(1)		
		(15-16)		

**\*A field experience in a local classroom is an integral course component.**

## **Appendices**

### **Field Experience Policies and Procedures**

Revised Fall 2018

#### **Wisdom of Practice**

The Coker University field experience and student teaching program embraces the idea that candidates should be immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. While moving towards the final stage of student teaching, the ongoing field experiences serve as a strong foundation in diverse settings. CAEP defines these field experiences as “early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate candidates’ knowledge skills and dispositions.” CAEP describes the design of these field experiences to be “deliberate, purposeful, and sequential.” Therefore, the following statements illustrate the foundational elements that support this concept:

1. Coursework in the liberal arts helps the teacher candidate develop cultural literacy, and prepares candidates for field experiences.
2. Coursework in major content areas and pedagogy gives the teacher candidate knowledge and expertise in the field of education.
3. Early and ongoing field experiences in local schools give the teacher candidate practical experience that builds on and complements coursework.

Coker University’s purpose statement includes that the university “provides personalized liberal arts and career-oriented educational opportunities in an environment that fosters participation in the community of scholarship and development of ethical character, leadership skills and social responsibility.

Coker University...

- Teaches that commitment to work and service is integral to a meaningful life.
- Encourages the integration of the worlds of vocation and the liberal arts

Through valuable partnerships with area schools, the Coker University Teacher Education Program puts this into practice.

The field experience and student teaching program progresses from the beginning observations of a first-year candidate through four phases of experiences. Each placement 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 university 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 field experiences to ensure that candidates receive broad exposure similar to the various populations that are encountered by certified and highly qualified teachers. A demographic profile of selected schools is available on-line ([www.greatschools.org](http://www.greatschools.org)).

Each candidate completes a minimum of 100 hours of planned, supervised, objective-based field experiences. The purpose of these experiences is to allow the candidate to observe the instructional processes and administrative procedures of organized education and to apply skills learned in the university 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 Field Experiences and Student Teaching**

The field experience and student teaching program at Coker University 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 field experiences 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 school-based settings and also keep a reflective journal of their experiences in addition to specific assignments as appropriate to course content. Supervision of the field experience is shared between the university supervisor and the supervising teacher. Final responsibility for the academic assessment of the teacher candidate's field experience rests with the university supervisor.

Below are descriptions outlining the general nature of each phase of the program:

**Phase 1** - Teacher candidates have the opportunity to observe, collaborate, and engage in meaningful relationships with master school-based faculty. The supervising teachers 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 field experiences 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 field experiences 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 the program. Teacher candidates assume full teaching responsibilities in a public-school classroom under the guidance and mentorship of supervising teachers and university supervisors. Coker staff provides 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. A detailed description of Phase 4 can be found in *The Student Teaching Experience: A Partnership Venture*.

## **Partnering with School Districts**

Coker University maintains an annual written agreement between the University and collaborating school districts which provide clinical internship experiences for teacher candidates. The agreement specifies the partnership and collaboration between the University 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 university 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 university 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 university 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 university 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 university supervisor at the conclusion of the internship. After reviewing and signing the verification materials submitted along with the journal, the university supervisor will forward these to the Director of Education Internship Programs. The Director records the internship information in the teacher candidate's file.

The university 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 Teacher Education Program presentation/interview and their student teaching interview.

Coker University 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 University 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 university

- supervisor as soon as possible, and
9. Remember that the internship is integral to coursework and no course credit can be awarded until internship requirements have been met.

### **Professional Dispositions**

The teacher candidate should address the following dispositions:

1. Demonstrates confidence with subject matter in classroom interactions,
2. Appreciates the importance of cultural literacy,
3. Exhibits an attitude of reflection and perseverance,
4. Commits to ethical and professional values,
5. Appreciates student diversity,
6. Is an advocate of students and of the profession,
7. Values life-long learning,
8. Takes the initiative in personal learning and is a member of the community of learners, and
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 University. The *Application for Transferring Internship Credit* must be used for this. A copy of this form may be obtained from the Director of Education Internship Programs.

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 Dean of the Wiggins School 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 University and progressing to the teacher candidate placed with a supervising teacher:

#### **The Director of Education Internship Programs will:**

1. Distribute internship forms to university supervisors,
2. Collect and compile information regarding teacher candidates' internship placement interests and possible requests,
3. Contact the appropriate district personnel to discuss clearances, placement requests, and procedures,
4. Input placement information for candidates in LiveText, and
5. Record completion of internships in candidates' records at the conclusion of the semester/term.

**The University 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 internship forms and journals on a date as assigned in class,
5. Assess journals, evidence of completion of expectations, and associated assignments as part of the course requirements,
6. Review and complete any necessary internship verification forms and sign if approved,
7. Review and complete any necessary evaluations on LiveText,
8. Forward any necessary forms to the Director of Education Internship Programs,
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 University (*A Cooperative Agreement for the Education of Teachers*),
2. Discuss internship clearances, placement requests, and procedures with the Director of Education Internship Programs, 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 or register and approve visits on LiveText,
4. Provide feedback to the candidate, including the completion of the *Evaluation of Teacher Candidate* form, and
5. Contact the university supervisor or the Director of Education Internship Programs if a problem, such as poor attendance, persists after discussion with the candidate.

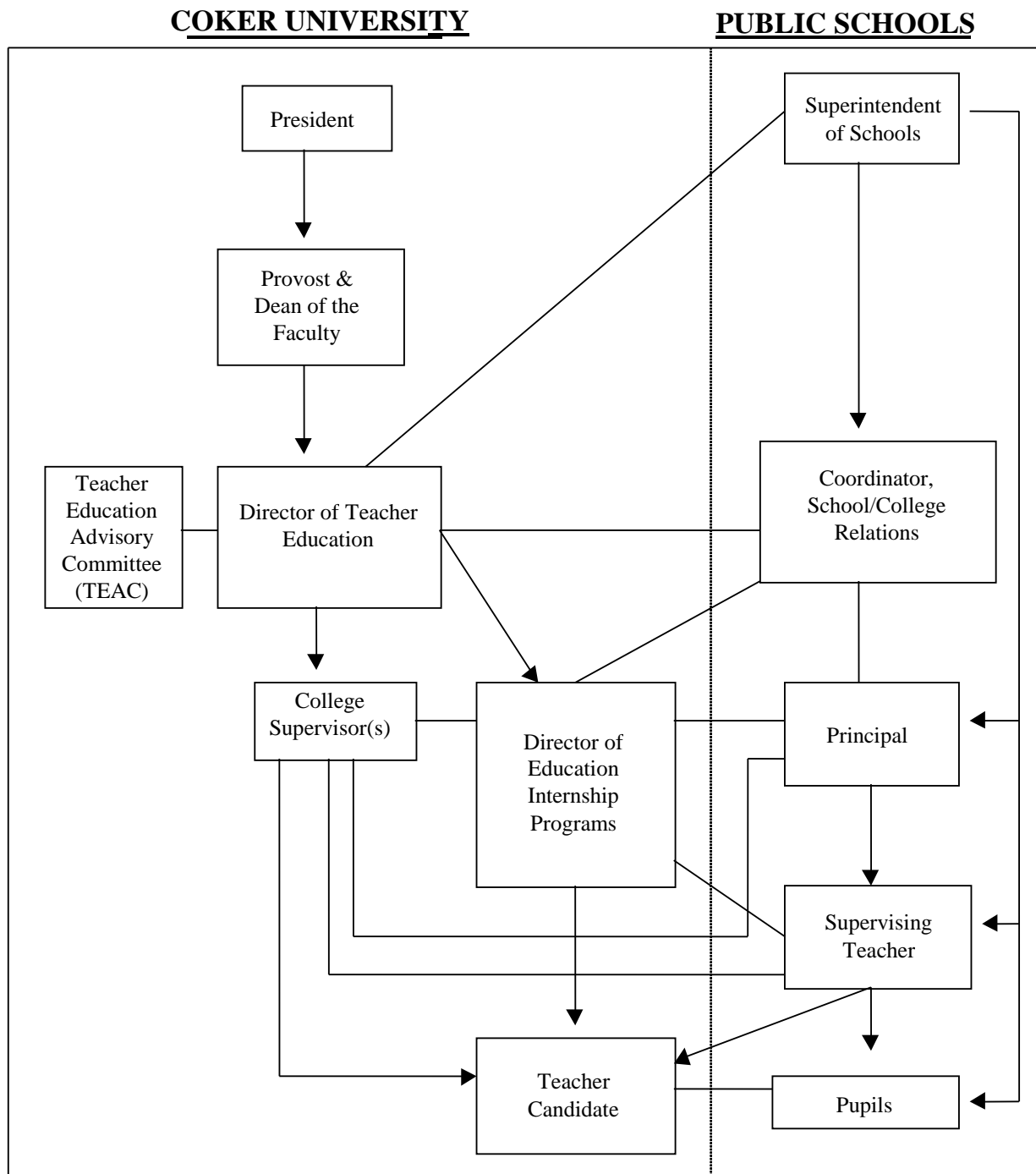
**The Teacher Candidate will:**

1. Complete TB screening and obtain a TB (PPD) test with negative results if necessary 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 Department of Education Coordinator,
3. Complete the field experience profile providing contact information, background information, information regarding teacher candidates' internship placement interests and possible requests,
4. Contact the appropriate school personnel upon receiving placement information,
5. Meet with the supervising teacher to discuss internship expectations and plans,
6. Purchase and utilize LiveText,
7. Complete internship and documentation (*Clinical Internship Record of Attendance*, journal, associated assignments as provided by the university supervisor, *Teacher Candidate's Self-Evaluation*),
8. Always bring journal to Coker class for discussion purposes,
9. Receive feedback from the supervising teacher, including the completion of the

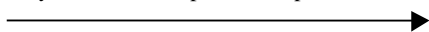
*Evaluation of Teacher Candidate* form,

10. Submit all internship forms, journal, and exhibits to the university supervisor,
11. Receive course credit only after internship requirements **and** all other course requirements as provided in the syllabus are met,
12. Complete separate clinical internship hours when completing more than one internship at a given time,
13. 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
14. Contact the university 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 Field Experiences



Key to Relationships and Responsibilities:



Administrative Control

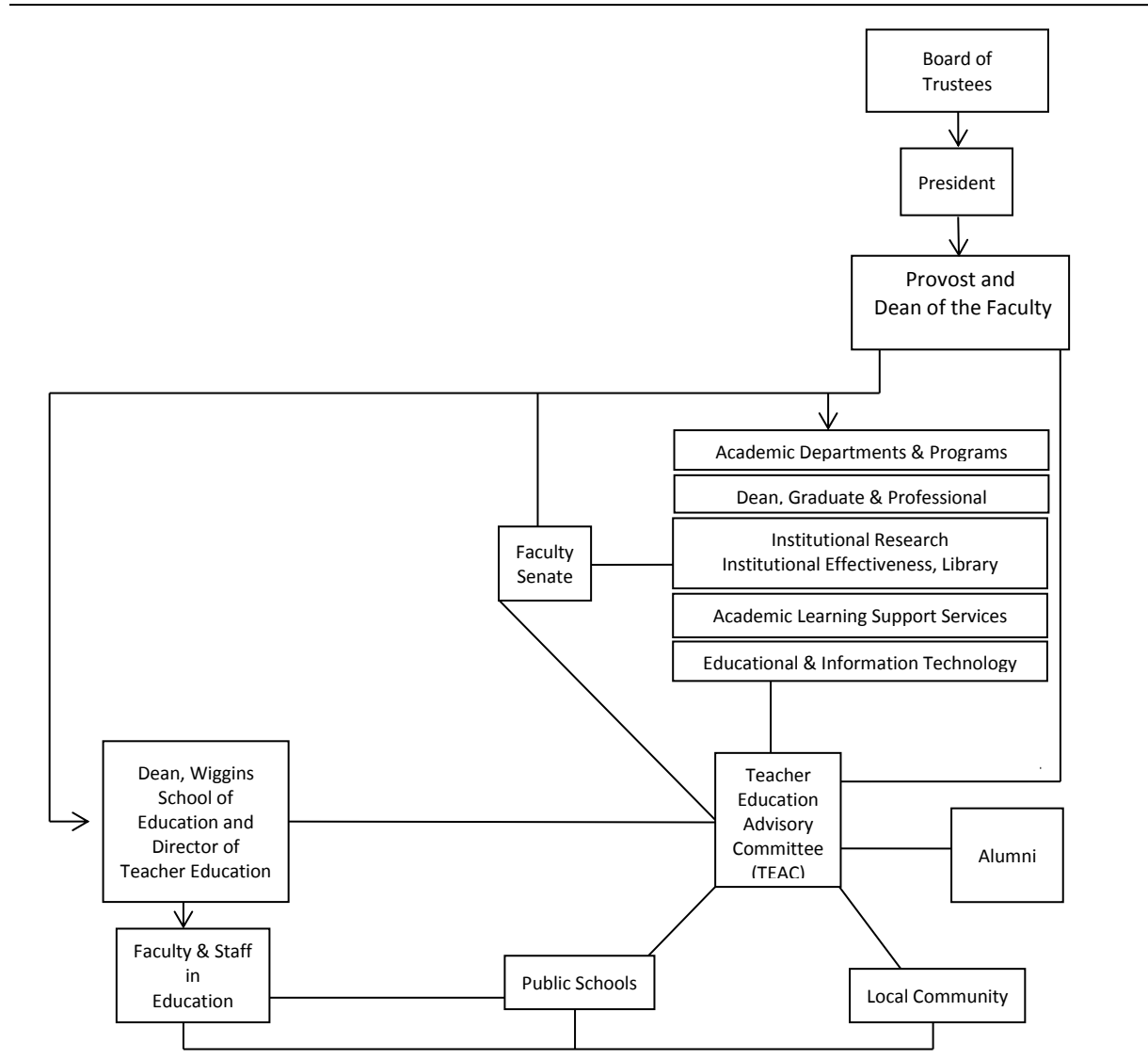


Primary channels of advisement,  
coordination cooperation, and supervision

## Appendix B – Organization Chart

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

### Organization Chart Teacher Education



#### **Key to Relationships and Responsibilities**

Administrative Control →

Primary channel of advisement, coordination & supervision —————

## APPENDIX C – (TEP) Teacher Education Program Application

Attach Recent  
Photo Here

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

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

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

Coker University Campus Mail Box \_\_\_\_\_ Cell phone: \_\_\_\_\_

Local Address (if no campus box): \_\_\_\_\_

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).

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Please name the two full-time Coker University 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) \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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I certify that I wrote the attached statement and that all information in this statement and throughout this application is true.

I certify that I have been informed of the Standards of Conduct for South Carolina 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 \_\_\_\_\_

**School of Education Coordinator**

Praxis Core test scores or SAT/ACT score:

Reading	_____	SAT	_____
Writing	_____	ACT	_____
Math	_____		

Judicial and Educational Record: Provost \_\_\_\_\_  
Student Services \_\_\_\_\_  
Athletics \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Director of Education Internship Programs**

Hours of field experience completed: \_\_\_\_\_

Evaluations satisfactory? \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

TEP Interview Assessment

Candidate's Name: \_\_\_\_\_ Interview Date: \_\_\_\_\_

Members of TEAC Present:

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Interview Assessment: The ratings are 4 – Target 3 – Acceptable 2 – Developing 1 – Unacceptable  
Candidates receiving one or more 1s may be denied admission to TEP or may be asked to re-interview.

Specific comments about the candidate's potential and responses:  
(Be specific for any category receiving a score of 1.)

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Candidate's Strengths:

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Candidate's Goal Areas:

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

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        2019   2020   2020

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 placement. Outside employment and additional university 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. I will notify the school if my schedule changes, if I fail a course, or if I miss a Praxis exam.

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

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 \_.

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

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

**Status**

Date \_\_\_\_\_ P.L.T. \_\_\_\_\_ P Total Field Experience Hours Completed \_\_\_\_

Date \_\_\_\_\_ Praxis II \_\_\_\_\_ P Date \_\_\_\_\_

Date \_\_\_\_\_ Praxis II \_\_\_\_\_ P Hours of Field Experience in Progress \_\_\_\_\_

Date \_\_\_\_\_ Praxis II \_\_\_\_\_ P Date \_\_\_\_\_

\*Praxis II/PLT Requirement (see TEP acceptance letter) Y / N?

**Interview with Director of Teacher Education**

Comments \_\_\_\_\_

\_\_\_\_\_

Recommended for Student Teaching Yes No

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

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

**Final Placement**

District Contacted \_\_\_\_\_

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

School \_\_\_\_\_

District \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_

Certification Area(s) \_\_\_\_\_

Years of Experience at Current Grade Level and/or Subject Area \_\_\_\_\_

Total Years of Teaching Experience \_\_\_\_\_

Credentials in the Supervision and Evaluation of Teachers: Coker ADEPT Evaluator

SAFE-T Evaluator ADEPT/TEAM Evaluator STEP Evaluator ADEPT Mentor Trained

University Supervisor(s) \_\_\_\_\_

ADEPT Observers \_\_\_\_\_

## Appendix E

<b>Sequence of Program Decision</b>
<p>Admission to the College/Pre-admission to Teacher Education Program</p> <ul style="list-style-type: none"> <li>• Pass all three portions of Praxis Core or SAT/ACT equivalent scores</li> <li>• Demonstrate acceptable oral and written communications skills*</li> <li>• Complete 60 semester hours of course work</li> <li>• Successfully complete 40 hours of field experience</li> <li>• Earn and maintain a minimum 2.75 GPA overall and in the combined professional education and area of specialization courses</li> <li>• Attend a TEP orientation</li> </ul>
<p>Admission to Teacher Education (Decision Point 1)</p> <ul style="list-style-type: none"> <li>• Submit an application which includes: <ul style="list-style-type: none"> <li>○ A writing sample*</li> <li>○ A Self-Assessment of Dispositions</li> <li>○ Recommendations from faculty advisor and a minimum of two additional professors (one external to the Wiggins School of Education)</li> </ul> </li> <li>• Successfully complete a presentation/interview with the Teacher Education Advisory Committee*</li> <li>• Receive approval for admission by the Teacher Education Advisory Committee</li> </ul>
<p>Admission to Student-Teaching (Decision Point 2)</p> <ul style="list-style-type: none"> <li>• Attend a student teaching orientation</li> <li>• Submit to a SLED and FBI criminal background check</li> <li>• Submit a Student Teaching application</li> <li>• Clear a SLED and FBI criminal background check</li> <li>• Complete a writing sample*, EEDA assessment, and Self-Assessment of Dispositions</li> <li>• Successfully complete a student teaching interview*</li> <li>• Take the Praxis II specialty program exam(s) and the PLT</li> </ul>
<p>Completion of Student-Teaching (Decision Point 3)</p> <ul style="list-style-type: none"> <li>• Passing the Praxis II specialty program exam(s) and the PLT</li> <li>• Successfully complete the Seminar in Student Teaching (EDU 415)</li> <li>• Successfully complete an intensive 60-day placement in a public school</li> </ul>
Program Completion (Decision Point 4)
Follow-up of Graduates (Decision Point 5)

\*A minimum score of 2.5 or better (on a 4-point scale) is expected on the writing sample assessment and 2.0 or better (on a 3-point scale) on the TEP interview and Student Teaching interview.

## Appendix F

### Costs Associated with the Teacher Education Program

#### Estimated Costs of Teacher Education

(Prices based on 2015-2016 figures and may change without notice.)

#### LiveText

One subscription valid for 5 years ..... \$133.00

#### Tuberculosis Test

Completed before first field experience ..... Prices vary per medical provider

#### Background Check

Every 18 months..... \$15.00

#### Praxis Registration Fee

Paid once every academic year (Praxis CORE, II, or PLT) ..... \$45.00

#### Praxis CORE

Individual test..... \$90.00

Combined (all three tests)..... \$150.00

#### Student Teaching

Application ..... \$105.00

SLED/FBI Background Check with Finger Printing ..... \$51.50

Student Teaching Fee ..... \$100.00

Praxis II/PLT ..... See Below

#### Praxis II

Art: Content and Analysis ..... \$146.00

Biology: Content Knowledge ..... \$120.00

Chemistry: Content Knowledge ..... \$120.00

Education of Young Children ..... \$146.00

Elementary Education: Instructional Practice & Applications ..... \$146.00

Elementary Education: Multiple Subjects..... \$170.00

(Reading, Math, SS, Science Subtests Each) ..... \$60.00

English Language Arts: Content & Analysis ..... \$146.00

Mathematics: Content Knowledge ..... \$120.00

Music: Content and Instruction ..... \$146.00

#### Principals of Learning and Teaching

PLT: Early Childhood..... \$146.00

PLT: Grades K-6..... \$146.00

PLT: Grades 7-12 ..... \$146.00