



Coker University

Teacher Education Program Guide 2025-2026





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 need to take and pass all three parts of Praxis Core before **beginning my sophomore year, if not earlier.**

I intend to major in Biology Education and understand that I must pass all three parts of Praxis Core before I will be allowed to register for EDU 308 in the fall of my sophomore year. I need to take and pass all three parts of Praxis Core before **beginning my sophomore year, if not earlier.**

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 need to take and pass all three parts of Praxis Core before **beginning my sophomore year, if not earlier.**

I intend to major in General Education and I understand that this degree does not lead to teacher certification. I will not complete student teaching. Therefore, I am not required to take the Praxis Core or any other Praxis exam.

I took and passed all three sections of the Praxis Core on _____. I have attached copies of my Praxis Core Scores.

I am exempt from Praxis Core because of my ____ ACT and/or ____ SAT score. (ACT – 22, SAT – 1100*). I have attached copies of my ACT or SAT scores.

*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.

Student Signature/Date



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 (TEP) and are committed to preparing the very finest teachers for South Carolina and our 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 University will support you throughout your professional life.

We invite you to join us as we continue to develop committed, well-educated teachers who are competent in content and pedagogy and who are increasingly appreciative of our own cultures as well as the cultures of others.

This TEP 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-focused, comprehensive university**. It is dedicated to providing every student 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 leads to lifelong learning. Coker measures its success by the personal and professional accomplishments enjoyed by all members of the academic community. <https://www.coker.edu/why-coker/>.

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 is 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. Specific proficiencies may be found on the following Unit Goals and Standards table.

WiSE Dispositions Alignment Chart

Integrity: Demonstrates professionalism, effective communication skills, and positive attitude			
1) Demonstrates professionalism as evidenced by:	CAEP	InTASC	SCTS 4.0
1a. Exhibiting regular punctuality & attendance	1.1 1.4	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
2a. Arriving prepared and with needed materials	1.1 1.4	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
3a. Meeting deadlines in spite of hardships	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
4a. Dressing professionally for presentations &/or internship	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
5a. Demonstrating accurate knowledge of content standards	1.1 1.2 1.3 1.4	4: Content Knowledge 7: Planning for Instruction 8: Instructional Strategies	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans
2) Demonstrates appropriate attitude as evidenced by:	CAEP	InTASC	SCTS 4.0
2a. Communicating positively and enthusiastically	1.1 1.4	3: Learning Environments 9: Professional Learning & Ethical Practice 10: Leadership & Collaboration	Environment: Expectations & Respectful Culture
2b. Showing authentic interest and functioning as a collaborative group/class member	1.1	3: Learning Environments 9: Professional Learning & Ethical Practice 10: Leadership & Collaboration	Environment: Expectations & Respectful Culture
2c. Abstaining from whining or complaining	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
2d. Sharing issues as they arise or as they may interfere with course work but does not use the issues as an excuse for poor work or lack of professionalism.	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
3) Portrays themselves positively on social media	CAEP	InTASC	SCTS 4.0
	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
4) Demonstrates appropriate professional boundaries with students and cooperating teachers.	CAEP	InTASC	SCTS 4.0
	1.1 1.4	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
5) Demonstrates effective communication skills as evidenced by:	CAEP	InTASC	SCTS 4.0
5a. Accurately and consistently using Standard English.	1.1 1.4	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.

5b. Communicating at an age-appropriate level during internships	1.1 1.2 1.3 1.4 1.4	1: Learner Development 2: Learning Differences 3: Learning Environments 4: Content Knowledge 7: Planning for Instruction 8: Instructional Strategies	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture
5c. Displays the ability to accurately code-switch between professional and conversational language.	1.1 1.4	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
5d. Using appropriate tone and volume during moments of presentation.	1.1 1.2 1.3	3: Learning Environments 4: Content Knowledge 7: Planning for Instruction 8: Instructional Strategies	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture
5e. Using appropriate writing strategies to communicate effectively.	1.1 1.4	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
5f. Responding in a respectful and prompt manner with all stakeholders.	1.1	3: Learning Environments 9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally. Environment: Expectations & Respectful Culture

Initiative: Is self-regulated, collaborative, reflective, and respectful

	CAEP	InTASC	SCTS 4.0
1) Accepts and acts on constructive criticism	1.1 2.3	9: Professional Learning & Ethical Practice	Professionalism: Reflecting on Teaching
2) Takes initiative to find solutions and solve problems prior to asking for assistance	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
3) Asks questions proactively	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
4) Openly and actively engages with students & peers	1.1 1.2 1.3 1.4 1.4	1: Learner Development 2: Learning Differences 3: Learning Environments 4: Content Knowledge 7: Planning for Instruction 8: Instructional Strategies	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture
5) Shows up to school/classes smiling and authentically happy to be there	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
6) Recognizes own weaknesses and asks for support	1.1 2.3	9: Professional Learning & Ethical Practice	Professionalism: Reflecting on Teaching

Ingenuity: Tries new things and engages in new activities; takes risks; demonstrates an awareness of multiple types of diversity and attempts to make positive impacts on learning based upon this knowledge; uses appropriate research-based resources to design instruction and assessment

	CAEP	InTASC	SCTS 4.0

1) Willing to take positive risks to increase learning	1.1 1.2 1.3 1.4	1: Learner Development 2: Learning Differences 4: Content Knowledge 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning & Ethical Practice	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture Professionalism: Reflecting on Teaching
2) Embraces all diversities/differences to include racial, SES, and learning needs	1.1 1.2 1.3 1.4 2.3	1: Learner Development 2. Learning Differences 3: Learning Environments	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture
3) Differentiates instruction based upon learners' needs & backgrounds	1.1 1.2 1.3 1.4 2.3	1: Learner Development 2. Learning Differences 3: Learning Environments	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture
4) Draws from a variety of research-based best practices	1.1 1.2 1.3 1.4 2.3	1: Learner Development 2. Learning Differences 3: Learning Environments	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture
5) Learns and adjusts from experience and reflection	1.1 1.2 1.3 1.4 2.3	1: Learner Development 2. Learning Differences 3: Learning Environments 9: Professional Learning & Ethical Practice	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture Professionalism: Reflecting on Teaching
6) Displays an attitude of perseverance	1.1	9: Professional Learning & Ethical Practice	Professionalism: Growing & Developing Professionally.
7) Displays comfort and willingness to use new technology	1.5	1: Learner Development 2. Learning Differences 3: Learning Environments	Instruction: Teacher Candidate Content Knowledge Planning: Instructional Plans Environment: Expectations & Respectful Culture

Financial Aid and Scholarships available for Education students

South Carolina Scholarships

South Carolina Teachers Loan www.scstudentloan.org

TEACH South Carolina Scholarship <https://southcarolina.teach.org/services/scholarship>

State-sponsored Merit Scholarships (e.g. LIFE, SC HOPE)

<https://www.scstudentloan.org/scholarships-grants>

Pee Dee Education Center (PDEC) Minority Teacher Recruitment Loan

<https://pdec.net/minority-teacher-recruitment/>

Marlboro Electric Cooperative, Inc. Scholarship

<https://www.pdec.com/member-services/for-the-students/scholarship-application/>

- **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 DCSD 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
- **Jane Funderburk Endowed Scholarship**
 - Evening student/Non-traditional
 - Need and merit
 - 3.0 GPA
 - "Preferably student with a physical handicap, involved in community service"
- **The Mary Huggins & T. Bruce Smith, Sr. Endowed Scholarship for Education and Business**
 - Lee/Darlington County student in education or business.
 - GPA 2.5
 - Resident of Lee County or Darlington County (preferred)
 - SC Resident
- **The David and Gay Blackmon Endowed Scholarship** (former Department Chair)

Approved Teacher Education Program Areas at Coker

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

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

All degrees are offered during the regular day schedule. Some required courses are offered in the evening, online, in a hybrid format, during Fall (Term I, II); Winter Term; Spring (Term III, IV); and/or during Summer (8-week) Term V.

Field Experience Program

Coker's distinctive field experience program allows you to observe and assist experienced teachers beginning 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 or long-term substitute 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 the appendices.

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 email. In addition, the Wiggins School of Education has a Facebook page and an Instagram account. You are invited to "Like" and "Follow" us to receive additional information. Current procedures are described below, but with technology rapidly changing, you should expect periodic changes in procedures.

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 email forwarded to your home email address if you prefer. If you need assistance with this, please contact our IT Support personnel at <https://support.coker.edu/support/home>

The School's web page <https://www.coker.edu/offices-services/wiggins-school-of-education/>. You are expected to utilize this as a source of information and refer to it regularly for updates and notices.

Watermark Student Learning and Licensure

All education (EDU) majors are required to purchase a Watermark Student Learning and Licensure (SLL) subscription (valid for 5 years) which is used to maintain all assessments used for progress through and completion of your education program. Watermark SLL is a necessity for maintaining State and National accreditation for the Wiggins School of Education.

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.

Credit Hour Policy

For courses with scheduled class meeting times (in-seat), a credit hour consists of 50 minutes of formalized faculty-directed or guided interaction plus a minimum of 120 minutes of independent student learning per week in a standard 16-week semester (or an equivalent amount over a different amount of time). All courses regardless of format (in-seat, hybrid, blended, or online) are expected to adhere to the 2,720 minutes (45.3 hours) of teaching and learning time for every credit hour.

Online courses: For online courses, a credit hour consists of a minimum of 170 minutes of teaching/learning activities per week in a standard 16-week semester (or an equivalent amount over a different amount of time) or 2,720 minutes of teaching and learning time for every credit hour.

Hybrid courses: Hybrid courses combine traditional in-seat instruction with online learning components. Students attend 50% of scheduled class sessions in a physical classroom with an instructor and also participate in online activities, such as virtual lectures, discussions, assignments, and assessments. These courses consist of 400 minutes of formalized faculty-directed or guided interaction plus 2,320 minutes of independent student learning for every credit hour. The schedule of class meeting times must be made available to students when they register for the course.

Blended courses: Blended courses combine traditional face-to-face instruction with online learning components but at varying amounts. The amount of scheduled class time must be made available to students when they register for the course. Regardless of the amount of in-seat and online activities; 2,720 minutes of teaching and learning are required for every credit hour.

Internships, Directed Research, Laboratory Courses, and Clinical Experiences/Student Teaching: Internship, directed research, laboratory courses, and clinical experiences/student teaching provide students with practical skills, professional development opportunities, and real-world application of academic knowledge. These courses meet the university definition of a credit hour as outlined below.

Internship: The credit-hour allocation for internships is 45 hours for each course credit hour.

Exception: Education Comprehensive Internship

A student who completes a comprehensive internship, commonly referred to as “student teaching,” will be awarded twelve credit hours. The amount of credit reflects the intensive, immersive nature of the experience and aligns with accreditation standards, program requirements, and educational objectives.

Directed Research: The credit-hour allocation for faculty-directed research is 45 hours for each course credit hour.

Laboratory Courses: The ratio of directed vs independent work may vary in lab courses, but all laboratory courses follow the established credit hour policy in regards to total teaching and learning minutes per week.

Independent Studies: Independent studies typically involve a combination of coursework, projects, research, or creative endeavors tailored to the student's academic interests and goals. Credit hours for an independent study are awarded based on the expected time commitment required from the student. This includes not only time spent conducting research or completing assignments but also time dedicated to meetings with the advisor, independent study-related activities, and any additional requirements. Credit hour minimums must still be maintained, but the ratio of directed work versus independent work varies.

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 University Academic 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 am 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 need 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 and comments relative to your progress in this area.

5. How do I know if I am 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 coursework 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 (Formerly Praxis I): Academic Skills Assessments

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, which is usually before your sophomore year.
- Art Education, Biology Education, Dance Education – Praxis Core must be passed before registering for EDU308/309, which is usually before your sophomore year.
- Music Education – Praxis Core must be passed before registering for MUS362, which is usually before your sophomore year.

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 BrightSpace, 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 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 am 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 a Bachelor of Arts Degree in General Education

For candidates who do not meet the required criteria to be accepted into the Teacher Education Program, you may graduate with a Bachelor of Arts degree in **General Education**. A major in general education is a non-licensure degree program for students who meet all requirements for elementary or early childhood education except for student teaching and the Praxis exams. The **General Education** major does not carry a recommendation for teacher certification and is not approved by the South Carolina Department of Education.

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 Coordinator 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 an 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 located in **Appendix D**.

You must complete the latest South Carolina Department of Education Application for Initial Teaching Certificate located online at the SC Educator Portal. 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 (TEAC) 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 Coordinator 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 (SCDE) along with your official transcript. You will also be required to complete and submit an online application with the SCDE. 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 the Director of Teacher Education, the Coordinator of Education Internship Programs, supervising 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 Coordinator of Education Internship Programs, supervising 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 all parties will be contractually bound by the signed plan of action. 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. 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

General Education (40)		
College Success (Day Only)		
CU 101-First Year Experience (1)	Coker Wellness (1)	
ART 197-Freshman Seminar (1)		
Foundational Prerequisites (6)		
<i>(Placement Exemptions Available)</i>		
ENG110 (3)	MAT103 (3)	
Intellectual Foundation (10)		
COM101 (3)	ENG111 (3)	
ENG112 (3)	LIB101 (1)	
Distribution of Liberal Arts Knowledge Area Credits		
Arts (3)		
DNC 235 (3)	DNC 240 (3)	MUS 120 (3)
**MUS 230 (3)	MUS 269 (3)	**THE 100 (3)
THE 101 (3)	**THE 150 (3)	THE 156 (3)
THE 301 (3)	THE 355 (3)	
Humanities (3)		
COM 295 (3)	COM 305 (3)	ENG 215a (3)
ENG 215b (3)	ENG 215c (3)	ENG 240 (3)
ENG 236 (3)	ENG 251	**HIS 201 (3)
**HIS 202 (3)	**HIS 210 (3)	**HIS 211 (3)
PHI 205 (3)	IS 200 (3)	HUM 150
Behavioral/Social Science (3)		
BA 150 (3)	BA 210 (3)	BA 211 (3)
CRIM 105 (3)	CRIM 200 (3)	CRIM 355 (3)
PE 120 (3)	HSC 380 (3)	HSC 384 (3)
PE 215 (3)	PE 322 (3)	POL 101 (3)
POL 201 (3)	**PSY 101 (3)	PSY 205 (3)
**SOC 101 (3)	SOC/AAS 302 (3)	
Quantitative Literacy (3) <i>(Prereq. for Math: MAT103)</i>		
MAT 203 (3)	MAT 220 (3)	MAT 230 (3)
BUS 240 (3)	CS 110 (3)	
Global Perspectives & Cultures (6)		
AAS 200 (3)	CHI 101 (3)	CHI 135 (3)
COM/THE 289 (3)	FRE 101 (3)	FRE 102 (3)
COM 290 (3)	SPA 101 (3)	SPA 102 (3)
COM/AAS 295 (3)	CHI 135 (3)	HIS 241 (3)
COM 340 (3)	HIS/POL 360 (3)	HIS 390 (3)
COM/POL 347 (3)	ENG 205 (3)	ENG 207 (3)
COM 380 (3)	ENG 209 (3)	ENG 228 (3)
DNC/AAS 245 (3)	ENG 230 (3)	ENG 232 (3)
**MUS 235 (3)	ENG 236 (3)	ENG 238 (3)
MUS/COM/THE 350 (3)	THE 201 (3)	THE/AAS 210 (3)
POL 225 (3)	PSY 210 (3)	SOC 102 (3)
SOC 202 (3)	SOC 205 (3)	SOC/CRIM 206 (3)
SOC 210 (3)	SOC/POL 300 (3)	SOC/POL 304 (3)
SOC/COM/POL 307 (3)	SOC 310 (3)	SOC/POL 312 (3)
SOC/POL 340 (3)	SOC/CRIM 353 (3)	SOC/CRIM 354 (3)
SOC 362 (3)	SOC 368 (3)	SOC 369 (3)
SOC 370 (3)		
Natural Sciences (3)		
BIO 101 (3)	BIO 102 (3)	
<i>or other approved Science course</i>		

Major Studies (72)

Professional Education (36)

- EDU102*-Introduction of Education (3)
- EDU200-Human Development: Conception to Puberty or
- EDU201-Human Development: Puberty to Death (3)
- EDU 312*-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)

Specialized Subjects (36)

- ART101- 2-Dimensional Design (3)
- ART102- 3-Dimensional Design (3)
- ART105- Drawing I: Basic Drawing (3)
- ART230- Basic Photography (3)
- ART205- Drawing II: Figure Drawing (3)
- ART220- Oil Painting (3)
- ART250- Ceramics (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)
- ART386-Art in the United States (3)
- ART388-Contemporary Critical Theory (3)

One of the following: (3)

- ART330-Photography II (3)
- ART320-Oil Painting II (3)
- ART350-Ceramics II (3)

General Electives (8)

- **EDU210-Educational Technology (3)
- and/or other approved electives to complete degree requirements*

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 Sequence for Art Education Major

Freshman	Fall		Spring	
	ART101	(3)	ART102	(3)
	ART280	(3)	ART105	(3)
	ENG111	(3)	ART281	(3)
	COM101	(3)	ART197	(1)
	Knowledge Area (QL)	(3-4)	EDU102*	(3)
	CU101	(1)	ENG112	(3)
		(16-17)		(16)
			<i>Take Praxis Core</i>	
Sophomore	Fall		Spring	
	ART290*	(3)	ART205	(3)
	ART220	(3)	ART250	(3)
	EDU200 or 201	(3)	EDU312*	(3)
	Knowledge Area (NS)	(3)	Knowledge Area (Be-SS)	(3)
	Knowledge Area (GP1)	(3)	Knowledge Area (GP2)	(3)
	LIB101	(1)	Coker Wellness	(1)
		(16)		(16)
Junior	Fall		Spring	
	ART230	(3)	ART350 or ART Elective	(3)
	300-level Art History	(3)	300-level Art History	(3)
	ART 320 or Elective	(3)	EDU385*	(3)
	Knowledge Area (Hu)	(3)	Elective	(3)
	Knowledge Area (Arts)	(3)	Elective	(3)
		(15)		(15)
	<i>Take Praxis II</i>		<i>Take Praxis PLT</i>	
Senior	Fall		Spring	
	ART330 or Elective	(3)	EDU415	(3)
	ART490*	(3)	EDU470	(12)
	EDU405* (Evening)	(3)		
	Elective	(3)		
		(12)		(15)

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

Need Praxis Core and Praxis II requirements

Specific Course Requirements for Biology Education

General Education (36 semester hours)	SPA 102 (3)	THE 201 (3)	THE/AAS 210 (3)
College Success (2) CC101-First Year Experience (1) Coker Wellness (1)			
Foundational Prerequisites* (6) (Placement Exemptions Available) ENG110 (3) MAT103 (3)			
Intellectual Core (10) COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)			
Distribution of Liberal Arts Knowledge Area Credits			
Arts (3)	ART 101 (3) ART 280 (3) DNC 235 (3) MUS 230 (3) THE 101 (3) THE 301 (3)	ART 180 (3) ART 281(3) DNC 240 (3) MUS 269 (3) THE 100 (3) THE 150 (3) THE 355 (3)	
Humanities (3)	COM 260 (3) COM 295 (3) ENG 215b (3) ENG 236 (3) HIS 202 (3) IS 200 (3)	COM 285 (3) COM 305 (3) ENG 215c (3) ENG 251 (3) HIS 210 (3) PHI 205 (3)	
Behavioral/Social Science (3)	BA 210 (3) CRIM 105 (3) NUR 301 (3) PE 215 (3) POL 201 (3) SOC 101 (3)	BA 222 (3) CRIM/SOC 200 (3) NUR 311 (3) PE 322 (3) PSY 101 (3) SOC/AAS 302 (3)	BA 223 (3) CRIM 355 (3) PE 120 (3) POL 101 (3) PSY 205 (3)
Quantitative Literacy (3) (Prerequisite for Math Course: MAT103) BA 215-Financial Literacy (3) CS110-Computer Science (3) MAT220-History of Mathematics (3) MAT 230-Precalculus (3)			
Global Perspectives & Cultures (6)	AAS 200 (3) COM/ENG/THE 289 (3) COM 340 (3) DNC/AAS 245 (1) ENG 226 (3) ENG 232 (3) FRE 101 (3) HIS 241 (3) HIS 365 (3) MUS/COM/THE 350 (3) SOC 102 (3) SOC/CRIM 206 (3) SOC/POL 304 (3) SOC/POL 312 (3) SOC/CRIM 354 (3) SOC 369 (3)	CHI 1012 (6) COM 290 (3) COM/POL 347(3) ENG 205 (3) ENG 228 (3) ENG 236 (3) FRE 102 (3) HIS 255 (3) HIS 390 (3) POL 225 (3) SOC 202 (3) SOC 210 (3) SOC/COM/POL 307 (3) SOC/POL 340 (3) SOC 362 (3) SOC 370 (3)	CHI 135 (3) COM/AAS 295 (3) COM 380 (3) ENG 220 (3) ENG 230 (3) ENG 238 (3) FRE 110 (3) HIS/POL 360 (3) MUS 235 (3) PSY 210 (3) SOC 205 (3) SOC/POL 300 (3) SOC 310 (3) SOC/CRIM 353 (3) SOC 368 (3) SPA 101 (3)
Major Studies (79 semester hours) Professional Education (39 hours)			
	EDU102*-Introduction to Education (3) EDU201-Human Development: Puberty to Death (3) EDU210-Educational Technology (3) EDU308*- Literacy Foundations for Secondary Teachers (3) EDU 310*- 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 PK-12 (3) EDU440-Comprehensive Internship: Secondary (12) *(Field Experience Hours Required)		
Specialized Subjects (40 hours)			
	BIO110/110L - Core Principles of Cell & Molecular Biology/Lab (4) BIO111/111L-Core Principles of Organismal Biology/Lab (4) BIO210*-Core Principles of Ecology & Evolution (4) BIO211-Core Principles of Genetics (4) BIO291 - Biology Seminar I (1) BIO391 - Biology Seminar II (2) BIO491-Biology Seminar III (3) CHE101/101L-General Chemistry I (4) CHE102/102L-General Chemistry II (4) CHE351/351L-Organic Chemistry I (4) MAT203-Introduction to Statistics (3) PHY101-Physical Science (3)		
Biology Electives: (14)			
	Electives must be at or above the 200 level and collectively must total at least 14 semester hours.		
General Electives: (0)			
Total Hours: 123 - 129*			
	*Field Service Hours Required		
		To add Broad-Field Science Certification for teaching all high school science subject areas, 8 additional hours (Physics with laboratory).	
		PHY201-General Physics I (3) PHY-201L Gen Physics I Lab (1) PHY202-General Physics II (3) PHY-202L-General Physics II Lab (1) and	
		Six (6) elective credits in Sciences (excluding BIO, CHE, and PHY), may include but are not limited to: Astronomy, Ecology, Geology, Marine Biology, Physical Geography, Physical Science, or Zoology) depending on foundational prerequisites needed. These courses must be taught in or accepted as a science course by the university science department.	
		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

Freshman	Fall		Spring	
	BIO111/111L	(4)	BIO110/110L	(4)
	CU101	(1)	CHE102	(3)
	CHE101	(3)	CHE102L	(1)
	CHE101L	(1)	EDU102*	(3)
	COM101	(3)	EDU201*	(3)
	ENG111	(3)	ENG112	(3)
	MAT203	(3)	LIB 101	(1)
		(18)	Take Praxis Core	(18)
Sophomore	Fall		Spring	
	BIO211	(4)	BIO210*	(4)
	KNOWLEDGE AREA(3) (QL)	(3)	PHY101	(3)
	EDU308*	(3)	EDU310*	(3)
	KNOWLEDGE AREA(3) (Arts)	(3)	KNOWLEDGE AREA (3) (Hu)	(3)
	KNOWLEDGE AREA(3) (GP1)	(3)	KNOWLEDGE AREA (3) (GP2)	(3)
			BIO291	(1)
		(16)		(17)
Junior	Fall		Spring	
	CHE351	(3)	BIO ELECTIVE (3-4)	(3-4)
	CHE351L	(1)	EDU385*	(3)
	BIO319*	(3)	KNOWLEDGE AREA/BIO ELEC	(3)
	BIO ELECTIVE (3-4)	(3-4)	EDU210	(3)
	KNOWLEDGE AREA(3) (BeSS)	(3)	BIO391	(2)
	BIO ELECTIVE (3-4)	(3-4)		
		(16-18)		(14-17)
		Take Praxis II		Take Praxis PLT
Senior	Fall		Spring	
	BIO491	(3)	EDU415	(3)
	BIO ELECTIVE (3-4)	(3-4)	EDU440	(12)
	BIO ELECTIVE (3-4)	(3-4)		(15)
	EDU405* (Evening)	(3)		
	CW Wellness	(1)		
		(13-15)		

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

Need Praxis Core and Praxis II Requirement

To Add Broad-Field Science Certification for teaching all high school science subject areas, 7 additional hours.

PHY101L-Physical Science Lab(1)

PHY201-General Physics I (3)

PHY202-General Physics II (3)

Specific Course Requirements for Dance Education

General Education (48 semester hours)		
College Success		
CC101-First Year Experience (1) Coker Wellness (1)		
Foundational Prerequisites		
(Placement Exemptions Available) ENG110 (3) MAT103 (3)		
Intellectual Core		
COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)		
Distribution of Liberal Arts Knowledge Area Credits		
Arts (3)	ART 101 (3)	ART 180 (3)
ART 280 (3)	ART 281(3)	DNC 235 (3)
DNC 240	MUS 120 (3)	MUS 230 (3)
MUS 269 (3)	THE 100 (3)	THE 101 (3)
THE 150 (3)	THE 156 (3)	THE 301 (3)
THE 355 (3)		
Humanities (3)	COM 260 (3)	COM 285 (3)
COM 295 (3)	COM 305 (3)	ENG 215a (3)
ENG 215b (3)	ENG 215c (3)	ENG 240 (3)
ENG 236 (3)	ENG 251 (3)	HIS 201 (3)
HIS 202 (3)	HIS 210 (3)	HIS 211 (3)
IS 200 (3)	PHI 205 (3)	
Behavioral/Social Science (3)		
BA 210 (3)	BA 222 (3)	BA 223 (3)
CRIM 105 (3)	CRIM/SOC 200 (3)	CRIM 355 (3)
NUR 301 (3)	NUR 311 (3)	PE 120 (3)
PE 215 (3)	PE 322 (3)	POL 101 (3)
POL 201 (3)	PSY 101 (3)	PSY 205 (3)
SOC 101 (3)	SOC/AAS 302 (3)	
Quantitative Literacy (3)		
(Prerequisite for Math Course: MAT103)		
BA 215-Financial Literacy (3)		
CS110-Computer Science (3)		
MAT203-Elementary Statistics (3)		
MAT220-History of Mathematics (3)		
MAT 230-Precalculus (3)		
Global Perspectives & Cultures (6)		
AAS 200 (3)	CHI 1012 (6)	CHI 135 (3)
COM/ENG/THE 289 (3)	COM 290 (3)	COM/AAS 295 (3)
COM 340 (3)	COM/POL 347(3)	COM 380 (3)
ENG 205 (3)	ENG 220 (3)	ENG 226 (3)
ENG 228 (3)	ENG 230 (3)	ENG 232 (3)
ENG 236 (3)	ENG 238 (3)	FRE 101 (3)
FRE 102 (3)	FRE 110 (3)	HIS 241 (3)
HIS 255 (3)	HIS/POL 360 (3)	HIS 365 (3)
HIS 390 (3)	MUS 235 (3)	MUS/COM/THE
350 (3)	PSY 210 (3)	SOC 102 (3)
POL 225 (3)	SOC 205 (3)	SOC/CRIM 206 (3)
SOC 202 (3)	SOC/POL 300 (3)	SOC/POL 304 (3)
SOC 210 (3)	SOC 310 (3)	
SOC/COM/POL 307 (3)	SOC/CRIM 353 (3)	
SOC/POL 312 (3)	SOC/POL 340 (3)	

SOC/CRIM 354 (3)	SOC 362 (3)	SOC 368 (3)
SOC 369 (3)	SOC 370 (3)	SPA 101 (3)
SPA 102 (3)	THE 201 (3)	THE/AAS 210 (3)
Natural Science (3)		
BIO 101 (3)	BIO 102 (3)	CHEM 101 (3)
BIO/ES 103 (3)	PHY 101 (3)	
<i>Or other approved Science course</i>		
Major Studies (84 semester hours)		
Professional Education (30 hours)		
EDU102*-Introduction to Education (3)		
EDU200-Human Development: Conception to Puberty (3) OR		
EDU201-Human Development: Puberty to Death (3)		
EDU 312*-Content Area Literacy for PK-12 Teachers (3)		
EDU385*-Psych Applied to Teaching & Learning (3)		
EDU405*-Classroom Pragmatics (3)		
EDU415-Seminar in Student Teaching PK-12 (3)		
EDU470-Comprehensive Internship: PK-12 (12)		
*(Field Experience Hours Required)		
Specialized Subjects (54 hours)		
DNC105-Ballet Technique I (2)		
DNC106-Jazz Dance Technique I (2)		
DNC155-Dance Seminar I (1)		
DNC360-Dance Practicum (0)		
DNC365-Dance Practicum (3) (3 semesters, 1SH each)		
DNC200-Modern Dance Technique I (4) (2 sem., 2SH ea.)		
DNC205-Ballet Technique II (2)		
DNC206-Jazz Dance Technique II (2)		
DNC210-Dance Improvisation (2)		
DNC225-Dance Conditioning (2)		
DNC240-Pathways and Themes in Dance History (3)		
DNC245-Global DNC Practices:Social, Folk & Religious Forms (1)		
DNC250-Music for Dancers (2)		
DNC255-Dance Seminar II (1)		
DNC 280-Laban Movement Analysis (2)		
DNC290-Modern Dance Technique II (2)		
DNC320-Dance Science (3) (Prerequisite: DNC225)		
DNC 330-Repertory Dance Company (1)		
DNC 345*-Dance Pedagogy in Practice (3)		
DNC350*-Dance Pedagogy in Public Schools (3)		
DNC355-Dance Seminar III (1)		
DNC370-Dance Composition I (3)		
DNC371-Dance Composition II (3)		
DNC390-Modern Dance Technique III (2)		
DNC452*-Creative Dance (3)		
(*Field Service Hours Required)		
Dance Elective Courses (1)		
DNC101-Tap Dance Technique I (1)		
DNC110-Musical Theatre Dance (1)		
DNC201-Tap Dance Technique II (1)		
DNC330-Repertory Dance Company (1)		
General Electives (0 hours)		
EDU210-Educational Technology (3)		
Total Hours: 132		
*Field Service Hours Required		
<i>*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.</i>		

Sample Course Sequence for Dance Education

Freshman	Fall		Spring	
	ENG110	(3)	ENG112	(3)
	EDU102*	(3)	Knowledge Area (QL)	(3)
	Knowledge Area (Hu)	(3)	DNC200	(2)
	CU101	(1)	DNC106	(2)
	DNC200	(2)	DNC225	(2)
	DNC105	(2)	DNC210	(2)
	DNC155	(1)	DNC365	(1)
	DNC360	(0)	LIB101	(1)
		(15)		(16)
			Take Praxis Core	
Sophomore	Fall		Spring	
	EDU200/201	(3)	Knowledge Area (Arts)	(3)
	Knowledge Area (GP)	(3)	Knowledge Area (GP)	(3)
	DNC290	(2)	EDU312*	(3)
	DNC255	(1)	DNC290	(2)
	DNC360	(0)	DNC365	(1)
	DNC240	(3)	DNC250	(2)
	Knowledge Area (NS)	(3)	DNC245	(1)
	DNC 205	(2)	DNC206	(2)
		(17)		(17)
Junior	Fall		Spring	
	COM101	(3)	ELECTIVE	(3)
	EDU385*	(3)	ELECTIVE	(1)
	ELECTIVE	(3)	DNC345	(3)
	DNC305	(2)	DNC365	(1)
	DNC355	(1)	DNC390	(2)
	DNC360	(0)	DNC350*	(3)
	DNC320	(3)	DNC306	(2)
		(15)		(15)
			Take Praxis PLT	
Senior	Fall		Spring	
	EDU405*	(3)	EDU415	(3)
	EDU210 ELECTIVE	(3)	EDU470	(12)
	ELECTIVE	(3)		
	DNC305	(2)		
	DNC390/490	(2)		
	DNC360	(0)		
	DNC452*	(3)		
	DNC ELECTIVE	(1)		
		(17)		(15)

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

Need Praxis Core / Praxis PLT Requirements

Specific Course Requirements for Early Childhood Education

General Education (35 semester hours)		
College Success (2)		
CU 101-First Year Experience (1)	Coker Wellness (1)	
Foundational Prerequisites (6) <i>(Placement Exemptions Available)</i>		
ENG 110 (3)		
MAT 103 (3)		
Intellectual Core (10)		
COM 101 (3)		
ENG 111 (3)		
ENG 112 (3)		
LIB 101 (1)		
Distribution of Liberal Arts Knowledge Area Credits		
Arts (3)	ART 101 (3)	ART 180 (3)
ART 280 (3)	ART 281(3)	DNC 103 (3)
DNC 235 (3)	DNC 240 (3)	MUS 120 (3)
MUS 230 (3)	MUS 269 (3)	THE 100 (3)
THE 101 (3)	THE 150 (3)	THE 156 (3)
THE 301 (3)	THE 355 (3)	
Humanities (3)	COM 260 (3)	COM 285 (3)
COM 295 (3)	COM 305 (3)	ENG 215a (3)
ENG 215b (3)	ENG 215c (3)	ENG 236 (3)
ENG 240 (3)	HIS 197 (3)	HIS 201 (3)
HIS 202 (3)	HIS 210 (3)	HIS 211 (3)
IS 200 (3)	PHI 205 (3)	
Behavioral/Social Science (3)	AAS 302 (3)	BA 210 (3)
BA 222 (3)	BA 223 (3)	BUS 150 (3)
BUS 210 (3)	BUS 211 (3)	CRIM 105 (3)
CRIM/SOC 200 (3)	CRIM 355 (3)	HSC 301 (3)
NUR 301 (3)	PE 120 (3)	PE 215 (3)
PE 322 (3)	POL 101 (3)	POL 201 (3)
PSY 101 (3)	PSY 205 (3)	SOC 101 (3)
SOC 302 (3)		
Quantitative Literacy (3) <i>(Prereq. for Math: MAT103)</i>		
MAT 203-Elementary Statistics (3)		
MAT 220-History of Mathematics (3)	MAT 230- Precalculus (3)	
BA 215- Financial Literacy (3)		
BA 240-Business Statistics & Analytics (3)		
Global Perspectives & Cultures (6)		
AAS 200 (3)	CHI 1012 (6)	CHI 135 (3)
COM/ENG/THE 289 (3)	COM 290 (3)	COM/AAS 295 (3)
COM 340 (3)	COM/POL 347(3)	COM 380 (3)
DNC/AAS 245 (1)	ENG 205 (3)	ENG 220 (3)
ENG 226 (3)	ENG 228 (3)	ENG 230 (3)
ENG 232 (3)	ENG 236 (3)	ENG 238 (3)
FRE 101 (3)	FRE 102 (3)	FRE 110 (3)
HIS 241 (3)	HIS 255 (3)	HIS/POL 360 (3)
HIS 365 (3)	HIS 390 (3)	MUS 235 (3)
MUS/COM/THE 350 (3)	POL 225 (3)	PSY 210 (3)
SOC 102 (3)	SOC 202 (3)	SOC 205 (3)
SOC/CRIM 206 (3)	SOC 210 (3)	SOC/POL 300 (3)
SOC/POL 304 (3)	SOC/COM/POL 307 (3)	SOC 310 (3)
SOC/POL 312 (3)	SOC/POL 340 (3)	SOC/CRIM 353 (3)
SOC/CRIM 354 (3)	SOC 362 (3)	SOC 368 (3)
SOC 369 (3)	SOC 370 (3)	SPA 101 (3)
SPA 102 (3) THE 201 (3) THE/AAS 210 (3)		
Natural Science (3) <i>Or other approved Science course</i>		
BIO 101 (3)	BIO 102 (3)	
Additional Required Courses: (6)		
PHY 101-Physical Science (3)		
<i>or other approved Science course</i>		
ENG 251-Children's Literature and Folklore (3)		
Electives (6 hrs. or as needed)		
EDU 208-Handwriting for the Classroom Teacher (1)		
ART 180 (3)	HIS 202 (3)	
MUS 230 (3)	HIS 210 (3)	
MUS 235 (3)	HIS 211 (3)	
THE 100 (3)	SOC 101 (3)	
THE 150 (3)	PSY 101 (3)	
HIST 201 (3)	SPA 101 (3)	
PE 120 (3)	ENG 215a (3)	
ENG 215c (3)		
Coker Wellness (1)	EDU 199 (1)	
Major Studies (69)		
Professional Education (33 hours)		
EDU 102*-Introduction to Education (3)		
EDU 200-Human Development: Conception to Puberty (3)		
EDU 210-Educational Technology (3)		
EDU 385*-Psych Applied to Teaching & Learning (3)		
EDU 404*-Materials/Methods Early Childhood (3)		
EDU 405*-Classroom Pragmatics (3)		
EDU 410- Comp Internship: Early Childhood (12)		
EDU 415- Seminar in Student Teaching (3)		
<i>*Field Experience Hours Required</i>		
Specialized Subjects (36 hours)		
EDU 202*-Early Childhood Organization & Curriculum (3)		
EDU 211*-Foundations of English Language Arts (3)		
EDU 216*-Teaching Early Childhood School Mathematics (3)		
EDU 217*-Teaching Elementary School Mathematics (3)		
EDU 301*-Connect Home, School & Community (3)		
EDU 303*-Preschool Behavior (3)		
EDU 306*-Instructional Practices for Literacy (3)		
EDU 307*-Literacy in the Content Areas (3)		
EDU 330*-Assessments in Literacy (3)		
EDU 345*-Social Studies Methods for Teachers (3)		
EDU 350*-Science Methods for Teachers (3)		
<i>And one of the following: (3)</i>		
ART 290*-Art in the Public Schools (3)		
<i>(Typically offered fall, odd years) Or</i>		
EDU 290*-Art Integration (3)		
<i>(Typically offered Term IV, even years)</i>		
<i>*Field Service Hours Required</i>		
Total Hours: 120 minimum		
<i>*Field Service Hours Required</i>		
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 Early Childhood Education

Freshman	Fall		Spring	
	CU101	(1)	Knowledge Area (Arts)	(3)
	EDU102*	(3)	ENG112	(3)
	MAT 103	(3)	EDU202*	(3)
	EDU200	(3)	EDU216*	(3)
	ENG111	(3)	Knowledge Area (Be-SS)	(3)
	COM101	(3)	LIB101	(1)
		(16)		(16)
			<i>Take Praxis Core #5752</i>	
Sophomore	Fall		Spring	
	EDU211*	(3)	Elective	(3)
	EDU217*	(3)	EDU301*	(3)
	Praxis Core Prep/Elective	(1-3)	EDU306*	(3)
	Knowledge Area (NS)	(3)	Knowledge Area (Hu)	(3)
	Knowledge Area (GP1)	(3)	Knowledge Area (QL)	(3)
		(15)		(15)
Junior	Fall		Spring	
	EDU303*	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	Knowledge Area (GP2)	(3)	EDU290* or ART290*	(3)
	PHY101	(3)	ENG251	(3)
		(15)		(15)
	<i>Take Praxis II #5025</i>		<i>Take Praxis PLT #5621</i>	
Senior	Fall		Spring	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	EDU410	(12)
	EDU405* (Evening)	(3)		
	Elective	(3)		
	CU-Wellness	(1)		
		(13)		(15)
	Extra electives may be needed for financial aid/scholarships			

**A field experience in a local classroom is an integral course component
Need Praxis Core / Praxis PLT and II*

Specific Course Requirements for Elementary Education

General Education (45 semester hours)		
College Success (2)		
CU 101-First Year Experience (1)		Coker Wellness (1)
Foundational Prerequisites (6)		
(Placement Exemptions Available)		
ENG 110 (3)		
MAT 103 (3)		
Intellectual Core (10)		
COM 101 (3)		
ENG 111 (3)		
ENG 112 (3)		
LIB 101 (1)		
Distribution of Liberal Arts Knowledge Area Credits		
Arts (3)	ART 101 (3)	ART 180 (3)
ART 280 (3)	ART 281(3)	DNC 103 (3)
DNC 235 (3)	DNC 240 (3)	MUS 120 (3)
MUS 230 (3)	MUS 269 (3)	THE 100 (3)
THE 101 (3)	THE 150 (3)	THE 156 (3)
THE 301 (3)	THE 355 (3)	
Humanities (3)	COM 260 (3)	COM 285 (3)
COM 295 (3)	COM 305 (3)	ENG 215a (3)
ENG 215b (3)	ENG 215c (3)	ENG 240 (3)
ENG 236 (3)	HIS 201 (3)	HIS 202 (3)
HIS 210 (3)	HIS 211 (3)	IS 200 (3)
PHI 205 (3)		
Behavioral/Social Science (3)	AAS 302 (3)	BA 210 (3)
BA 222 (3)	BA 223 (3)	BUS 150 (3)
BUS 210 (3)	BUS 211 (3)	CRIM 105 (3)
CRIM/SOC 200 (3)	CRIM 355 (3)	HSC 301 (3)
NUR 301 (3)	PE 120 (3)	PE 215 (3)
PE 322 (3)	POL 101 (3)	POL 201 (3)
PSY 101 (3)	PSY 205 (3)	SOC 101 (3)
SOC 302 (3)		
Quantitative Literacy (3) <i>(Prereq. for Math: MAT103)</i>		
MAT 203-Elementary Statistics (3)		
MAT 220-History of Mathematics (3)		
BA 215- Financial Literacy		
Global Perspectives & Cultures (6)		
AAS 200 (3)	CHI 1012 (6)	CHI 135 (3)
COM/ENG/THE 289 (3)	COM 290 (3)	COM/AAS 295 (3)
COM 340 (3)	COM/POL 347(3)	COM 380 (3)
ENG 205 (3)	ENG 220 (3)	ENG 226 (3)
ENG 228 (3)	ENG 230 (3)	ENG 232 (3)
ENG 236 (3)	ENG 238 (3)	FRE 101 (3)
FRE 102 (3)	FRE 110 (3)	HIS 241 (3)
POL 360 (3)	HIS 390 (3)	MUS 235 (3)
MUS/COM/THE 350 (3)	POL 225 (3)	POL 360
(3). PSY 210 (3)	SOC 102 (3)	
SOC 202 (3)	SOC 205 (3)	SOC/CRIM 206 (3)
SOC 210 (3)	SOC/POL 300 (3)	SOC/POL 304 (3)
SOC/COM/POL 307 (3)	SOC 310 (3)	SOC/POL 312 (3)
SOC/POL 340 (3)	SOC/CRIM 353 (3)	SOC/CRIM 354 (3)
SOC 362 (3)	SOC 368 (3).	SOC 369 (3)
SOC 370 (3)	SPA 101 (3).	SPA 102 (3)
THE 201 (3)	THE/AAS 210 (3)	

Natural Science (3)	
BIO 101 (3)	BIO 102 (3)
<i>Or other approved Science course</i>	
Additional Required Courses: (6)	
PHY 101-Physical Science (3)	
<i>or other approved Science course</i>	
ENG 251-Children's Literature and Folklore (3)	
Electives (5-11)	
EDU 208-Handwriting for the Classroom Teacher (1)	
ART 180 (3)	HIS 202 (3)
MUS 230 (3)	HIS 210 (3)
MUS 235 (3)	HIS 211 (3)
THE 100 (3)	SOC 101 (3)
THE 150 (3)	PSY 101 (3)
HIS 201 (3)	SPA 101 (3)
PE 120 (3)	ENG 215a (3)
ENG 215b (3)	ENG 215c (3)
Coker Wellness (1)	EDU 199 (1)
Major Studies (63)	
Professional Education (33 hours)	
EDU 102*-Introduction to Education (3)	
EDU 200-Human Development: Conception to Puberty (3)	
EDU 210-Educational Technology (3)	
EDU 385*-Psych Applied to Teaching & Learning (3)	
EDU 404*-Materials/Methods Early Childhood (3)	
EDU 405*-Classroom Pragmatics (3)	
EDU 430- Comp Internship: Elementary Education (12)	
EDU 415-: Seminar in Student Teaching (3)	
<i>*Field Experience Hours Required</i>	
Specialized Subjects (30 hours)	
EDU 211*-Foundations of English Language Arts (3)	
EDU 216*-Teaching Early Childhood School Mathematics I (3)	
EDU 217*-Teaching Elementary School Mathematics (3)	
EDU 301*-Connect Home, School & Community (3)	
EDU 306*-Instructional Practices for Literacy (3)	
EDU 307*-Literacy in the Content Areas (3)	
EDU 330*-Assessments in Literacy (3)	
EDU 345*-Social Studies Methods for Teachers (3)	
EDU 350*-Science Methods for Teachers (3)	
<i>And one of the following: (3)</i>	
ART 290*-Art in the Public Schools (3)	
<i>(Typically offered fall, odd years) Or</i>	
EDU 290*-Art Integration (3)	
<i>(Typically offered Term IV, even years)</i>	
<i>*Field Service Hours Required</i>	
Total Hours: 120 minimum	
<i>*Field Service Hours Required</i>	
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 Elementary Education

Freshman	Fall		Spring	
	CU101	(1)	Knowledge Area (Arts)	(3)
	EDU102*	(3)	Knowledge Area (Be-SS)	(3)
	MAT103	(3)	Knowledge Area (GP1)	(3)
	EDU200*	(3)	EDU216*	(3)
	ENG111	(3)	ENG 112	(3)
	COM101	(3)	LIB101	(1)
		(16)		(16)
			<i>Take Praxis Core</i>	
Sophomore	Fall		Spring	
	EDU211*	(3)	Knowledge Area (Hu)	(3)
	EDU217*	(3)	EDU301*	(3)
	Praxis Core Prep/Elective	(1-3)	EDU306*	(3)
	Knowledge Area (NS)	(3)	Knowledge Area (QL)	(3)
	Elective	(3)	Elective	(3)
		(15)		(15)
Junior	Fall		Spring	
	Knowledge Area (GP2)	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	Elective	(3)	EDU290* or ART290*	(3)
	PHY101	(3)	ENG251	(3)
		(15)		(15)
	<i>Take Praxis II #5001</i>		<i>Take Praxis PLT #5622</i>	
Senior	Fall		Spring	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	EDU430	(12)
	EDU405* (Evening)	(3)		
	Elective, if needed	(3)		
	CC-Wellness	(1)		
		(13)		(15)
	**Extra 2-hour elective if 15 hrs needed for financial aid/scholarships			

****A field experience in a local classroom is an integral course component.
Need Praxis Core and Praxis II Requirements***

Specific Course Requirements for General Education (Non-Licensure Degree Program)

General Education (35 semester hours)		
College Success (2)		
CU 101-First Year Experience (1)	Coker Wellness (1)	
Foundational Prerequisites (6) <i>(Placement Exemptions Available)</i>		
ENG 110 (3)		
MAT 103 (3)		
Intellectual Core (10)		
COM 101 (3)		
ENG 111 (3)		
ENG 112 (3)		
LIB 101 (1)		
Distribution of Liberal Arts Knowledge Area Credits		
Arts (3)	ART 101 (3)	ART 180 (3)
ART 280 (3)	ART 281(3)	DNC 103 (3)
DNC 235 (3)	DNC 240 (3)	MUS 120 (3)
MUS 230 (3)	MUS 269 (3)	THE 100 (3)
THE 101 (3)	THE 150 (3)	THE 156 (3)
THE 301 (3)	THE 355 (3)	
Humanities (3)	COM 260 (3)	COM 285 (3)
COM 295 (3)	COM 305 (3)	ENG 215a (3)
ENG 215b (3)	ENG 215c (3)	ENG 236 (3)
ENG 240 (3)	HIS 197 (3)	HIS 201 (3)
HIS 202 (3)	HIS 210 (3)	HIS 211 (3)
IS 200 (3)	PHI 205 (3)	
Behavioral/Social Science (3)	AAS 302 (3)	BA 210 (3)
BA 222 (3)	BA 223 (3)	BUS 150 (3)
BUS 210 (3)	BUS 211 (3)	CRIM 105 (3)
CRIM/SOC 200 (3)	CRIM 355 (3)	HSC 301 (3)
NUR 301 (3)	PE 120 (3)	PE 215 (3)
PE 322 (3)	POL 101 (3)	POL 201 (3)
PSY 101 (3)	PSY 205 (3)	SOC 101 (3)
SOC 302 (3)		
Quantitative Literacy (3) <i>(Prereq. for Math: MAT103)</i>		
MAT 203-Elementary Statistics (3)		
MAT 220-History of Mathematics (3)		
BA 215- Financial Literacy		
Global Perspectives & Cultures (6)		
AAS 200 (3)	CHI 1012 (6)	CHI 135 (3)
COM/ENG/THE 289 (3)	COM 290 (3)	COM/AAS 295 (3)
COM 340 (3)	COM/POL 347(3)	COM 380 (3)
DNC/AAS 245 (1)	ENG 205 (3)	ENG 220 (3)
ENG 226 (3)	ENG 228 (3)	ENG 230 (3)
ENG 232 (3)	ENG 236 (3)	ENG 238 (3)
FRE 101 (3)	FRE 102 (3)	FRE 110 (3)
HIS 241 (3)	HIS 255 (3)	HIS/POL 360 (3)
HIS 365 (3)	HIS 390 (3)	MUS 235 (3)
MUS/COM/THE 350 (3)	POL 225 (3)	PSY 210 (3)
SOC 102 (3)	SOC 202 (3)	SOC 205 (3)
SOC/CRIM 206 (3)	SOC 210 (3)	SOC/POL 300 (3)
SOC/POL 304 (3)	SOC/COM/POL 307 (3)	SOC 310 (3)
SOC/POL 312 (3)	SOC/POL 340 (3)	SOC/CRIM 353 (3)
SOC/CRIM 354 (3)	SOC 362 (3)	SOC 368 (3)
SOC 369 (3)	SOC 370 (3)	SPA 101 (3)
SPA 102 (3)	THE 201 (3)	THE/AAS 210 (3)
Natural Science (3) <i>Or other approved Science course</i>		
BIO 101 (3)		BIO 102 (3)
Additional Required Courses: (6)		
PHY 101-Physical Science (3)		
<i>or other approved Science course</i>		
ENG 251-Children's Literature and Folklore (3)		
Electives (15 hrs. or as needed)		
ART 180 (3)	HIS 202 (3)	
MUS 230 (3)	HIS 210 (3)	
MUS 235 (3)	HIS 211 (3)	
THE 100 (3)	SOC 101 (3)	
THE 150 (3)	PSY 101 (3)	
HIST 201 (3)	SPA 101 (3)	
PE 120 (3)	ENG 215a (3)	
ENG 215c (3)	Coker Wellness (1)	
EDU 199 (1)	EDU 208 (1)	
EDU 398 (3)	HUM 200 (3)	
Major Studies (54)		
Professional Education (18 hours)		
EDU 102*-Introduction to Education (3)		
EDU 200-Human Development: Conception to Puberty (3)		
EDU 210-Educational Technology (3)		
EDU 385*-Psych Applied to Teaching & Learning (3)		
EDU 404*-Materials/Methods Early Childhood (3)		
EDU 405*-Classroom Pragmatics (3)		
<i>*Field Experience Hours Required</i>		
Specialized Subjects (36 hours)		
EDU 202*-Early Childhood Organization & Curriculum (3)		
EDU 211*-Foundations of English Language Arts (3)		
EDU 216*-Teaching Early Childhood School Mathematics (3)		
EDU 217*-Teaching Elementary School Mathematics (3)		
EDU 301*-Connect Home, School & Community (3)		
EDU 303*-Preschool Behavior (3)		
EDU 306*-Instructional Practices for Literacy (3)		
EDU 307*-Literacy in the Content Areas (3)		
EDU 330*-Assessments in Literacy (3)		
EDU 345*-Social Studies Methods for Teachers (3)		
EDU 350*-Science Methods for Teachers (3)		
And one of the following: (3)		
ART 290*-Art in the Public Schools (3)		
<i>(Typically offered fall, odd years) Or</i>		
EDU 290*-Art Integration (3)		
<i>(Typically offered Term IV, even years)</i>		
<i>*Field Service Hours Required</i>		
Total Hours: 120 minimum		
<i>*Field Service Hours Required</i>		

**Sample Course Sequence for General Education
(Non-Licensure Degree Program)**

Freshman	Fall		Spring	
	CU101	(1)	Knowledge Area (Arts)	(3)
	EDU102*	(3)	ENG112	(3)
	MAT103	(3)	EDU202*	(3)
	EDU200	(3)	EDU216*	(3)
	ENG111	(3)	Knowledge Area (Be-SS)	(3)
	COM101	(3)	LIB101	(1)
		(16)		(16)
Sophomore	Fall		Spring	
	EDU211*	(3)	Elective	(3)
	EDU217*	(3)	EDU301*	(3)
	Elective	(1-3)	EDU306*	(3)
	Knowledge Area (NS)	(3)	Knowledge Area (Hu)	(3)
	Knowledge Area (GP1)	(3)	Knowledge Area (QL)	(3)
		(15)		(15)
Junior	Fall		Spring	
	EDU303*	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	Knowledge Area (GP2)	(3)	EDU290* or ART290	(3)
	PHY101	(3)	ENG251	(3)
		(15)		(15)
Senior	Fall		Spring	
	EDU210	(3)	EDU 398	(6)
	EDU404* (Evening)	(3)	EDU 208	(1)
	EDU405* (Evening)	(3)	Elective	(2-3)
	Elective	(3)	Elective	(2-3)
	CU-Wellness	(1)	CU-Wellness	(1)
		(13)		(12-14)
	Extra electives may be needed for financial aid/scholarships		Extra electives may be needed for financial aid/scholarships	

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

Specific Course Requirements for Music Education

(Bachelor of Music – Choral Concentration)

General Education (40 semester hours)	
College Success (3) (Day Only)	
CU101-Coker University 101 (1)	
MUS197-First-Year Seminar (1) [required]	
Coker Wellness (1)	
Foundational Prerequisites (6)	
<i>(Placement Exemptions Available)</i>	
ENG110 (3)	
MAT103 (3)	
Intellectual Core (10)	
COM101 (3)	
ENG111 (3)	
ENG112 (3)	
LIB101 (1)	
Liberal Arts: Quantitative Literacy (3)	
<i>(Prerequisite for Math Course: MAT103)</i>	
MAT203-Introduction of Statistics (3)	
MAT220-The History of Mathematics (3) [recommended]	
MAT230-Precalculus (3)	
Liberal Arts: Behavioral/Social Science (3)	
EDU102*-Introduction to Education (3) [required]	
<i>*(Field Experience Hours Required)</i>	
Liberal Arts: Natural Science (3)	
<i>(Prerequisite for Science Course: MAT103)</i>	
BIO 101-Principles of Biology (3)	
BIO102-Biology of Whole Organisms (3)	
CHE101-General Chemistry I (3) <i>[intended for BIO majors]</i>	
PHY101-Physical Science (3)	
Liberal Arts: Arts (3)	
THE150-Intro to Theater Production (3) [recommended]	
Liberal Arts: Humanities (3 from)	
COM289-Film Criticism (3)	
HIS201-The United States from Discovery to 1856 (3)	
HIS202-The United States since 1865 (3)	
HIS210-Western Civilization I (3)	
HIS211-Western Civilization II (3)	
Liberal Arts: Global Perspectives & Cultures (6)	
MUS235-Intro to World Music (3) [required]	
Any other course in this category (3)	
Major Studies (89 semester hours)	
Professional Education (27)	
<i>EDU200-Human Development: Conception to Puberty (3) OR</i>	
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)	
<i>*(Field Experience Hours Required)</i>	

Specialized Subjects (52-62 semester hours)

Applied Lessons: Voice (10)

Five of the following: (10)

MUS111V; 112V; 211V; 212V; 311V; 312V; -Applied Music: Voice (2each)

MUS380-Half Recital (0)

Secondary Instrument: Keyboard Skills (8)

(Courses determined by student proficiency)

MUS103/104, MUS101P/102P (8)

Music Events (0)

MUS100 (6 semesters)

Ensemble (0-7)

MUS152-Coker Singers (0-1)

MUS161-Coker Contemporary Chorus (0-1)

Theory & History (26)

MUS121-Music Theory I (3)

(MUS120 Foundations of Musical Skill (3), is a prerequisite 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)

MUS321-Form and Analysis (3)

MUS200-Introduction to Music Technology (2)

MUS331-Survey of Music History I (3)

MUS332-Survey of Music History II (3)

Music Education (11)

MUS180*-Instrumental Methods for Choral Students (1)

MUS362*-Elementary Music Methods & Materials (3)

(Includes instruction in reading in content area)

MUS363*-Secondary Music Methods & Materials (3)

(Includes instruction in reading in content area)

MUS371-Conducting (2)

MUS372-Advanced Conducting (2)

*(*Field Service Hours Required)*

Total Hours: 129

**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.*

Course Requirements for Bachelor of Music Education
Choral Concentration
Sample Even-Year Course Sequence

First Year	Fall 2026		Spring 2027	
	CC101	(1)	LA#2:BEH/SOC-EDU102*	(3)
	COM101	(3)	EDU200/201	(3)
	ENG110	(3)	ENG111	(3)
	LIB101	(1)	MUS197	(1)
	MUS103 or 101/102P	(2)	MUS104 or 101/102P	(2)
	MUS111V	(2)	MUS112V	(2)
	LA #1	(3)	MUS200	(2)
	MUS152/161	(1)	MUS131	(1)
	MUS100	(0)	MUS152/161	(1)
			MUS100	(0)
		(16)	Take Praxis Core	(18)
Sophomore	Fall 2027		Spring 2028	
	ENG112	(3)	MAT103	(3)
	LA #3 or MUS331	(3)	EDU312*	(3)
	MUS122	(3)	MUS362*	(3)
	MUS132	(1)	MUS231	(1)
	MUS211V	(2)	MUS212V	(2)
	MUS152/161	(1)	MUS221	(3)
	MUS100	(0)	LA#4: GLOBAL- MUS235 [required]	(3)
	MUS101P (1 of 4)	(1)	MUS152/161	(0)
	MUS180*	(1)	MUS100	(0)
		(15)		(18)
Junior	Fall 2028		Spring 2029	
	Coker Wellness	(1)	LA#7	(3)
	LA#5	(3)	EDU385*	(3)
	LA#6	(3)	MUS101P (3 of 4)	(1)
	MUS180*	(1)	MUS312V	(2)
	MUS101P (2 of 4)	(1)	MUS332	(3)
	MUS311V	(2)	MUS372	(2)
	MUS321	(3)	MUS152/161	(1)
	MUS371	(2)	MUS100	(0)
	MUS152/161	(1)		(15)
	MUS100	(0)		
	Take Praxis II	(17)	Take Praxis PLT	
Senior	Fall 2029		Spring 2030	
	EDU405* Evening	(3)	EDU415	(3)
	MUS331 or LA#3	(3)	EDU470	(12)
	(elective)	(3)		
	MUS363*	(3)		
	MUS101P (4 of 4)	(1)		
	MUS380	(0)		
	MUS152/161	(1)		

		(14)		(15)
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**A field experience in a local classroom is an integral course component.*

Bachelor of Music Education - Choral Concentration
Sample Odd-Year Course Sequence

First Year	Fall 2025		Spring 2026	
	CC101	(1)	Lib Arts #2: BEH/SOC-EDU102*	(3)
	COM101	(3)	MUS 362*	(3)
	ENG110	(3)	ENG111	(3)
	LIB101	(1)	MUS197	(1)
	Liberal Arts #1	(3)	MUS112V	(2)
	MUS111V	(2)	MUS121	(3)
	MUS120	(3)	MUS131	(1)
	MUS152/161	(1)	MUS152/161	(1)
	MUS100	(0)	MUS100	(0)
		(17)	Take Praxis Core	(17)
Sophomore	Fall 2026		Spring 2027	
	ENG 112	(3)	MUS104	(2)
	MUS103	(2)	EDU312*	(3)
	EDU200/201	(3)	MUS212V	(2)
	MUS122	(3)	MUS221	(3)
	MUS132	(1)	MUS231	(1)
	MUS371	(3)	MUS200	(2)
	MUS211V	(2)	MUS332	(3)
	MUS152/161	(1)	MUS152/161	(0)
	MUS100	(0)	MUS100	(0)
			MUS372	(2)
		(18)		(18)
Junior	Fall 2027		Spring 2028	
	Liberal Arts #3	(3)	Liberal Arts #5	(3)
	Liberal Arts #4 [QL]	(3)	Liberal Arts #6	(3)
	MUS180*	(1)	Lib Arts #7:GLOBAL-MUS235	(3)
	MUS101P (1 of 4)	(1)	MUS312V	(2)
	MUS311V	(2)	MUS101P (2 of 4)	(1)
	MUS331	(3)	MUS372	(2)
	MUS363*	(3)	MUS152/161	(1)
	MUS152/161	(1)	MUS100	(0)
	MUS100	(0)	Coker Wellness	(1)
		(17)		(16)
Senior	Fall 2028		Spring 2029	
	MUS321	(3)	EDU415	(3)
	EDU405* Evening	(3)	EDU470	(12)
	EDU385*	(3)		
	MUS380	(0)		
	MUS152/161	(1)		
	MUS102P (3 & 4 of 4)	(2)		
		(12)		(15)

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

Specific Course Requirements for Music Education

Bachelor of Music – Instrumental Concentration

General Education (40 semester hours)	
College Success (3) (Day Only)	
CU101-Coker University 101 (1) MUS197-First-Year Seminar (1) [required] Coker Wellness (1)	
Foundational Prerequisites (6) <i>(Placement Exemptions Available)</i>	
ENG110 (3) MAT103 (3)	
Intellectual Core (10)	
COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)	
Liberal Arts: Quantitative Literacy (3) <i>(Prerequisite for Math Course: MAT103)</i>	
MAT203-Introduction of Statistics (3) MAT220-The History of Mathematics (3) [recommended] MAT230-Precalculus (3)	
Liberal Arts: Behavioral/Social Science (3) <i>EDU102*-Introduction to Education (3) [required] *(Field Experience Hours Required)</i>	
Liberal Arts: Natural Science (3) <i>(Prerequisite for Science Course: MAT103)</i>	
BIO 101-Principles of Biology (3) BIO102-Biology of Whole Organisms (3) CHE101-General Chemistry I (3) <i>[intended for BIO majors]</i> PHY101-Physical Science (3)	
Liberal Arts: Arts (3) <i>THE150-Intro to Theater Production (3) [recommended]</i>	
Liberal Arts: Humanities (3 from)	
COM289-Film Criticism (3) HIS201-The United States from Discovery to 1856 (3) HIS202-The United States since 1865 (3) HIS210-Western Civilization I (3) HIS211-Western Civilization II (3)	
Liberal Arts: Global Perspectives & Cultures (6) <i>MUS235-Intro to World Music (3) Any other course in this category (3)</i>	
Major Studies (92 semester hours)	
Professional Education (27)	
<i>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 Experience Hours Required)</i>	

Specialized Subjects (55-65 semester hours)

Applied Lessons: Principal performing

Instrument (14)

Seven of the following: (14)

MUS111I; 112I; 211I; 212I; 311I; 312I; 411I; 412I-Applied Music: Instrumental (2 each)
MUS380-Half Recital (0)

Secondary instrument: Keyboard Skills (4)

(Courses determined by student proficiency)

MUS103, MUS 104 or MUS 101P/102P (4)

Music Events (0)

MUS100 (6 semesters)

Ensemble (0-7)

MUS158-Coker Concert Band (0-1)

Theory & History (23-26)

MUS121-Music Theory I (3)

(MUS120 Foundations of Musical Skill (3), is a prerequisite 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)

MUS321-Form and Analysis (3)

MUS200-Introduction to Music Technology (2)

MUS331-Survey of Music History I (3)

MUS332-Survey of Music History II (3)

Music Education (14)

MUS181*-Instrumental Techniques: Strings (1)

MUS182*-Instrumental Techniques: Brass & Percussion (1)

MUS183*-Instrumental Techniques: Woodwinds (1)

MUS184*-Choral Methods for Instrumental Students (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: 132

**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.*

Course Requirements for Bachelor of Music Education
Instrumental Concentration
Sample Even-Year Course Sequence

First Year	Fall 2024		Spring 2025	
	CC101	(1)	LA #1: BEH/SOC- EDU102*	(3)
	COM101	(3)	EDU200/201	(3)
	ENG110	(3)	ENG111	(3)
	LIB101	(1)	MUS197	(1)
	MUS103 or 101P/102P	(2)	MUS104 or 101P/102P	(2)
	MUS111I	(2)	MUS112I	(2)
	MUS120	(3)	MUS121	(3)
	MUS158	(1)	MUS131	(1)
	MUS100	(0)	MUS158	(0)
			MUS100	(0)
		(16)	Take Praxis Core	(18)
Sophomore	Fall 2025		Spring 2026	
	ENG 112	(3)	MAT 103	(3)
	LA #2 or MUS331	(3)	EDU312*	(3)
	MUS122	(3)	MUS371	(2)
	MUS132	(1)	MUS231	(1)
	MUS211I	(2)	MUS212I	(2)
	MUS181* or MUS184*	(1)	MUS221	(3)
	MUS158	(1)	LA #3: GLOBAL-MUS235 [required]	(3)
	MUS100	(0)	MUS158	(0)
	MUS200	(2)	MUS181* or MUS184*	(1)
			MUS100	(0)
		(16)		(18)
Junior	Fall 2026		Spring 2027	
	Coker Wellness	(1)	LA #6	(3)
	LA #4	(3)	MAT Core	(3)
	LA #5	(3)	EDU385*	(3)
	MUS182*	(1)	MUS312I	(2)
	MUS183*	(1)	MUS332	(3)
	MUS311I	(2)	MUS362*	(3)
	MUS321	(3)	MUS158	(1)
	MUS372	(2)	MUS100	(0)
	MUS158	(1)		
	MUS100	(0)		
		(17)		(18)
	Take Praxis II		Take Praxis PLT	
Senior	Fall 2027		Spring 2028	
	EDU405* Evening	(3)	EDU415	(3)
	MUS331 or LA #2	(3)	EDU470	(12)
	LA #7	(3)		
	MUS363*	(3)		
	MUS411I	(2)		
	MUS380	(0)		
	MUS158	(1)		
		(12)		(15)

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

Need Praxis Core & Praxis II

Bachelor of Music Education - Instrumental Concentration

Sample Odd-Year Course Sequence

First Year	Fall 2023		Spring 2024	
	CC101	(1)	LA #1: BEH/SOC- EDU102*	(3)
	COM101	(3)	EDU200/201	(3)
	ENG110	(3)	ENG111	(3)
	LIB101	(1)	MUS197	(1)
	MUS103 or 101/102P	(2)	MUS104 or 101/102P	(2)
	MUS111I	(2)	MUS112I	(2)
	MUS120	(3)	MUS121	(3)
	MUS158	(1)	MUS131	(1)
	MUS100	(0)	MUS158	(0)
			MUS100	(0)
		(16)	Take Praxis Core	(18)
Sophomore	Fall 2024		Spring 2025	
	ENG 112	(3)	MAT 103	(3)
	LA #2	(3)	EDU312*	(3)
	LA #3	(3)	MUS212I	(2)
	MUS122	(3)	MUS221	(3)
	MUS132	(1)	MUS231	(1)
	MUS182*	(1)	MUS332	(3)
	MUS183*	(1)	MUS362*	(3)
	MUS211I	(2)	MUS158	(0)
	MUS158	(0)	MUS100	(0)
	MUS100	(0)		
		(18)		(18)
Junior	Fall 2025		Spring 2026	
	MUS 200	(1)	LA #5	(3)
	LA #4	(3)	LA #6: GLOBAL- MUS 235 [required]	(3)
	MUS331	(3)	MUS312I	(2)
	MAT Core	(1)	MUS181* or MUS 184*	(1)
	MUS181* or MUS 184*	(1)	MUS371	(2)
	MUS311I	(2)	MUS158	(1)
	MUS363*	(2)	MUS100	(0)
	MUS158	(1)	Coker Wellness	(1)
	MUS100	(0)		
		(15)		(13)
	Take Praxis II			
Senior	Fall 2026		Spring 2027	
	MUS321	(3)	EDU415	(3)
	EDU405* Evening	(3)	EDU470	(12)
	EDU385*	(3)		
	MUS372	(2)		
	MUS380	(0)		
	MUS158	(1)		
	LA #7	(3)		
	Take Praxis PLT		(15)	(15)

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

Need Praxis Core & Praxis I

Appendices

Field Experience Policies and Procedures

Revised Fall 2022

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 toward 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 school districts and agencies, the Coker University Teacher Education Program puts its purpose statement 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 to 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) and active student headcounts are available on the SCDE website (<https://ed.sc.gov/data/other/student-counts/active-student-headcounts/>).

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 logs 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. Supervising teachers are encouraged to have teacher candidates assist them with routine tasks (e.g. grading papers, working to assist individual children).

Phase 2 - Teacher candidates are heavily involved in the instructional setting. They teach lessons that might be tutorials, small groups, or whole groups. 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 must synthesize all of Coker's coursework and field experiences in this phase. Experiences involve the 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 faculty and staff provide support services which include an orientation seminar and scheduled afternoon seminars that focus on reflection and problem-solving issues as they relate to the student teaching experience. State and local school personnel and representatives from various education organizations and community agencies are valuable contributors in these seminars. A detailed description of Phase 4 can be found in *The Student Teaching Experience: A Partnership Venture*. Candidates are placed in public school settings according to the area of certification to fulfill a **12-week, full-time** clinical experience for a minimum of 60 days.

Partnering with School Districts

Coker University maintains an annual written agreement between the University and collaborating school districts that 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 Coordinator 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 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 Coordinator 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 timesheet and to obtain the supervising teacher's initials on that sheet to verify each visit, if these expectations are specified within the course. Digital timesheets are kept through the use of LiveText, a browser-based e-portfolio and assessment management web application. 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, timesheet, 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 Coordinator 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 your assigned supervising teacher.
2. Check in at the school office on each school visit.
3. Introduce yourself to the school principal.
4. Always dress professionally.
5. Understand and follow school rules while in attendance there. You are a role model for students.
6. Contact the principal or school office and supervising teacher as soon as possible if circumstances should prohibit you from 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 your supervising teacher and/or university supervisor as soon as possible.
9. Remember that the internship is integral to coursework and **no course credit can be awarded until internship requirements have been met.**

Professional Dispositions

The teacher candidate should:

1. Demonstrate confidence with the subject matter in classroom interactions,
2. Appreciate the importance of cultural literacy,
3. Exhibit an attitude of reflection and perseverance,
4. Commit to ethical and professional values,
5. Appreciate student diversity,
6. Be an advocate of students and of the profession,
7. Value life-long learning,
8. Take the initiative in personal learning and be a member of the community of learners, and
9. Appreciate and participate 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 Coordinator 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 (e.g. disabled, attention deficit disorder, gifted). 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 Coordinator of Education Internship Programs at Coker University and progressing to the teacher candidate placed with a supervising teacher:

The Coordinator 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 Coordinator 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 Coordinator of Education Internship Programs, and
3. Provide internship placement information.

The Supervising Teacher will:

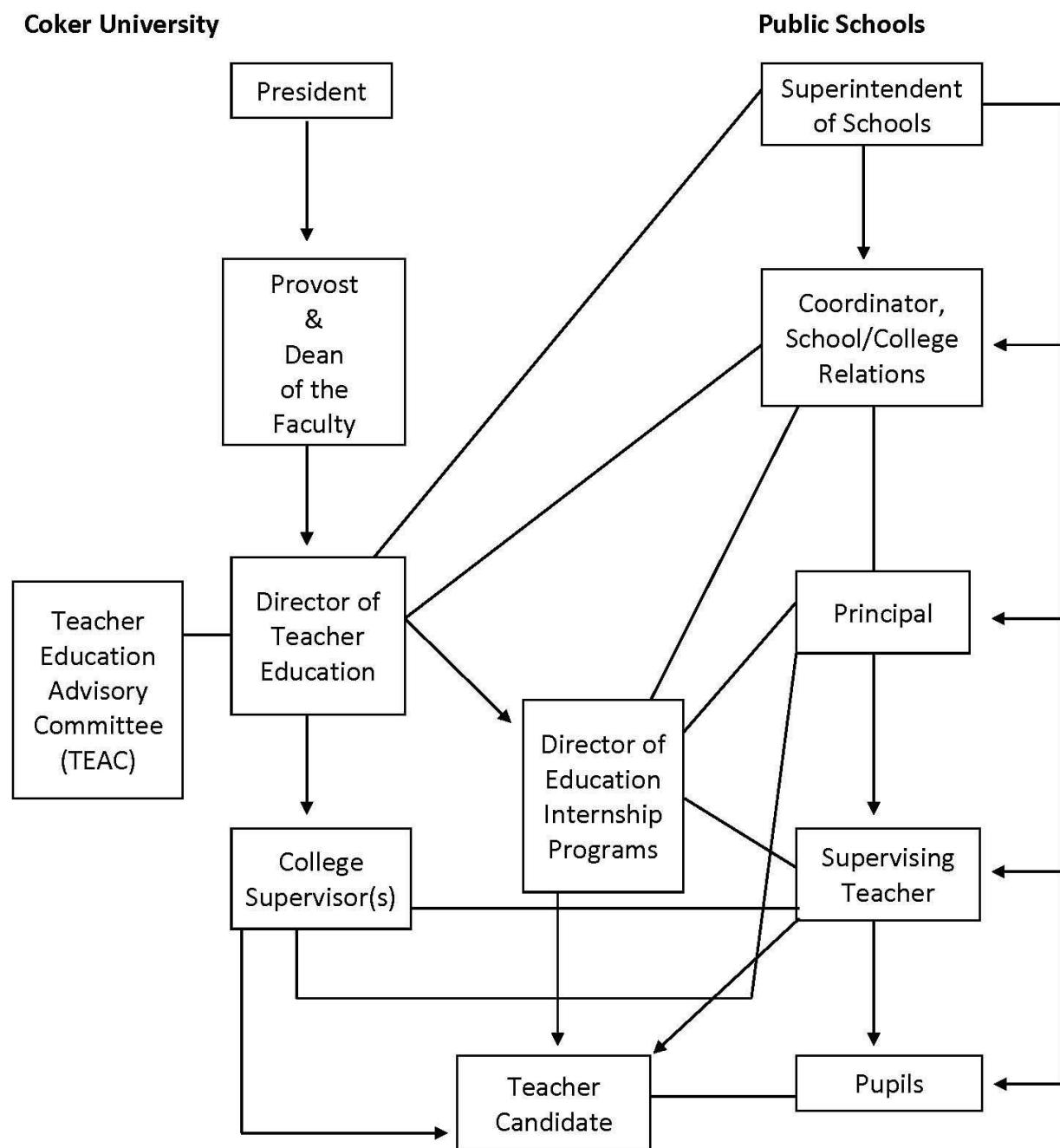
1. Meet with the candidate to discuss internship expectations and plans,
2. Share expertise with the candidate,
3. Verify the *Clinical Internship Record of Attendance* for each internship occurrence or register and approve visits on LiveText,
4. Provide feedback to the candidate, including the completion of the *Evaluation of Teacher Candidate* form, and
5. Contact the university supervisor and/or the Coordinator 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 Coordinator of Education Internship Programs to be placed in the candidate's file (before the first internship).
2. Complete and submit the *Background Check Form* along with fee payment to the Coordinator of Education Internship Programs.
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. Bring a journal to Coker class for discussion purposes, as requested.
9. Receive feedback from the supervising teacher, including the completion of the *Evaluation of Teacher Candidate* form.
10. Submit all internship forms, journals, 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 and socioeconomic groups, in a variety of S.C. public school settings and grade levels, and interact with exceptional children, and
 14. Contact the university supervisor or the Coordinator of Education Internship Programs immediately if a conflict arises so that timely and appropriate solutions can be found.

Appendix A - Who's Who in Field Experiences



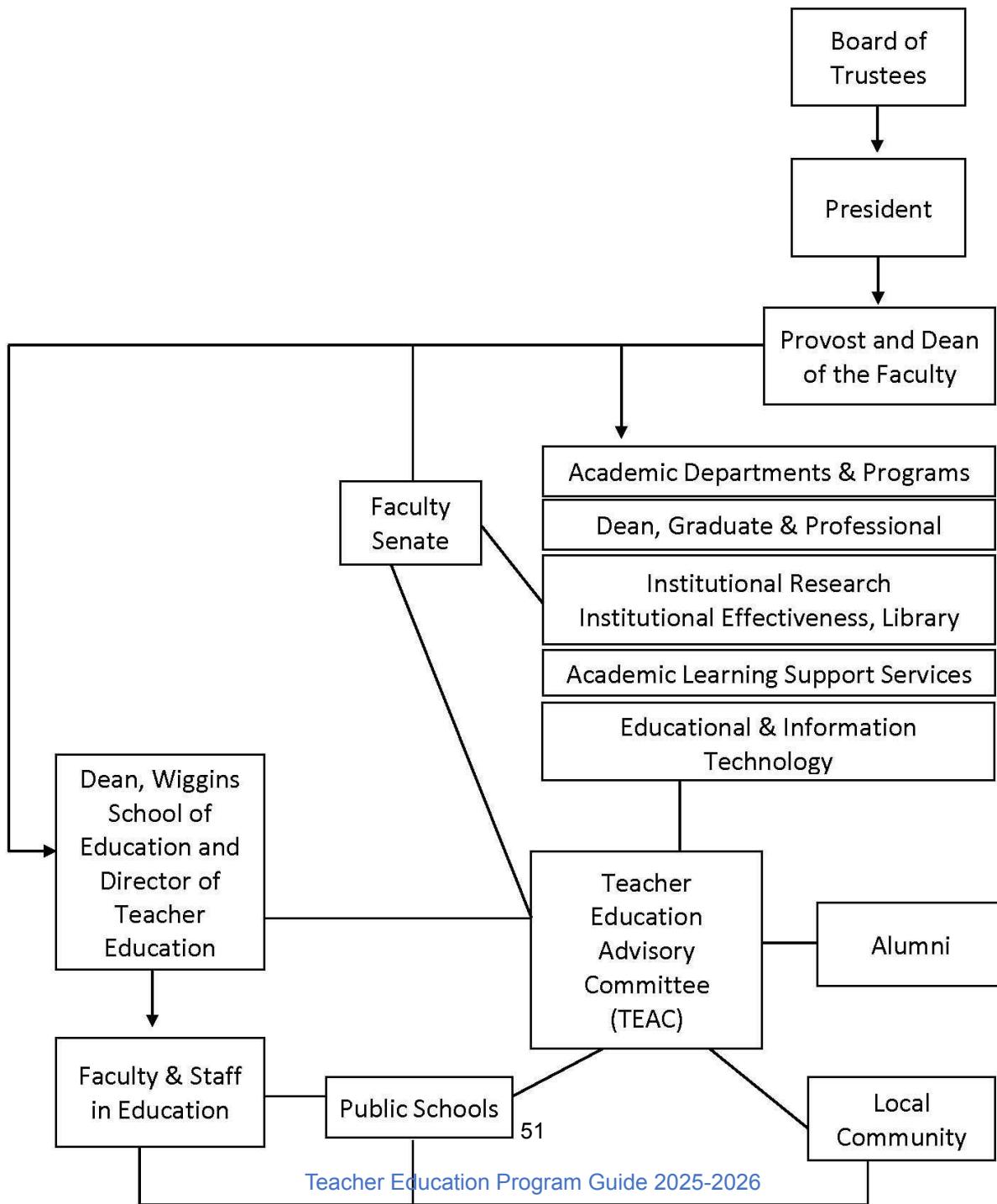
Key to Relationships and Responsibilities:

- ## Administrative Control

Primary Channel of Advisement, Coordination & Supervision

Appendix B – Organizational Chart of Teacher Education

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



Key to Relationships and Responsibilities:

- Administrative Control
- _____ Primary Channel of Advisement, Coordination & Supervision

Appendix C – (TEP) Teacher Education Program Application

Date: _____

Submit the written application in person to the Coordinator of Education Internship Programs 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).

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) _____

Please thoughtfully answer these questions to help the faculty evaluate your readiness for admission to the Coker University Teacher Education Program (TEP).

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

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

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

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

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

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

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

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

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

I certify that I have been informed of the 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 _____

Date _____

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 _____
Writing _____
Math _____ SAT _____
ACT _____

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

Signature _____ Date _____

Coordinator 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:

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.)

Candidate's Strengths:

Candidate's Goal Areas:

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 (Do not use your Coker email here) _____

Placement Information:

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

Fall Spring 2022 2023 2024 2025 2026

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.

Test Name Date Score

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.

I recommend this teacher candidate with the following conditions: _____

Advisor's Signature _____ Date _____

Date received by the Coordinator 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 _____ P.L.T. _____ P Date _____

Date _____ P.L.T. _____ P Hours of Field Experience in Progress _____

Date _____ P.L.T. _____ P Date _____

*Praxis PLT/Praxis II 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 – Sequence of Program Decision

Sequence of Program Decision
Admission to the College/Pre-admission to Teacher Education Program <ul style="list-style-type: none">• Pass all three portions of Praxis Core or SAT/ACT equivalent scores• Demonstrate acceptable oral and written communications skills* .• Complete 60 semester hours of coursework .• Successfully complete 40 hours of field experience• Earn and maintain a minimum 2.75 GPA overall and in the combined professional education and area of specialization courses• Attend a TEP Orientation
Admission to Teacher Education (Decision Point 1) <ul style="list-style-type: none">• Submit an application which includes:<ul style="list-style-type: none">o A writing sample*o A Self-Assessment of Dispositionso Recommendations from faculty advisor and a minimum of two additional professors (one external to the Wiggins School of Education) .• Successfully complete a presentation/interview with the Teacher Education Advisory Committee (TEAC)*• Receive approval for admission by the Teacher Education Advisory Committee
Admission to Student-Teaching (Decision Point 2) <ul style="list-style-type: none">• Attend a student teaching orientation• Submit to a SLED and FBI criminal background check• Submit a Student Teaching application• Clear a SLED and FBI criminal background check• Complete a writing sample*, EEDA assessment, and Self-Assessment of Dispositions• Successfully complete a student teaching interview*• Successfully complete 100 hours of field experience• Take the Praxis II specialty program exam(s) and the PLT
Completion of Student-Teaching (Decision Point 3) <ul style="list-style-type: none">• Successfully complete the Seminar in Student Teaching (EDU 415) with a 2.0 or higher on the• Successfully complete an intensive 60-day placement in a public school
Program Completion (Decision Point 4) Review of transcript <ul style="list-style-type: none">• Transcripts are reviewed to ensure that all program requirements are met and that the required GPA was achieved.• While passing the Praxis II specialty program exam(s) and the PLT is required for program completion and South Carolina teacher certification, it is not a requirement for graduation.
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 – Approximate Costs Associated with the Teacher Education Program

Estimated Costs of Teacher Education

(Prices based on 2024-2025 figures and may change without notice.)

Watermark Student Learning and Licensure

One subscription valid for 5 years \$50.00

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 Fingerprinting	\$51.50
Student Teaching Fee	\$100.00
Praxis PLT/Praxis II	<i>See Below</i>

Praxis PLT & Praxis II

Please refer to the Praxis website for updates <https://www.ets.org/praxis/register/fees/>

Principles of Learning and Teaching

PLT: Early Childhood #5621 (ECE or ECE/ELEM, dual)	\$156.00
PLT: Grades K-6 #5622 (ELEM)	\$156.00
PLT: Grades 7-12 #5624 (Secondary)	\$156.00
PLT: PreK-12 #5625 (All PreK-12 teaching fields)	\$156.00

Art: Content and Analysis	\$156.00
Biology: Content Knowledge	\$130.00
Early Childhood Education #5025	\$130.00
Elementary Education: Multiple Subjects #5001	\$180.00
Reading/Language Arts #5002	\$64.00
Math #5003	\$64.00
Social Studies #5004	\$64.00
Science #5005	\$64.00
Music: Content and Instruction #5114	\$156.00