

Coker University Wiggins School of Education



Teacher Education Program Guide

2020-2021

Preparing Professionals with
Initiative, Ingenuity, and Integrity



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

Furthermore, I understand the following regarding Praxis Core:

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

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

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

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

*Candidates who earned a total score of 22 on the ACT and at least 1100 (Evidence-based Reading and Writing and Math) on the redesigned SAT may exempt all three subtests of the Praxis Core exam requirement. A candidate with a score of 550 on the Evidence-based Reading and Writing portion of the SAT may exempt the Reading and Writing subtests of Praxis Core. A candidate who earned 550 on the Math portion of the total score of at least 1650 (Math, Reading, and Writing) on the SAT administered between 2005 and 2015, may exempt all three subtests of Praxis Core page 15.



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

Signature

Date

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The Program and Its Personnel

Wiggins School of Education

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

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Welcome to the Coker University Wiggins School of Education

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

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

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

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

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

The Mission of Coker University

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

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

Experiences both in and out of the classroom are focused on active student involvement and the practical application of academic knowledge that lead to lifelong learning. Coker measures its success by the personal and professional accomplishments enjoyed by all members of the academic community. <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 will be distinctive for its emphasis on involving students in meaningful learning activities, for involving teacher candidates in the work of education professionals, for involving graduate students in authentic, action-based inquiry, and for emphasizing a perspective that embraces an expanding knowledge base of research.

Mission

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

Goals/Outcomes

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

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

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

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

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

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

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			
1) Accepts and acts on constructive criticism	CAEP	InTASC	SCTS 4.0
	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)

Coker University Scholarships

Darlington County School District Endowed Scholarship

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

Willi Saleeby Endowed Scholarship

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

Pee Dee Education Scholarships (2)

Dr. Tom Truitt Scholarship or The Board of Directors Scholarship

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

Jane Funderburk Endowed Scholarship

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

Kiawanis Scholarship

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

By application and interview through Institutional Development.

The Rev. James Thomas and Eloise Rabon Browne Scholarship

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

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

- Lee/Darlington county student in education or business.

Approved Teacher Education Program Areas at Coker

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

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

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

Field Experience Program

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

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

You will complete a minimum of 100 hours of planned, supervised, objective-based field experiences which must occur during the day when public schools are in session. If you work as a teacher's assistant and obtain permission from your school administration, you can usually complete a few of these field experiences at the school where you work. You will, however, complete field experiences in a variety of South Carolina public school settings. Professional dress is required in all circumstances, and school personnel will expect you to follow the school's dress code. Your attire will be noted on your field experience evaluations.

Each field experience has a particular emphasis and appropriate degree of involvement which allows for practical applications of teaching methods learned in the university classroom. The experiences also are intended to be reflective of diverse cultures and socioeconomic groups as well as a variety of South Carolina public school settings and grade levels, and they include interaction with exceptional children. Faculty and staff monitor classroom placements to ensure that you receive as broad an exposure as possible to the various populations that you may encounter as a teacher. **Remember that with two or more placements in the same classroom, hours must be recorded separately and must not be duplicated.**

Specific procedures for our field experience program are given in the "Field Experience Policies and Procedures" section in **Appendix A**.

Communication of Information

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

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

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

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

You are expected to secure a free Coker University e-mail address to ensure you receive important communications from the Wiggins School of Education. It is your responsibility to have your Coker e-mail forwarded to your home e-mail address if you prefer. If you need assistance with this, please contact our IT Support personnel at <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.

Technology Skills

Coker University teacher education graduates should understand how information technology has altered the course of human events, how it is changing the way things are accomplished today, and how it is likely to continue to do so in the future. In part, this means students should know how to harness the power of today's technology, understand its limitations, and be familiar with the ethical problems associated with its use. We also provide instruction on demand for basic and advanced technology skills. There are many areas within technology that are addressed and anticipated to continually evolve including: technology operations and concepts, digital age learning experiences and assessments, communication and collaboration through digital media, research and information fluency, and digital citizenship and responsibility. You are required to demonstrate your skills in technology throughout your program of study. A culminating experience takes place when you provide evidence of your competencies in technology during senior seminar.

Organization of the Teacher Education Program (TEP)

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

Regulations and Procedures for TEP

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

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

1. What are the degree requirements?

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

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

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

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

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

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

3. How many field experience hours must I have to apply to the TEP?

You must complete a minimum of 40 hours of field experiences by the conclusion of the semester that you apply for admission to the TEP. Also, you must complete a minimum of 100 field experience hours before you are eligible to begin your semester of student teaching. These field experiences are closely correlated with the courses you will be taking so that you gain practical experience applying your content knowledge to the public school classroom.

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

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

Written Communication

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

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

Oral Communication

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

5. How do I know if I'm ready to apply to the TEP?

Admission to Coker does not admit you to the TEP. You are expected to apply for admission to the TEP no earlier than the semester in which you earn 60 semester hours of course work and 40 hours of field experiences. **You must be admitted to the TEP at least two semesters prior to student teaching.**

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

Declaration of Major

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

Praxis Core: Academic Skills Assessments (Formerly Praxis I)

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

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

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

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

Grade Requirements

You must maintain a minimum GPA of 2.75 overall and in combined professional education and area of specialization courses. Grades earned at other colleges are not used in computing your GPA. For the purpose of your standing in the Teacher Education Program, grades earned at Coker outside of the specific education course requirements may not be used in computing your GPA.

Although university regulations permit you to take some courses under a Satisfactory/No Credit (S/NC) grade system, when a grade of S is used to meet a course requirement, it will be counted as a C for calculating whether your grade point average meets these standards. Presently, candidates are required to take the S/NC option for student teaching. That course, therefore, is not included in calculating your grade point average.

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

6. How do I apply to the TEP?

Orientation

You begin the process by attending a TEP orientation, scheduled both in the fall and spring semesters. Visit our website for the dates. Applications will be distributed at the orientation meeting and may be found in this guide in **Appendix C**. You must be an active Coker student during the semester in which you apply.

Application

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

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

Faculty Recommendations

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

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

TEP Presentation/Interview

The purpose of your TEP presentation is to demonstrate your levels of competence as a prospective teacher. Your presentation should include artifacts of your choosing that demonstrate your skills, knowledge, and dispositions as described in the chart on page 7. The presentation should be reviewed by your faculty advisor prior to your interview. You will be allowed 5-10 minutes to make your presentation to the members of the Teacher Education Advisory Committee (TEAC) at the beginning of the interview. Members of the TEAC will interview you as a part of the assessment process. Your admission to the program will be based on your presentation, personal interview, and submitted materials.

7. How will I know if I'm accepted to the TEP?

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

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

- If accepted, you may pursue teacher education at Coker and are eligible for student teaching after one full semester if all other prerequisites are met.
- If rejected, it is wise to discuss candidly with your faculty advisor the probability of admission. You may apply again when the deficiencies have been corrected, but you may not enroll in 400-level courses offered by the Wiggins School of Education.

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

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

Regulations and Procedures for Student Teaching

1. *What is student teaching?*

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

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

While student teaching, you will take EDU 415, a seminar that supports student teaching. The schedule for the seminar is announced each semester.

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

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

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

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

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

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

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

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

You must take the appropriate Praxis II specialty area and Principles for Learning and Teaching (PLT) examinations and have the scores sent directly to Coker University before you will be approved for student teaching. The South Carolina Department of Education establishes passing scores and you must pass these tests before you will be recommended for certification. Please refer to <https://www.ets.org/praxis/sc/requirements>. If your academic preparation is barely above that required for admission to student teaching, if you completed a substantial part of your coursework at another college, or if you have taken an extended LOA (Leave of Absence), we reserve the right to have you pass all relevant parts of Praxis II prior to student teaching. We highly recommend taking the PLT immediately after taking EDU 385.

4. *What happens after student teaching?*

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

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

Process for Removal from the Teacher Education Program

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

Procedures

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

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

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

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

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

Appeal Process

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

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

Course Requirements

Course requirements and sample course sequences are given for each of our approved teacher education programs on the following pages. This first section explains how the courses are classified.

Classification of Courses

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

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

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

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

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

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

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

Specific Course Requirements for Art Education Respect / Service

General Education (48 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)
Foundational Prerequisites (Placement Exemptions Available) ENG110 (3) MAT103 (4) / EDU116 (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)
One Math/Computer Science (3) (Prerequisite for Math Course: MAT103) CS110-Computer Science (3) MAT203-Elementary Statistics (3) MAT230-Precalculus (3)
Non-Native Language & Culture (6) Non-Native Language (6)
Pillars General Education Curriculum (18) Integrated Knowledge Pillars: Respect <u>Arts</u> ART280-Art History Survey (3) <i>Two courses from the following Knowledge Areas</i> <u>Humanities</u> CHI201-Intermediate Chinese (3) COM290-Communication, Culture & Identity (3) ENG232- Spectrum of the Rainbow: Literature of Diversity & Identity HIS303-History of Anthropology (3) SPA201-Intermediate Spanish I (3) SPA202-Intermediate Spanish II SPA260-Spanish & Latin American Literature in Translation (3) SPA350-Afro-Hispanic Literature & Culture (3)
<u>Behavioral Science</u> PE120-Lifetime Fitness (3) PE205-Intro to Physical Education & Sport Studies (3) SOC205-Gender & Society (3) SOC302-Intergroup Relations (3)
<u>Science</u> (Prerequisite for Science Course: MAT203) BIO102-Biology of Whole Organisms (3)
<u>Engaged Learning Pillar: Service</u> <i>Three courses from the following Knowledge Areas</i> <u>Sciences</u> (Prerequisite for Science courses: MAT203) BIO102-Biology of Whole Organisms (3)

<u>Arts</u> THE150-Introduction to Theater Production (3) <u>Humanities</u> ENG224-Writing from the Workers (3) ENG236-Their Story, Our Story, Reading the Past (3) HIS201-The US from Discovery to 1856 (3) HIS-202-United States since 1865 (3) <u>Behavioral Science</u> SOC102-American Social Problems (3) BA223-Microeconomic Concepts (3)
<u>Additional Required Courses: (3)</u> Capital Course: CAP300
<u>Major Studies (72)</u> <u>Professional Education (36 hours)</u> 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) *(Field Experience Hours Required)
<u>Specialized Subjects (36 hours)</u> ART101- 2-Dimensional Design (3) ART102- 3-Dimensional Design (3) ART105- Drawing I: Basic Drawing (3) ART130- Basic Photography (3) ART109- Typography I (3) ART205- Figure Drawing (3) ART220- Oil Painting (3) ART250- Ceramics (3) ART281- Art History Survey II (3) <i>Two of the following: (6)</i> ART384- History of Graphic Design and Photography (3) ART387- Art in New York (3) ART388- Contemporary Critical Theory (3) <i>One of the following: (3)</i> ART230-Photography II (3) ART320-Oil Painting II (3) ART350-Ceramics II (3) <u>General Electives (0 hours)</u> EDU210-Educational Technology (3)
Total Hours: 120 *Field Service Hours Required *Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.

Sample Course Sequence for Art Education Major Respect/Service

Freshman	Fall		Spring	
	ART101	(3)	ART102	(3)
	ART109	(3)	ART105	(3)
	ART280 P(Respect/Arts)	(3)	ART281	(3)
	CC101	(1)	CC197	(1)
	COM101	(3)	EDU102	(3)
	ENG111	(3)	ENG112	(3)
		(16)		(16)
Sophomore	Fall		Spring	
	ART130	(3)	Math Core	(3)
	EDU200	(3)	ART205	(3)
	ART290* (Evening)	(3)	PILLARS	(3)
	SPA101	(3)	EDU312*	(3)
	WELLNESS	(1)	SPA102	(3)
			LIB101	(1)
		(13)		(16)
Junior	Fall		Spring	
	ART220	(3)	ART250	(3)
	HIS202	(3)	ART384	(3)
	PILLARS	(3)	EDU385*	(3)
	PILLARS	(3)	CAPITAL 300	(3)
	PILLARS	(3)	ART387	(3)
		(15)		(15)
Senior	Fall		Spring	
	ART320	(3)	EDU415	(3)
	ART490*	(3)	EDU470	(12)
	EDU405* (Evening)	(3)		
	PILLARS	(3)		
		(12)		(15)

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

Need Praxis Core / Praxis I and II requirements

Specific Course Requirements for Art Education Scholarship/Service

General Education (48 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad	<u>Humanities</u> ENG224-Writing from the Workers (3) ENG236-Love, Friendship & Family (3) HIS201-The United States from Discovery (3) HIS-202-The United States since 1865 (3)
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)	<u>Behavioral Science</u> SOC102-American Social Problems (3) BA223-Microeconomics Concepts (3)
Foundational Prerequisites (Placement Exemptions Available) ENG110 (3) MAT103 (4) / EDU116 (3)	<u>Sciences</u> (<i>Prerequisite for Math Course: MAT203</i>) BIO102-Biology of Whole Organism (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)	<u>Additional Required Courses: (3)</u> Capital Course: CAP300
One Math/Computer Science (3) (Prerequisite for Math Course: MAT103) CS110-Computer Science (3) MAT203-Elementary Statistics (3) MAT230-Precalculus (3)	<u>Major Studies</u> (69 semester hours) Professional Education (36 hours) 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) ART290*-Art in the Public School (3) ART490*-Artist as Teachers (3) <i>*(Field Experience Hours Required)</i>
Non-Native Language & Culture (6) Non-Native Language (6)	<u>Specialized Subjects (36 hours)</u> ART101-2- Dimensional Design (3) ART102-3-Dimensional Design (3) ART105-Drawing I: Basic Drawing (3) ART130-Basic Photography (3) ART109-Typography I (3) ART205-Figure Drawing (3) ART220-Oil Painting I (3) ART250-Ceramics I (3) ART280-Art History Survey I (3) ART281-Art History Survey II (3) <u>TWO of the following: (6)</u> ART384-History of Graphic Design & Photography (3) ART387-Art in New York (3) ART388-Contemporary Critical Theory (3) <u>ONE of the following: (3)</u> ART230-Photography II (3) ART320-Oil Painting II (3) ART350-Ceramics II (3) General Electives (0 hours) EDU210-Educational Technology (3)
<u>Pillars General Education Curriculum (18)</u> Integrated Knowledge Pillars: Scholarship (9) <u>Behavioral Science:</u> EDU102-Introduction to Education (3) <u>Two courses from the following Knowledge Areas</u> <u>Art</u> ART180-Understanding Art (3) MUS120-Foundations of Musical Skill (3) MUS230-Introduction to Western Classical Music (3) MUS331-Survey of Music History I (3) THE100-History of Theater (3)	Total Hours: 120 *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>
<u>Humanities</u> COM289-Film Criticism (3) ENG 226-Their Story. Our Story, Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) HIS210-Western Civilization I (3) HIS211-Western Civilization II (3) IS200-Intro to Interdisciplinary Studies (3) MAT201-Discrete Structures (3) PHI205-Survey of Western Philosophy (3)	
<u>Science</u> (<i>Prerequisite for Science Course: MAT203</i>) CHE101-General Chemistry I (3) PHY201-General Physics (3) PHY203-Calculus Physics (3)	
Engaged Learning Pillar: Service (9) <u>Three courses from the following Knowledge Areas</u> <u>Arts</u> THE150-Intro to Theater Production (3)	

Sample Course Sequence for Art Education Scholarship/Service

Freshman	Fall		Spring	
	ART101	(3)	ART102	(3)
	ART109	(3)	ART105	(3)
	ART280	(3)	ART281	(3)
	CC101	(1)	CC197	(1)
	COM101	(3)	EDU102 P(Sch/BeS)	(3)
	ENG111	(3)	ENG112	(3)
		(16)		(16)
Sophomore	Fall		Spring	
	ART130	(3)	MAT Core	(3)
	EDU200	(3)	ART205	(3)
	ART290* (Evening)	(3)	PILLARS	(3)
	SPA101	(3)	EDU312*	(3)
	WELLNESS	(1)	SPA102	(3)
		(13)	LIB101	(1)
				(16)
Junior	Fall		Spring	
	ART220	(3)	ART250	(3)
	HIS202	(3)	ART384	(3)
	PILLARS	(3)	EDU385*	(3)
	PILLARS	(3)	CAPITAL 300	(3)
	PILLARS	(3)	EDU387	(3)
		(15)		(15)
Senior	Fall		Spring	
	ART320	(3)	EDU415	(3)
	ART490*	(3)	EDU470	(12)
	EDU405* (Evening)	(3)		
	PILLARS	(3)		
		(12)		(15)

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

Need Praxis Core / Praxis I and II Requirements

Specific Course Requirements for Biology Education Respect/Contribution

General Education (53 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)
Foundational Prerequisites <i>(Placement Exemptions Available)</i> ENG110 (3) MAT103 (4) / EDU116 (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)
One Math/Computer Science (3) <i>(Prerequisite for Math Course: MAT103)</i> CS110-Computer Science (3) MAT210-Precalculus (3) MAT230-Precalculus (3)
Non-Native Language & Culture (6) Non-Native Language (6)
Pillars General Education Curriculum (18) Integrated Knowledge Pillars: <u>Respect (9)</u> <u>Science (4)</u> <i>(Prerequisite for Science Course: MAT103)</i> BIO110-Core Principles of Cell & Molecular Biology/Lab (4)
<u>Two courses from the following Knowledge Areas</u> <u>Art</u> AAS/THE210-African American Theatre (3) ART 280-Art History survey (3) DNC103-Dance Appreciation (3)
<u>Humanities</u> CHI201-Intermediate Chinese (3) COM290-Communication, Culture & Identity (3) ENG232-Spectrum of the Rainbow: Literature of Diversity & Identity (3) HIS303-History of Anthropology (3) SPA-101-Intermediate Spanish I (3) SPA-102-Intermediate Spanish II (3) SPA260-Spanish & Latin America Literature in Translation (3) SPA350-Afro-Hispanic Literature & Culture (3)
<u>Behavioral Science:</u> PE120-Lifetime Fitness (3) PE215-Intro to Physical Education & Sport Studies (3) SOC205-Gender and Society (3) SOC302-Intergroup Relations (3)
Engaged Learning Pillar: <u>Contribution (9)</u> <u>Three courses from the following Knowledge Areas</u> <u>Arts</u> DNC240-Dance History (3) MUS235-Intro to World Music (3) THE101-History of Theater (3)

<u>Humanities</u> CHI135-The Culture of China (3) COM305-Strategies of Persuasion (3) ENG230-Engaging the Senses: The Arts and/or Adaptation (3) ENG234-The Modernists, Modernity, and Postmodernism HIS255-Middle Eastern History from Mohammad to Mubarak (3) HIS/POL421-Making of the Contemporary World (3)
<u>Behavioral Science</u> BA210-Foundations of Entrepreneurship (3) BM220-Economic Concepts (3) SOC312-Globalization (3)
<u>Additional Required Courses (6)</u> <u>Sciences (3)</u> PHY101-Physical Science (3) <u>Capital Course (3)</u>
<u>Major Studies (84 semester hours)</u> <u>Professional Education (39 hours)</u> 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)
<u>Specialized Subjects (36 hours)</u> BIO111/111L-Core Principles of Organismal Biology/Lab (4) BIO210*-Core Principles of Ecology & Evolution (4) BIO211-Core Principles of Genetics (4) BIO491-Biology Seminar III (1) CHE101/101L-General Chemistry I (4) CHE102/102L-General Chemistry II (4) CHE351/351L-Organic Chemistry I (4) MAT203-Introduction to Statistics (3) <u>Biology Electives: (14)</u> Electives must be at or above the 200 level and collectively must total at least 14 semester hours. <u>General Electives: (0)</u>
Total Hours: 134 *Field Service Hours Required To Add Broad-Field Science Certification for teaching all high school science subject areas, 7 additional hours. PHY101L-(1) PHY201-General Physics I (3) PHY202-General Physics II (3) *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 Respect/Contribution

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

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

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 Biology Education Scholarship/Contribution

General Education (53 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)
Foundational Prerequisites <i>(Placement Exemptions Available)</i> ENG110 (3) MAT103 (4) / EDU116 (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)
One Math/Computer Science (3) <i>(Prerequisite for Math Course: MAT103)</i> CS110-Computer Science(3) MAT210-Precalculus (3) MAT230-Precalculus (3)
Non-Native Language & Culture (6) Non-Native Language (6)
Pillars General Education Curriculum (18) Integrated Knowledge Pillars: <u>Scholarship</u> (10) <u>Science</u> (4) <i>(Prerequisite for Science Course: MAT103)</i> CHE101-General Chemistry I (3) CHE101L-General Chemistry I Lab (1)
<u>Two courses from the following Knowledge Areas</u> <u>Behavioral Science:</u> PSY101-General Psychology (3) PSY321-Sensation & Perception (3) SOC101-Introduction to Society (3) <u>Science</u> PHY101-Physical Science (3) <u>Art</u> ART180-Understanding Art (3) ART281-Art History Survey II (3) MUS120-Foundations of Musical Skill (3) MUS230-Intro to Western Classical Music (3) MUS331-Survey of Music History (3) THE100-History of Theater (3)
<u>Humanities</u> COM289-Film Criticism (3) ENG 226-Their Story. Our Story, Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) HIS210-Western Civilization I (3) HIS211-Western Civilization II (3) IS200-Intro to Interdisciplinary Studies (3) MAT201-Discrete Structures (3) PHI205-Survey of Western Philosophy (3)
Engaged Learning Pillar: <u>Contribution</u> (9)

<u>Three courses from the following Knowledge Areas</u> <u>Arts</u> DNC240-Dance History (3) MUS235-Intro to World Music (3) THE101-History of Theater (3)
<u>Humanities</u> CHI135-The Culture of China (3) COM305-Strategies of Persuasion (3) ENG230-Engaging the Senses: The Arts and/or Adaptation (3) ENG234-The Modernists, Modernity, and Postmodernism HIS255-Middle Eastern History from Mohammad to Mubarak (3) HIS/POL421-Making of the Contemporary World (3)
<u>Behavioral Science</u> BA210-Foundations of Entrepreneurship (3) BM220-Economic Concepts (3) SOC312-Globalization (3)
<u>Additional Required Courses (3)</u> <u>Capital Course (3)</u>
<u>Major Studies</u> (81 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)
<u>Specialized Subjects (31 hours)</u> BIO110/110L-Core Principles of Cell & Molecular Biology/Lab (4) BIO111/111L-Core Principles of Organismal Biology (4) BIO210*-Core Principles of Ecology & Evolution (4) BIO211-Core Principles of Genetics (4) BIO491-Biology Seminar III (1) CHE102/102L-General Chemistry II (4) CHE351/351L-Organic Chemistry I (4) MAT203-Introduction to Statistics (3) <u>Biology Electives: (14)</u> Electives must be at or above the 200 level and collectively must total at least 14 semester hours. <u>General Electives: (0)</u>
Total Hours: 133 *Field Service Hours Required To Add Broad-Field Science Certification for teaching all high school science subject areas, 7 additional hours. PHY101L-(1) PHY201-General Physics I (3) PHY202-General Physics II (3) *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 Scholarship/Contribution

Freshman	Fall		Spring	
	BIO110/110L	(4)	BIO111/111L	(4)
	CHE101 P (Scholar/Sci)	(4)	CHE102/102L	(4)
	CC101	(1)	EDU102	(3)
	COM101	(3)	EDU201	(3)
	ENG111	(3)	ENG112	(3)
	MAT210	(3)		
		(18)		(17/
Sophomore	Fall		Spring	
	BIO210*	(4)	BIO211	(4)
	BIO ELECTIVE	(3)	PILLARS	(3)
	EDU308*	(3)	EDU310*	(3)
	PHY101	(3)	PILLARS	(3)
	SPA101	(3)	SPA102	(3)
		(16)		(16)
Junior	Fall		Spring	
	CHE351/351L	(4)	BIO ELECTIVE	(3)
	EDU/BIO319*	(3)	EDU385*	(3)
	PILLARS	(3)	Capital 300	(3)
	PILLARS	(3)	PILLARS	(3)
	MAT203	(3)	EDU210	(3)
		(16)		(15)
Senior	Fall		Spring	
	BIO491	(1)	EDU415	(3)
	BIO ELECTIVE	(4)	EDU440	(12)
	BIO ELECTIVE	(4)		(15)
	EDU405* (Evening)	(3)		
	ELECTIVE	(3)		
		(15)		

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

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

PHY101L – Physical Science Lab

PHY201 – General Physics I (3 hours)

PHY202 – General Physics II (3 hours)

Specific Course Requirements for Dance Education Respect/Service

General Education (48 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)
Foundational Prerequisites (Placement Exemptions Available) ENG110 (3) MAT103 (4) / EDU116 (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)
One Math/Computer Science (3) (Prerequisite for Math Course: MAT103) CS110-Computer Science (3) MAT203-Elementary Statistics (3) MAT230-Precalculus (3)
Non-Native Language & Culture (6) Non-Native Language (6)
Pillars General Education Curriculum (21) Integrated Knowledge Pillars: Respect (9) <u>Three courses from the following Knowledge Areas</u> Art AAS/THE210-African American Theatre (3) ART280-Art History Survey I (3) DNC103-Dance Appreciation (3) Humanities CHI201-Intermediate Chinese (3) COM290-Communication, Culture & Identity (3) ENG232-Spectrum of the Rainbow: Literature of Diversity & Identity (3) HIS303-History of Anthropology (3) SPA-201-Intermediate Spanish I SPA-202-Intermediate Spanish II (3) SPA260-Spanish & Latin America Literature in Translation (3) SPA350-Afro-Hispanic Literature & Culture (3) Behavioral Science: PE120-Lifetime Fitness (3) PE215-Intro to Physical Education & Sport Studies (3) SOC205-Gender and Society (3) SOC302-Intergroup Relations (3) Science (Prerequisite for Science Course: MAT203) BIO101-Principles of Biology (3)
Engaged Learning Pillar: Service (9) <u>Three courses from the following Knowledge Areas</u> Arts THE150-Intro to Theater Production (3) Humanities ENG224-Writing from the Workers (3)

ENG236-Love, Friendship & Family (3) HIS201-The United States from Discovery (3) HIS202-The United States since 1865 (3) Behavioral Science SOC102-American Social Problems (3) BA223-Microeconomics Concepts (3) Sciences (Prerequisite for Math Course: MAT103) BIO102-Biology of Whole Organism (3)
Additional Required Courses: (3) Capital Course: CAP300
Major Studies (69 semester hours) Professional Education (36 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 (36 hours) DNC102-Ballet Technique (4) (2 semesters, 2 SH each) DNC105-Introduction to Dance Production (1) DNC155-Freshman Dance Seminar (1) DNC160,260,360,460-Dance Practicum (0) DNC162,165,265,365,465-Dance Practicum (3) DNC200-Modern Dance Technique (4) (3 semesters, 1SH each) DNC205-Ballet Technique II (2) DNC210-Dance Improvisation (2) DNC225-Dance Conditioning (2) DNC240-Dance History (3) DNC245-World Dance (1) DNC250-Rhythmic Analysis (3) DNC255-Sophomore Dance Seminar (1) DNC290-Modern Dance Technique II (2) DNC305-Ballet Technique III (20) DNC320-Dance Science (3) (Prerequisite: DNC225) DNC350*-Dance Teaching Methods (3) DNC355-Junior Dance Seminar (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-Beginning Tap (1) DNC106-Jazz Dance Technique (1) DNC201-Intermediate Tap (1) DNC206-Jazz Dance Technique II (1) General Electives (0 hours) EDU210-Educational Technology (3)
Total Hours: 120 *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 Respect/Service

Freshman	Fall		Spring	
	ENG110	(3)	ENG112	(3)
	EDU102	(3)	MAT Core	(3)
	PILLARS	(3)	DNC200	(2)
	CC101	(1)	DNC105	(2)
	DNC200	(3)	DNC225	(2)
	DNC105	(3)	DNC210	(2)
	DNC155	(1)	DMC165/162	(1)
	DNC160/162	(1)	DNC240	(3)
		(16)		(18)
Sophomore	Fall		Spring	
	EUD200/201	(3)	PILLARS	(3)
	PILLARS	(3)	PILLARS	(3)
	DNC205	(2)	EDU312*	(3)
	DNC255	(1)	DNC290	(2)
	DNC260	(0)	DNC265	(1)
	DNC320	(3)	DNC250	(3)
	PILLARS (Resp/Serv)	(3)		
		(15)		(15)
Junior	Fall		Spring	
	SPA101	(3)	SPA102	(3)
	COM101	(3)	PILLARS	(3)
	EDU385*	(3)	Capital 300	(1)
	PILLARS	(3)	DNC245	
	DNC305	(2)	DNC365	(1)
	DNC355	(1)	DNC390	(2)
	DNC360	(0)	DNC350*	(3)
		(15)		(13)
Senior	Fall		Spring	
	EDU405*	(3)	EDU415	(3)
	EDU210 ELECTIVE	(3)	EDU470	(12)
	ELECTIVE	(3)		
	DNC305/405	(2)		
	DNC390/490	(2)		
	DNC460	(0)		
	DNC452*	(3)		
	DNC ELECTIVE	(1)		
		(17)		(15)

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

Need Praxis Core / Praxis I and II Requirements

Specific Course Requirements for Dance Education Scholarship/Service

General Education (48 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad	ENG236-Love, Friendship and Family (3) HIS201-US from Discovery to 1856 (3) HIS202-US since 1856 (3) Sciences (<i>Prerequisite for Math Course: MAT103</i>) BIO102-Biology of Whole Organism (3)
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)	Additional Required Courses: (3) Capital Course: CAP300
Foundational Prerequisites (Placement Exemptions Available) ENG110 (3) MAT103 (4) / EDU116 (3)	Major Studies (69 semester hours) Professional Education (36 hours) 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)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)	Specialized Subjects (36 hours) DNC105-Ballet Technique I (4) <u>2 semesters, 2 SH each</u> DNC150-Introduction to Dance Production (1) DNC155-Freshman Dance Seminar (1) DNC160,260,360,460-Dance Practicum (0) DNC162,165,265,365,465-Dance Practicum (3) <u>3 semesters, 1 SH each</u> DNC200-Modern Dance Technique (4) <u>2 semesters, 1SH each</u> DNC205-Ballet Technique II (2) DNC210-Dance Improvisation (2) DNC225-Dance Conditioning (2) DNC240-Dance History (3) DNC245-World Dance (1) DNC250-Rhythmic Analysis (3) DNC255-Sophomore Dance Seminar (1) DNC290-Modern Dance Technique II (2) DNC305-Ballet Technique III (20) DNC320-Dance Science (3) <u>Prerequisite: DNC225</u> DNC350*-Dance Teaching Methods (3) DNC355-Junior Dance Seminar (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-Beginning Tap (1) DNC106-Jazz Dance Technique (1) DNC201-Intermediate Tap (1) DNC206-Jazz Dance Technique II (1) General Electives (0 hours) EDU210-Educational Technology (3)
One Math/Computer Science (3) (<i>Prerequisite for Math Course: MAT103</i>) CS110-Computer Science (3) MAT203-Elementary Statistics (3) MAT230-Precalculus (3)	Total Hours: 128 *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>
Non-Native Language & Culture (6) Non-Native Language (6)	
Pillars General Education Curriculum (9) Integrated Knowledge Pillars: <u>Scholarship</u> (9) Behavioral Science EDU102-Introduction to Education (3) <u>Three courses from the following Knowledge Areas</u> Art ART180-Understanding Art (3) ART281-Art History Survey II (3) MUS120-Foundations of Musical Skill (3) MUS230-Intro to Western Classical Music (3) MUS331-Survey of Music History (3) THE100-History of Theater (3) Humanities COM289-Film Criticism (3) ENG 226-Their Story. Our Story, Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) HIS210-Western Civilization I (3) HIS211-Western Civilization II (3) IS200-Intro to Interdisciplinary Studies (3) MAT201-Discrete Structures (3) PHI205-Survey of Western Philosophy (3) Science (<i>Prerequisite for Science Course: MAT203</i>) CHE101-General Chemistry I (3) PHY201-General Physics (3)	
Engaged Learning Pillar: Service (9) <u>Three courses from the following Knowledge Areas</u> Arts THE150-Intro to Theater Production (3) Humanities ENG 224-Writing from the Workers (3)	

Sample Course Sequence for Dance Education Scholarship/Service

Freshman	Fall		Spring	
	ENG111	(3)	ENG112	(3)
	EDU102 P(Sch/BehavSci)	(3)	MAT CORE	(3)
	CC101	(1)	PILLARS	(3)
	DNC200	(2)	DNC105	(2)
	DNC105	(2)	DNC225	(2)
	DNC155	(1)	DNC210	(2)
	DNC160/162	(1)	DNC165/162	(1)
			DNC240	(2)
		(13)		(18)
Sophomore	Fall		Spring	
	EDU200/201	(3)	PILLARS	(3)
	PILLARS	(4)	PILLARS	(3)
	DNC205	(2)	EDU312*	(3)
	DNC255	(1)	DNC290	(2)
	DNC260	(0)	DNC265	(1)
	DNC320	(3)	DNC250	(3)
		(13)		(12)
Junior	Fall		Spring	
	SPA101	(3)	SPA102	(3)
	COM101	(3)	PILLARS	(3)
	EDU385*	(3)	Capital 300	(3)
	PILLARS	(3)	DNC245	(1)
	DNC305	(2)	DNC365	(1)
	DNC355	(1)	DNC390	(2)
	DNC360	(0)	DNC350	(3)
		(15)		(16)
Senior	Fall		Spring	
	EDU405*	(3)	EDU415	(3)
	ELECTIVE	(3)	EDU470	(12)
	ELECTIVE	(3)		
	DNC305/405	(2)		
	DNC390/490	(2)		
	DNC460	(0)		
	DNC452*	(3)		
	DNC ELECTIVE	(1)		
		(17)		(15)

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

Specific Course Requirements for Early Childhood Education Scholarship/Service

General Education (52 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad	Arts THE150-Intro to Theater Production (3) Humanities **HIS202-The United States since 1865 (3) ENG224-Writing from the Workers (3) ENG236-Their Story, Our Story, Reading the Past (3) HIS201-The United States from Discovery to1856 (3) Behavioral Science BA223-Principles of Economics: Micro Economic Concepts (3) SOC102-American Social Problems (3)
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)	Additional Required Courses: (7) PHY101-Physical Science (3). (<i>or other approved Science course</i>) ENG251-Children’s Literature and Folklore (3) One Biological Science: (3) BIO102-Biology of Whole Organisms (3) <i>Or other approved Science course</i>
Foundational Prerequisites (Placement Exemptions Available) ENG110 (3) MAT103 (4) / EDU116 (3)	Elective (0-5) Capital Course -See EDU301 (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)	Major Studies (69) Professional Education (30) EDU200-Human Development: Conception to Puberty (3) or EDU210-Educational Technology (3) EDU385*-Psych Applied to Teaching & Learning (3) EDU404*-Materials/Methods Early Childhood (3) EDU405*-Classroom Pragmatics (3) EDU410- Comp Internship: Early Childhood (12) EDU415-: Seminar in Student Teaching (3) <i>*(Field Experience Hours Required)</i>
Mathematics (3) (Prerequisite for Math Course: MAT103) MAT203-Elementary Statistics (3) MAT220-History of Mathematics (3)	Specialized Subjects (39hours) EDU116-Math Content for EC/ELEM Teachers (3) (PEA) EDU202*-Early Childhood Organization & Curriculum (3) EDU211*-Foundations of English Language Arts (3) EDU216*-Teaching Early Childhood School Mathematics I (3) EDU217*-Teaching Elementary School Mathematics (3) EDU301*-Connect Home, School & Community (3) Cap Course EDU303*-Pre-School Behavior (3) EDU306*-Instructional Practices for Literacy (3) EDU307*-Literacy in the Content Areas (3) EDU330*-Assessments in Literacy (3) EDU345*-Social Studies Methods for Teachers (3) EDU350*-Science Methods for Teachers (3) And one of the following: (3) ART290*-Art in the Public Schools (3) <i>Or</i> EDU299*-Art Forms (3). (This course typically offered Term IV) <i>*(Field Service Hours Required)</i>
Non-Native Language & Culture (6) Non-Native Language (6)	General Electives (0 hours) EDU208-Handwriting for the Classroom Teacher (3)
Pillars General Education Curriculum Integrated Knowledge Pillars: Scholarship Behavioral Science: EDU102-Introduction to Education (3) <i>Two courses from the following Knowledge Areas</i> Behavioral Science: PSY101-General Psychology (3) PSY321-Sensation and Perception (3) SOC101-Introduction to Sociology (3) Art ART180-Understanding Art (3) ART281-Art History Survey (3) MUS120-Foundations of Musical Skill (3) MUS230-Introduction to Western Classical Music (3) MUS331-Survey of Music History (3) THE100-History of Theater (3) Science (Prerequisite for Science Course: MAT103) CHE101-General Chemistry I (3) PHY201-General Physics (3) PHY203-Calculus Physics (3) Humanities **HIS210-Western Civilization I (3) **HIS211-Western Civilization II (3) COM289-Film Criticism (3) ENG 226-Their Story. Our Story, Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) IS200-Intro to Interdisciplinary Studies (3) MAT201-Discrete Structures (3) PHI205-Survey of Western Philosophy (3)	Total Hours: 120 <i>*Field Service Hours Required</i> <i>**Recommended</i> <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>
Engaged Learning Pillar: Service Sciences (Prerequisite for Math Course: MAT103) PHY101-Physical Science (3) <i>Two courses from the following Knowledae Areas</i>	

Sample Course Sequence for Early Childhood Education Scholarship/Service

Freshman	Fall		Spring	
	CC101	(1)	PILLARS **HIS202	(3)
	PILLARS EDU102	(3)	EDU202*	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	PILLARS	(3)
	ELECTIVE	(3)	LIB101	(1)
		(16)		(16)
			<i>Take Praxis Core</i>	
Sophomore	Fall		Spring	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	EDU301* Capital Course	(3)
	PILLARS **HIS210/**HIS211	(3)	EDU306	(3)
	MAT103 or MAT203 or MAT220	(4/3)	SPA102	(3)
	SPA101	(3)	PILLARS BIO102	(3)
	PILLARS	(3)		(15)
		(17-18)		
Junior	Fall		Spring	
	EDU303*	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	PHY101	(3)	ENG251	(3)
		(15)		(15)
	<i>Take Praxis II & EYC</i>			
Senior	Fall		Spring	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	EDU410	(12)
	EDU405* (Evening)	(3)		
	ELECTIVE	(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 / Praxis I and II**

Sample Course Sequence for Early Childhood Education Scholarship/Service Term Classes

Freshman				
Term 1	Term II	Term III	Term IV	Term V
ENG110**	ENG111	ENG112	ART290	BIO102 P(Ser)
EDU102 P(Sch)	EDU200 CC130 Online	EDU116 ART180 Online P(Sch)	MAT103	MAT203
****MUST TAKE AND PASS PRAXIS CORE BEFORE SOPHOMORE YEAR****				
Sophomore				
Term I	Term II	Term III	Term IV	Term V
HIS202 P(Ser)	EDU202*	EDU211*	ENG251	EDU303*
EDU216*	EDU217* SOC102 Online P(Ser)	PHY101	EDU301* P(Cap) HIS211 P(Sch)	
Junior				
Term I	Term II	Term III	Term IV	Term V
EDU306*	EDU307*	EDU330*	EDU385*	COM101
EDU210	ELECTIVE	EDU345*	EDU350*	
			Take PRAXIS II	**Take PLT**
Senior				
Term I	Term II	Spring Semester Day		
EDU404*	EDU405*	EDU415		
SPA101	SPA102	EDU410		

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

Specific Course Requirements for Early Childhood Education Scholarship/Contribution

<p>General Education (48 semester hours)</p> <p>Trans4mations (Day Only)</p> <p>Community & Cultural Engagement (18 credits)</p> <p>Study Away / Study Abroad</p>	<p>Engaged Learning Pillar: <u>Contribution</u></p> <p><u>Three courses from the following Knowledge Areas</u></p> <p><u>Arts</u></p> <p>DNC240-Dance History (3)</p> <p>MUS235-Introduction to World Music (3)</p> <p>THE101-History of the Theatre II: Restoration to the Present (3)</p> <p><u>Humanities</u></p> <p>CHI135-The Culture of China (3)</p> <p>COM305-Strategies of Persuasion (3)</p> <p>ENG230-Engaging the Senses: :Arts and/or Adaptation (3)</p> <p>ENG234- The Modernists, Modernity, & Postmodernism (3)</p> <p>HIS255-Middle Eastern History from Mohammad to Mubarak (3)</p> <p>HIS/POL 421-Making of the Contemporary World (3)</p> <p><u>Behavioral Sciences</u></p> <p>BA210-Foundations of Entrepreneurship (3)</p> <p>BM210-Economic Concepts (3)</p> <p>SOC312-Globalization (3)</p>
<p>College Success (Day Only)</p> <p>CC101-First Year Experience (1)</p> <p>Coker Wellness (1)</p>	<p><u>Additional Required Courses: (3)</u></p> <p>ENG251-Children's Literature and Folklore (3)</p> <p><u>One Biological Science (4)</u> (or other approved Science course)</p> <p>BIO102-Biology of Whole Organisms</p> <p><u>Elective (0-5)</u></p> <p><u>Capital Course-EDU301 (3)</u></p>
<p>Foundational Prerequisites</p> <p>(Placement Exemptions Available)</p> <p>ENG110 (3)</p> <p>MAT103 (4) / EDU116 (3)</p>	<p><u>Major Studies (63)</u></p> <p><u>Professional Education (30)</u></p> <p>EDU200-Human Development: Conception to Puberty (3) <u>OR</u></p> <p>EDU210-Educational Technology (3)</p> <p>EDU385*-Psych Applied to Teaching & Learning (3)</p> <p>EDU404*-Materials/Methods early Childhood (3)</p> <p>EDU405*-Classroom Pragmatics (3)</p> <p>EDU410-Comp Internship: Early Childhood (3)</p> <p>EDU415-Seminar in Student Teaching PK-12 (3)</p>
<p>Intellectual Core</p> <p>COM101 (3)</p> <p>ENG111 (3)</p> <p>ENG112 (3)</p> <p>LIB101 (1)</p>	<p><u>Specialized Subjects (33 hours)</u></p> <p>EDU116-Math Content for EC/ELEM Teachers (3) (PEA)</p> <p>EDU202*-Early Childhood Organization & Curriculum (3)</p> <p>EDU211*-Foundations of English Language Arts (3)</p> <p>EDU216*-Teaching Early Childhood School Mathematics I (3)</p> <p>EDU217*-Teaching Elementary School Mathematics (3)</p> <p><u>EDU301*-Connect Home, School & Community (3) Cap Course</u></p> <p>EDU303*-Pre-School Behavior (3)</p> <p>EDU306*-Instructional Practices for Literacy (3)</p> <p>EDU307*-Literacy in the Content Areas (3)</p> <p>EDU330*-Assessments in Literacy (3)</p> <p>EDU345*-Social Studies Methods for Teachers (3)</p> <p>EDU350*-Science Methods for Teachers (3)</p> <p><u>And one of the following: (3)</u></p> <p>ART290*-Art in the Public Schools (3) <u>Or</u></p> <p>EDU299*-Art Forms (3). (This course typically offered Term IV)</p> <p><u>General Electives (0 hours)</u></p> <p>EDU208-Handwriting for the Classroom Teacher (3)</p>
<p>Mathematics (3)</p> <p>(Prerequisite for Math Course: MAT103)</p> <p>MAT203-Elementary Statistics (3)</p> <p>MAT220-History of Mathematics (3)</p>	<p><u>Total Hours: 128</u></p> <p><u>*Field Service Hours Required</u></p> <p><u>*Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.</u></p>
<p>Non-Native Language & Culture (6)</p> <p>Non-Native Language (6)</p>	
<p><u>Pillars General Education Curriculum</u></p> <p><u>Integrated Knowledge Pillars: <u>Scholarship</u></u></p> <p><u>Behavioral Science:</u></p> <p>EDU102-Introduction to Education (3)</p> <p><u>Three courses from the following Knowledge Areas</u></p> <p><u>Behavioral Sciences</u></p> <p>PSY101-General Psychology (3)</p> <p>PSY321-Sensation and Perception (3)</p> <p>SOC101-Introduction to Sociology (30)</p> <p><u>Art</u></p> <p>ART180-Understanding Art (3)</p> <p>ART281-Art History Survey II (3)</p> <p>MUS120-Foundations of Musical Skill (3)</p> <p>MUS230-Intro to Western Classical Music (3)</p> <p>MUS331-Survey of Music History (3)</p> <p>THE100-History of Theater (3)</p> <p><u>Science</u> (Prerequisite for Science Course: MAT203)</p> <p>CHE101-General Chemistry I (3)</p> <p>PHY201-General Physics (3)</p> <p>PHY203-Calculus Physics (3)</p> <p><u>Humanities</u></p> <p>**HIS210-Western Civilization I (3)</p> <p>**HIS211-Western Civilization II (3)</p> <p>COM289-Film Criticism (3)</p> <p>ENG 226-Their Story. Our Story, Reading the Past (3)</p> <p>ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3)</p> <p>IS200-Intro to Interdisciplinary Studies (3)</p> <p>MAT201-Discrete Structures (3)</p> <p>PHI205-Survey of Western Philosophy (3)</p>	

Sample Course Sequence for Early Childhood Education Scholarship/Contribution

Freshman	Fall		Spring	
	CC101	(1)	PILLARS **HIS202 or HIS211	(3)
	PILLARS EDU102	(3)	EDU202*	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	PILLARS	(3)
	ELECTIVE	(3)	LIB101	(1)
		(16)		(16)
			<i>Take Praxis Core</i>	
Sophomore	Fall		Spring	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	EDU301* Capital Course	(3)
	PILLARS	(3)	MAT203 or MAT220	(3)
	MAT103 or MAT203 or MAT220	(3)	SPA102	(3)
	SPA101	(3)	PILLARS PHY101	(3)
	PILLARS	(3)		(18)
		(18)		
Junior	Fall		Spring	
	EDU303*	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	BIO102	(3)	ENG251	(3)
		(15)		(15)
	<i>Take Praxis II & EYC</i>		<i>Take Praxis PLt</i>	
Senior	Fall		Spring	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	EDU410	(12)
	EDU405* (Evening)	(3)		
	ELECTIVE	(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 / Praxis I and II**

Specific Course Requirements for Elementary Education Scholarship/Service

General Education (52 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad	BIO102-Biology of the Whole Organism (3) <u>Two courses from the following Knowledge Areas</u> Arts THE150-Intro to Theater Production (3)
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)	Humanities **HIS202-The United States since 1865 (3) ENG224-Writing from the Workers (3) ENG236-Their Story, Our Story, Reading the Past (3) HIS201-The United States from Discovery to 1856 (3)
Foundational Prerequisites <i>(Placement Exemptions Available)</i> ENG110 (3) MAT103 (4) / EDU116 (3)	Behavioral Science BA223-Principles of Economics: Micro Economic Concepts (3) SOC102-American Social Problems (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)	Additional Required Courses: (??) PHY101-Physical Science (3) <u>Or other approved Science course</u> ENG251-Children's Literature and Folklore (3)
Mathematics (3) <i>(Prerequisite for Math Course: MAT103)</i> MAT203-Elementary Statistics (3) MAT220-History of Mathematics (3)	Elective (0-5) Capital Course -See EDU301 (3)
Non-Native Language & Culture (6) Non-Native Language (6)	Major Studies (69 semester hours) Professional Education (30 hours) EDU200-Human Development: Conception to Puberty (3) or EDU210-Educational Technology (3) EDU385*-Psych Applied to Teaching & Learning (3) EDU404*-Materials/Methods Early Childhood (3) EDU405*-Classroom Pragmatics (3) EDU410- Comp Internship: Early Childhood (12) EDU415-: Seminar in Student Teaching (3) <i>*(Field Experience Hours Required)</i>
Pillars General Education Curriculum Integrated Knowledge Pillars: Scholarship Behavioral Science: EDU102-Introduction to Education (3) <u>Two courses from the following Knowledge Areas</u> Behavioral Science: PSY101-General Psychology (3) PSY321-Sensation and Perception (3) SOC101-Introduction to Sociology (3) Art ART180-Understanding Art (3) ART281-Art History Survey (3) MUS120-Foundations of Musical Skill (3) MUS230-Introduction to Western Classical Music (3) MUS331-Survey of Music History (3) THE100-History of Theater (3) Science <i>(Prerequisite for Science Course: MAT203)</i> CHE101-General Chemistry I (3) PHY201-General Physics (3) PHY203-Calculus Physics (3) Humanities **HIS210-Western Civilization I (3) **HIS211-Western Civilization II (3) COM289-Film Criticism (3) ENG 226-Their Story. Our Story, Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) IS200-Intro to Interdisciplinary Studies (3) MAT201-Discrete Structures (3) PHI205-Survey of Western Philosophy (3)	Specialized Subjects (39hours) EDU116-Math Content for EC/ELEM Teachers (3) (PEA) EDU202*-Early Childhood Organization & Curriculum (3) EDU211*-Foundations of English Language Arts (3) EDU216*-Teaching Early Childhood School Mathematics I (3) EDU217*-Teaching Elementary School Mathematics (3) EDU301*-Connect Home, School & Community (3) Cap Course EDU303*-Pre-School Behavior (3) EDU306*-Instructional Practices for Literacy (3) EDU307*-Literacy in the Content Areas (3) EDU330*-Assessments in Literacy (3) EDU345*-Social Studies Methods for Teachers (3) EDU350*-Science Methods for Teachers (3) And one of the following: (3) ART290*-Art in the Public Schools (3) <u>Or</u> EDU299*-Art Forms (3). <i>(This course typically offered Term IV)</i> <i>*(Field Service Hours Required)</i> General Electives (0 hours) EDU208-Handwriting for the Classroom Teacher (3)
Engaged Learning Pillar: Service Sciences <i>(Prerequisite for Math Course: MAT103)</i>	Total Hours: 120 <i>*Field Service Hours Required</i> <i>**Recommended</i> <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 Elementary Education Scholarship/Service

Freshman	Fall		Spring	
	CC101	(1)	PILLARS **HIS202	(3)
	PILLARS EDU102	(3)	ELECTIVE	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	PILLARS	(3)
	ELECTIVE	(3)	LIB101	(1)
		(16)		(16)
			<i>Take Praxis Core</i>	
Sophomore	Fall		Spring	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	EDU301* Capital Course	(3)
	PILLARS **HIS210/**HIS211	(3)	EDU306	(3)
	MAT103 or MAT203 or MAT220	(3)	SPA102	(3)
	SPA101	(3)	PHY101	(3)
	PILLARS	(3)		
		(18)		(15)
Junior	Fall		Spring	
	ELECTIVE	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	PILLARS BIO102	(3)	ENG251	(3)
		(16)		(15)
	<i>Take Praxis II & EYC</i>		<i>TAKE Praxis II</i>	
Senior	Fall		Spring	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	EDU410	(12)
	EDU405* (Evening)	(3)		
	ELECTIVE	(3)		
	CC-Wellness	(1)		
		(13)		(15)

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

Specific Course Requirements for Elementary Education Scholarship/Contribution

General Education (48 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)
Foundational Prerequisites (Placement Exemptions Available) ENG110 (3) MAT103 (4) / EDU116 (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)
Mathematics (3) <i>(Prerequisite for Math Course: MAT103)</i> MAT203-Elementary Statistics (3) MAT220 – History of Mathematics (3)
Non-Native Language & Culture (6) Non-Native Language (6)
Pillars General Education Curriculum Integrated Knowledge Pillars: Scholarship Behavioral Science: EDU102-Introduction to Education (3) <u>Three courses from the following Knowledge Areas</u> Behavioral Sciences PSY101-General Psychology (3) PSY321-Sensation and Perception (3) SOC101-Introduction to Sociology (30) Art ART180-Understanding Art (3) ART281-Art History Survey II (3) MUS120-Foundations of Musical Skill (3) MUS230-Intro to Western Classical Music (3) MUS331-Survey of Music History (3) THE100-History of Theater (3) Science <i>(Prerequisite for Science Course: MAT203)</i> CHE101-General Chemistry I (3) PHY201-General Physics (3) PHY203-Calculus Physics (3) Humanities **HIS210-Western Civilization I (3) **HIS211-Western Civilization II (3) COM289-Film Criticism (3) ENG 226-Their Story. Our Story, Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) IS200-Intro to Interdisciplinary Studies (3) MAT201-Discrete Structures (3) PHI205-Survey of Western Philosophy (3)
Engaged Learning Pillar: <u>Contribution</u>

Sciences PHY101-Physical Science (3) <u>Three courses from the following Knowledge Areas</u> Arts DNC240-Dance History (3) MUS235-Introduction to World Music (3) THE101-History of the Theatre II: Restoration to the Present (3) Humanities CHI135-The Culture of China (3) COM305-Strategies of Persuasion (3) ENG230-Engaging the Senses: Arts and/or Adaptation (3) ENG234- The Modernists, Modernity, & Postmodernism (3) HIS255-Middle Eastern History from Mohammad to Mubarak (3) HIS/POL 421-Making of the Contemporary World (3) Behavioral Sciences BA210-Foundations of Entrepreneurship (3) BM210-Economic Concepts (3) SOC312-Globalization (3)
Additional Required Courses: (3) ENG251-Children's Literature and Folklore (3) One Physical Science (3) <i>(or other approved Science course)</i> BIO102-Biology of Whole Organisms Elective (0-5) Capital Course-EDU301 (3)
Major Studies (63) Professional Education (30 hours) EDU200-Human Development: Conception to Puberty (3) OR EDU210-Educational Technology (3) EDU385*-Psych Applied to Teaching & Learning (3) EDU404*-Materials/Methods early Childhood (3) EDU405*-Classroom Pragmatics (3) EDU410-Comp Internship: Early Childhood (3) EDU415-Seminar in Student Teaching PK-12 (3)
Specialized Subjects (33) EDU116-Math Content for EC/ELEM Teachers (3) (PEA) EDU211*-Foundations of English Language Arts (3) EDU216*-Teaching Early Childhood School Mathematics I (3) EDU217*-Teaching Elementary School Mathematics (3) EDU301*-Connect Home, School & Community (3) Cap Course EDU303*-Pre-School Behavior (3) EDU306*-Instructional Practices for Literacy (3) EDU307*-Literacy in the Content Areas (3) EDU330*-Assessments in Literacy (3) EDU345*-Social Studies Methods for Teachers (3) EDU350*-Science Methods for Teachers (3) And one of the following: (3) ART290*-Art in the Public Schools (3) Or EDU299*-Art Forms (3). <i>(This course typically offered Term IV)</i> General Electives (0 hours) EDU208-Handwriting for the Classroom Teacher (3)
Total Hours: *Field Service Hours Required *Please note: During your program of study, regardless of your catalog year, course requirements may change due to changes in state certification requirements.

Sample Course Sequence for Elementary Education Scholarship/Contribution

Freshman	Fall		Spring	
	CC101	(1)	PILLARS **HIS202 or HIS211	(3)
	PILLARS EDU102	(3)	ELECTIVE	(3)
	EDU200	(3)	ENG112	(3)
	ENG111	(3)	EDU116	(3)
	COM101	(3)	PILLARS	(3)
	PILLARS	(3)	LIB101	(1)
		(16)		(16)
			<i>Take Praxis Core</i>	
Sophomore	Fall		Spring	
	EDU211*	(3)	EDU217*	(3)
	EDU216*	(3)	EDU301* Capital Course	(3)
	MAT103/MAT203 or MAT220	(3)	MAT203 or MAT220	(3)
	SPA101	(3)	EDU306	(3)
	PILLARS	(3)	SPA102	(3)
			PILLARS PHY101	(3)
		(15)		(18)
Junior	Fall		Spring	
	ELECTIVE	(3)	EDU330*	(3)
	EDU307*	(3)	EDU350*	(3)
	EDU345*	(3)	EDU385*	(3)
	MAT203 or MAT220	(3)	EDU299* (Evening)	(3)
	BIO102	(3)	ENG251	(3)
		(15)		(15)
	<i>Take Praxis II & EYC</i>		<i>Take Praxis PLT</i>	
Senior	Fall		Spring	
	EDU210	(3)	EDU415	(3)
	EDU404* (Evening)	(3)	EDU410	(12)
	EDU405* (Evening)	(3)		
	ELECTIVE	(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.**

Sample Course Sequence for Elementary Education Scholarship/Service Term Classes

Freshman				
Term 1	Term II	Term III	Term IV	Term V
ENG110**	ENG111	ENG112	ART290	BIO102 P(Ser)
EDU102 P(Sch) LIB101 Online	EDU200 CC130 Online	EDU116 ART180 Online P(Sch)	MAT103	MAT203
****MUST TAKE AND PASS PRAXIS CORE BEFORE SOPHOMORE YEAR****				
Sophomore				
Term I	Term II	Term III	Term IV	Term V
HIS202 P(Ser)	ELECTIVE	EDU211*	ENG251	
EDU216*	EDU217* SOC102 Online P(Sch)	PHY101	EDU301* P(Cap) HIS211 P(Sch)	
Junior				
Term I	Term II	Term III	Term IV	Term V
EDU306*	EDU307*	EDU330*	EDU385*	COM101
EDU210	ELECTIVE	EDU345*	EDU350*	
			Take PRAXIS II	**Take PLT**
Senior				
Term I	Term II	Spring Semester Day		
EDU404*	EDU405*	EDU415		
SPA101	SPA102	EDU410		

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

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

General Education (52 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad
College Success (Day Only) CC101-First Year Experience (1) Coker Wellness (1)
Foundational Prerequisites <i>(Placement Exemptions Available)</i> ENG110 (3) MAT103 (4) / EDU116 (3)
Intellectual Core COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)
One Math/Computer Science (3) <i>(Prerequisite for Math Course: MAT103)</i> CS110-Computer Science (3) MAT203-Elementary Statistics (3) MAY210-Precalculus (3) MAT220-History of Mathematics (3)
Non-Native Language & Culture (6) Non-Native Language (6)
Pillars General Education Curriculum <u>Integrated Knowledge Pillars: Scholarship (9)</u> <u>Behavioral Science:</u> EDU102-Introduction to Education (3) <u>Two courses from the following Knowledge Areas</u> <u>Art</u> ART180-Understanding Art (3) ART281-Art History Survey (3) MUS120-Foundations of Musical Skill (3) MUS230-Introduction to Western Classical Music (3) MUS331-Survey of Music History (3) THE100-History of Theater (3) <u>Humanities</u> COM289-Film Criticism (3) ENG 226-Their Story. Our Story, Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) HIS210-Western Civilization I (3) HIS211-Western Civilization II (3) IS200-Intro to Interdisciplinary Studies (3) MAT201-Discrete Structures (3) PHI205-Survey of Western Philosophy (3) <u>Science</u> <i>(Prerequisite for Science Course: MAT203)</i> CHE101-General Chemistry I (3) PHY201-General Physics (3) PHY203-Calculus Physics (3)

Engaged Learning Pillar: Contribution <u>Three courses from the following Knowledge Areas:</u> <u>Arts</u> THE150-Intro to Theater Production (3) <u>Humanities</u> ENG224-Writing from the Workers (3) ENG236-Their Story, Our Story, Reading the Past (3) HIS201-The United States from Discovery to 1856 (3) HIS202-The United States since 1865 (3) <u>Behavioral Science</u> BA223-Principles of Economics: Micro Economic Concepts (3) SOC102-American Social Problems (3) <u>Sciences</u> <i>(Prerequisite for Math Course: MAT103)</i> BIO102-Biology of the Whole Organisms (3)
Capital Course- (3)
<u>Major Studies</u> (69 semester hours) <u>Professional Education</u> (30 hours) EDU102-Introduction to Education (3) EDU201-Human Development: Puberty to Death (3) EDU210-Educational Technology (3) EDU308*-Literacy Foundations for Secondary Teachers (3) EDU310*Content Area Literacy for Secondary Teachers (3) ENG365*-English Methods (credit applied in ENG Elective) EDU385*-Psych Applied to Teaching & Learning (3) EDU405*-Classroom Pragmatics (3) EDU415-- Seminar in Student Teaching (3) EDU440-Comp, Internship: Secondary (12) <i>*(Field Experience Hours Required)</i>
<u>Specialized Subjects (39hours)</u> ENG250-Literary History (3) ENG260-Literary Criticism (3) ENG305-Development of Modern English (3) ENG315-Major British Author (3) ENG316-Adolescent Literature (credit applied in ENG Elective) ENG361-Adolescent Literature (3) ENG363*-Seminar in Tutoring and Writing (3) ENG400-Senior Seminar (3) <u>Two courses from the following</u> ENG320-Literary Period of Movement (3) ENG410-Genre or Theme (3) ENG420-Literary Themes (3) <u>Literature Concentration:</u> (15) ENG316; 361; and 365 (9) Two ENG Electives (6)
Total Hours: 120 <i>*Field Service Hours Required</i> <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 English Education Scholarship/Service

Freshman	Fall		Spring	
	CC101	(1)	PILLARS EDU102	(3)
	COM101	(3)	EDU201	(3)
	ENG111	(3)	ENG112 or 210	(3)
	MAT103	(3)	MAT CORE	(3)
	PILLARS	(3)	SPA102	(3)
	SPA101	(3)	LIB101	(1)
		(16)		(16)
Sophomore	Fall		Spring	
	ENG250	(3)	ENG260	(3)
	ENG205	(3)	PILLARS	(3)
	PILLARS	(3)	EDU310	(3)
	EDU308	(3)	PILLARS	(3)
	PILLARS	(3)	ENG315/316/317	(4)
		(15)		(16)
Junior	Fall		Spring	
	ENG361	(3)	EDU385*	(3)
	ENG363*	(3)	ENG315/316/317	(3)
	ENG365*	(3)	ENG320/414/420	(3)
	Wellness	(1)	ENG ELECTIVE	(3)
	PILLARS CAP300	(3)		
		(13)		(12)
Senior	Fall		Spring	
	EDU405* (Evening)	(3)	EDU415	(3)
	ENG ELECTIVE	(3)	EDU440	(12)
	ENG320/410/420	(3)		
	ENG400	(3)		
		(12)		(15)

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

Specific Course Requirements for Math Education Scholarship/Service

<p>General Education (52 semester hours)</p> <p>Trans4mations (Day Only)</p> <p>Community & Cultural Engagement (18 credits)</p> <p>Study Away / Study Abroad</p>	<p>Arts</p> <p>THE150-Intro to Theater Production (3)</p> <p>Humanities</p> <p>ENG224-Writing from the Workers (3)</p> <p>ENG236-Their Story, Our Story, Reading the Past (3)</p> <p>HIS201-The United States from Discovery to 1856 (3)</p> <p>HIS202-The United States since 1865 (3)</p> <p>Behavioral Science</p> <p>BA223-Principles of Economics: Micro Economic Concepts (3)</p> <p>SOC102-American Social Problems (3)</p> <p>Sciences (<i>Prerequisite for Math Course: MAT103</i>)</p> <p>BIO102-Biology of the Whole Organisms (3)</p>
<p>College Success (Day Only)</p> <p>CC101-First Year Experience (1)</p> <p>Coker Wellness (1)</p>	<p>Capital Course- MAT303-Intro to Data Mining (3)(Counts toward major)</p>
<p>Foundational Prerequisites</p> <p>(<i>Placement Exemptions Available</i>)</p> <p>ENG110 (3)</p> <p>MAT103 (4) / EDU116 (3)</p>	<p>Major Studies (69 semester hours)</p> <p>Professional Education (30 hours)</p> <p>EDU 102-Introduction to Education (3)</p> <p>EDU210-Educational Technology (3)</p> <p>EDU308*-Literacy Foundations for Secondary Teachers (3)</p> <p>EDU310*Content Area Literacy for Secondary Teachers (3)</p> <p>EDU/MAT318-Teaching Secondary Mathematics (3)</p> <p>EDU385*-Psych Applied to Teaching & Learning (3)</p> <p>EDU405*-Classroom Pragmatics (3)</p> <p>EDU415-: Seminar in Student Teaching (3)</p> <p>EDU440-Comp, Internship: Secondary (12)</p> <p><i>*(Field Experience Hours Required)</i></p>
<p>Intellectual Core</p> <p>COM101 (3)</p> <p>ENG111 (3)</p> <p>ENG112 (3)</p> <p>LIB101 (1)</p>	<p>Specialized Subjects (39hours)</p> <p>CS110-Computer Science I (4)</p> <p>MAT201-Mathematical Reasoning (3)</p> <p>MAT203-Introduction to Statistics (3)</p> <p>MAT220-History of Mathematics (3)</p> <p>MAT223-Calculus II (4)</p> <p>MAT224-Calculus III (4)</p> <p>MAT311-Topics in Geometry (3)</p> <p>MAT315-Linear Algebra (3)</p> <p>MAT316 (3) Differential Equations (3)</p> <p>MAT491-Seminar I (1)</p> <p>MAT492-Seminar II (1)</p> <p>MAT493-Seminar III (1)</p> <p>Mathematics Electives (6)</p> <p>Two electives at or above the 300 level in mathematics or computer science.</p> <p>General Electives (9)</p> <p>EDU210-Educational Technology (3)</p> <p><i>Two more electives (6)</i></p>
<p>Mathematics (3)</p> <p>(<i>Prerequisite for Math Course: MAT103</i>)</p> <p>MAT222-Calculus I</p>	<p>Total Hours: 120</p> <p><i>*Field Service Hours Required</i></p> <p><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></p>
<p>Non-Native Language & Culture (6)</p> <p>Non-Native Language (6)</p>	
<p>Pillars General Education Curriculum</p> <p>Integrated Knowledge Pillars: Scholarship (9)</p> <p>Behavioral Science:</p> <p>EDU201-Human Development: Puberty until Death (3)</p> <p>(<i>counts toward major</i>)</p> <p><u>Two courses from the following Knowledge Areas</u></p> <p>Art</p> <p>ART180-Understanding Art (3)</p> <p>ART281-Art History Survey (3)</p> <p>MUS120-Foundations of Musical Skill (3)</p> <p>MUS230-Introduction to Western Classical Music (3)</p> <p>MUS331-Survey of Music History (3)</p> <p>THE100-History of Theater (3)</p> <p>Humanities</p> <p>COM289-Film Criticism (3)</p> <p>ENG 226-Their Story. Our Story, Reading the Past (3)</p> <p>ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3)</p> <p>HIS210-Western Civilization I (3)</p> <p>HIS211-Western Civilization II (3)</p> <p>IS200-Intro to Interdisciplinary Studies (3)</p> <p>MAT201-Discrete Structures (3)</p> <p>PHI205-Survey of Western Philosophy (3)</p> <p>Science (<i>Prerequisite for Science Course: MAT203</i>)</p> <p>CHE101-General Chemistry I (3)</p> <p>PHY201-General Physics (3)</p> <p>PHY203-Calculus Physics (3)</p> <p>Engaged Learning Pillar: Contribution</p> <p><u>Three courses from the following Knowledge Areas:</u></p>	

Sample Course Sequence for Math Education Scholarship/Service

Freshman	Fall		Spring	
	CC101	(1)	EDU102	(3)
	COM101	(3)	EDU201 PILLAR	(3)
	ENG111	(3)	ENG112 or 210	(3)
	MAT222	(4)	MAT223	(4)
	MAT203	(3)	MAT201	(3)
		(14)		(16)
Sophomore	Fall		Spring	
	CS110	(3)	MAT220	(3)
	SPA101	(3)	MAT316	(3)
	MAT224	(4)	EDU310	(3)
	EDU308	(3)	SPA102	(3)
	PILLARS	(3)	PILLARS	(3)
				(15)
Junior	Fall		Spring	
	MAT315	(3)	EDU385*	(3)
	MAT491	(1)	MAT311	(3)
	LIB101	(1)	MAT492	(1)
	Coker Wellness	(1)	EDU/MAT318*	(3)
	PILLARS	(3)	MAT303 (Capital Course)	(3)
	PILLARS	(3)	PILLARS	(3)
	Elective	(3)		(16)
		(15)		
Senior	Fall		Spring	
	EDU405* (Evening)	(3)	EDU415	(3)
	MAT300+	(3)	EDU440	(12)
	ELECTIVE	(3)		
	MAT493	(3)		
	EDU210	(3)		
		(15)		(15)

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

Specific Course Requirements for Music Education Scholarship/Service Pillars (Bachelor of Music – Instrumental Concentration)

General Education (41 semester hours) Trans4mations (Day Only) Community & Cultural Engagement (18 credits) Study Away / Study Abroad
College Success (3) (Day Only) CC101-Coker University 101 (1) MUS197-First-Year Seminar (1) Coker Wellness (1)
Foundational Prerequisites (7) <i>(Placement Exemptions Available)</i> ENG110 (3) MAT103 (4) OR EDU116 (3)
Intellectual Core (10) COM101 (3) ENG111 (3) ENG112 (3) LIB101 (1)
One Math (3) <i>(Prerequisite for Math Course: MAT103)</i> MAT203-Introduction of Statistics (3) MAT220-The History of Mathematics (3)
<u>Pillars General Education Curriculum</u> <u>Integrated Knowledge Pillars: Scholarship (6)</u> <i>(MUS331 counted in major studies semester hours)</i> <u>Behavioral Science:</u> EDU102-Introduction to Education (3) <u>Arts</u> MUS331-Survey of Music History I (3) <u>One course from Humanities or Science</u> <u>Humanities</u> COM289-Film Criticism (3) ENG 226-Their Story, Our Story: Reading the Past (3) ENG238-The Quest for Faith: Gods, Monsters & Supernatural (3) HIS210-Western Civilization I (3) HIS211-Western Civilization II (3) IS200-Intro to Interdisciplinary Studies (3) PHI205-Survey of Western Philosophy (3) <u>Science</u> <i>(Prerequisite for Science Course: MAT103)</i> CHE101-General Chemistry I (3) PHY201-General Physics (3)
<u>Engaged Learning Pillar: Service (9)</u> <u>Three courses from the following Knowledge Areas:</u> <u>Science</u> BIO102-Biology of Whole Organisms (3) <u>Arts</u> THE150-Intro to Theater Production (3) <u>Humanities</u> ENG224-Writing from the Workers (3) ENG236- Love, Friendship, and Family (3) HIS201-The United States from Discovery to 1865 (3) HIS202-The United States since 1865 (3) <u>Behavioral Science</u> SOC102-American Social Problems (3)

Additional Required Courses: (3) Capital Course (3)
Major Studies (85 semester hours) Professional Education (27) 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) <i>*(Field Experience Hours Required)</i>
<u>Specialized Subjects</u> <u>Applied Lessons: Principal performing Instrument (14)</u> <i>Seven of the following: (14)</i> MUS111X; 112X; 211X; 212X; 311X; 312X; 411X; 412X-Applied Music: Instrumental (2 each) MUS380-Half Recital (0) <u>Secondary instrument: Keyboard Skills (4)</u> <i>(Courses determined by student proficiency)</i> MUS103, MUS 104 or MUS 101P/102P (4) <u>Music Events (0)</u> MUS100 (6 semesters) <u>Ensemble (0-7)</u> MUS158-Coker Concert Band (0-1) <u>Theory & History (26)</u> MUS121-Music Theory I (3) <i>(MUS120 Foundations of Musical Skill (3), is a prerequisite for MUS121 but can be exempted with placement test.)</i> MUS122-Music Theory II (3) MUS221-Music Theory III (3) MUS131-Aural Skills I (1) MUS132-Aural Skills II (1) MUS231-Aural Skills III (1) MUS235-Introduction to World Music (3) MUS321-Form and Analysis (3) MUS200-Introduction to Music Technology (2) MUS331-Survey of Music History I (3) <i>(Pillars course)</i> MUS332-Survey of Music History II (3) <u>Music Education (14)</u> 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) <i>(Includes instruction in reading in content area)</i> MUS363*-Secondary Music Methods & Materials (3) <i>(Includes instruction in reading in content area)</i> MUS371-Conducting (2) MUS372-Advanced Conducting (2) <i>*(Field Service Hours Required)</i>
Total Hours: 126 <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 Music Education Scholarship/Service Pillars

Instrumental Concentration – Even Year Schedule

First Year	Fall 2020		Spring 2021	
	CC101	(1)	PILLARS #1-EDU102	(3)
	COM101	(3)	EDU200/201	(3)
	ENG111	(3)	ENG112	(3)
	LIB101	(1)	MUS197	(1)
	MUS103 or 101P/102P	(2)	MUS104 or 101P/102P	(2)
	MUS111X	(2)	MUS112X	(2)
	MUS120	(3)	MUS121	(3)
	MUS158	(1)	MUS131	(1)
	MUS100	(0)	MUS158	(0)
			MUS100	(0)
		(16)		(18)
Sophomore	Fall 2021		Spring 2022	
	MAT103	(4)	MAT Core	(3)
	PILLARS #2 or MUS331	(3)	EDU312*	(3)
	MUS122	(3)	MUS371	(2)
	MUS132	(1)	MUS231	(1)
	MUS211X	(2)	MUS212X	(2)
	MUS181* or MUS184*	(1)	MUS221	(3)
	MUS158	(1)	MUS235	(3)
	MUS100	(0)	MUS158	(0)
	MUS200	(2)	MUS181* or MUS184*	(1)
			MUS100	(0)
		(17)		(18)
Junior	Fall 2022		Spring 2023	
	Coker Wellness	(1)	Pillars #5	(3)
	PILLARS #3	(3)	Capital Course	(3)
	PILLARS #4	(3)	EDU385*	(3)
	MUS182*	(1)	MUS312X	(2)
	MUS183*	(1)	MUS332	(3)
	MUS311X	(2)	MUS362*	(3)
	MUS321	(3)	MUS158	(1)
	MUS372	(2)	MUS100	(0)
	MUS158	(1)		
	MUS100	(0)		
		(17)		(18)
Senior	Fall 2023		Spring 2024	
	EDU405* Evening	(3)	EDU415	(3)
	MUS331 or Pillars #6	(3)	EDU470	(12)
	MUS363*	(3)		
	MUS411X	(2)		
	MUS380	(0)		
	MUS158	(1)		
		(12)		(15)

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

Sample Course Sequence for Music Education Scholarship/Service Pillars

Instrumental Concentration – Odd Year Schedule

First Year	Fall 2021		Spring 2022	
	CC101	(1)	PILLARS #1 EDU102	(3)
	COM101	(3)	EDU200/201	(3)
	ENG111	(3)	ENG112	(3)
	LIB101	(1)	MUS197	(1)
	MUS103 or 101/102P	(2)	MUS104 or 101/102P	(2)
	MUS111V	(2)	MUS112V	(2)
	MUS120	(3)	MUS121	(3)
	MUS152/159/156	(1)	MUS131	(1)
	MUS100	(0)	MUS152/159/156	(0)
			MUS100	(0)
		(16)		(18)
Sophomore	Fall 2022		Spring 2023	
	MAT103	(4)	MAT Core	(3)
	PILLARS #2	(3)	EDU312*	(3)
	PILLARS #3	(3)	MUS212V	(2)
	MUS122	(3)	MUS221	(3)
	MUS132	(1)	MUS231	(1)
	MUS180*	(1)	MUS332	(3)
	MUS101P (1 of 4)	(1)	MUS362*	(3)
	MUS211V	(2)	MUS152/159/156	(0)
	MUS152/159/156	(0)	MUS100	(0)
	MUS100	(0)		
		(18)		(18)
Junior	Fall 2023		Spring 2024	
	MUS 200	(1)	Pillars #6	(3)
	PILLARS #4	(3)	Capital Course	(3)
	MUS331 PILLARS #5	(3)	MUS235	(3)
	MUS101P (2 of 4)	(1)	MUS312V	(2)
	MUS180*	(1)	MUS101P (3 of 4)	(1)
	MUS200	(2)	MUS371	(2)
	MUS311V	(2)	MUS152/159/156	(0)
	MUS363*	(2)	MUS100	(0)
	MUS152/159/156	(1)	Coker Wellness	(1)
	MUS100	(0)		
		(15)		(16)
Senior	Fall 2024		Spring 2025	
	MUS321	(3)	EDU415	(3)
	EDU405* Evening	(3)	EDU470	(12)
	EDU385*	(3)		
	MUS372	(2)		
	MUS380	(0)		
	MUS152/159/156	(1)		
	MUS102P (4 of 4)	(1)		
		(13)		(15)

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

Appendices

Field Experience Policies and Procedures

Revised Fall 2018

Wisdom of Practice

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

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

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

Coker University...

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

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

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

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

The Four Phases of Field Experiences and Student Teaching

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

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

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

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

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

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

Phase 4 - The student teaching experience is the final phase of the program. Teacher candidates assume full teaching responsibilities in a public-school classroom under the guidance and mentorship of supervising teachers and university supervisors. Coker staff provides support services which include an orientation seminar and scheduled afternoon seminars that focus on reflection and problem-solving issues as they relate to the student teaching experience. State and local school personnel are valuable contributors in these seminars. A detailed description of Phase 4 can be found in *The Student Teaching Experience: A Partnership Venture*.

Partnering with School Districts

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

The Director of Education Internship Programs contacts the appropriate district personnel to discuss Coker's needs, district clearances, and overall procedures for internship

placements. School placement information is then given to each teacher candidate who is then expected to contact the school directly.

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

Though teacher candidates are expected to maintain the highest level of professionalism when visiting a school, it is nonetheless true that they are in the process of learning to become teachers. Occasionally problems arise as part of this process. It is important for the supervising teacher to address any internship problems.

If at any time and for any reason a supervising teacher feels that the university supervisor should be informed of a situation, the supervising teacher is encouraged to make contact at his or her earliest convenience. If a problem persists, the Director of Education Internship Programs should be contacted. Teacher candidates are also expected to bring perceived problems to the supervising teacher's attention and, if necessary, to the attention of the university supervisor. In all circumstances, our aim is to remedy problems as quickly and efficiently as possible to minimize inconvenience to the supervising teacher, the students in the classroom, and to the teacher candidate's educational experience as well. When all such initiatives have failed, any partnership principle may request that the candidate be withdrawn from the school placement.

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

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

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

The internship evaluations, time sheet, and reflective journal are forwarded to the university supervisor at the conclusion of the internship. After reviewing and signing the verification materials submitted along with the journal, the university supervisor will forward these to the

Director of Education Internship Programs. The Director records the internship information in the teacher candidate's file.

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

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

Professionalism

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

Professional Procedures

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

Take the initiative to establish contact with the assigned supervising teacher,

2. Check in at the school office on each school visit,
3. Make a point of introducing self to the school principal,
4. Always dress professionally,
5. Understand and follow school rules while in attendance there (Candidate will already be a role model for the students.),
6. Call the principal or school office as soon as possible if some circumstance should prohibit candidate attending school at a planned time for the internship,
7. Remember that observations and experiences at the school are confidential in nature,
8. If problem situations arise, discuss them with the supervising teacher and/or university supervisor as soon as possible, and
9. Remember that the internship is integral to coursework and no course credit can be awarded until internship requirements have been met.

Professional Dispositions

The teacher candidate should address the following dispositions:

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

Transfer Credit

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

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

Procedures Governing Clinical Internships

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

The Director of Education Internship Programs will:

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

The University supervisor will:

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

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

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

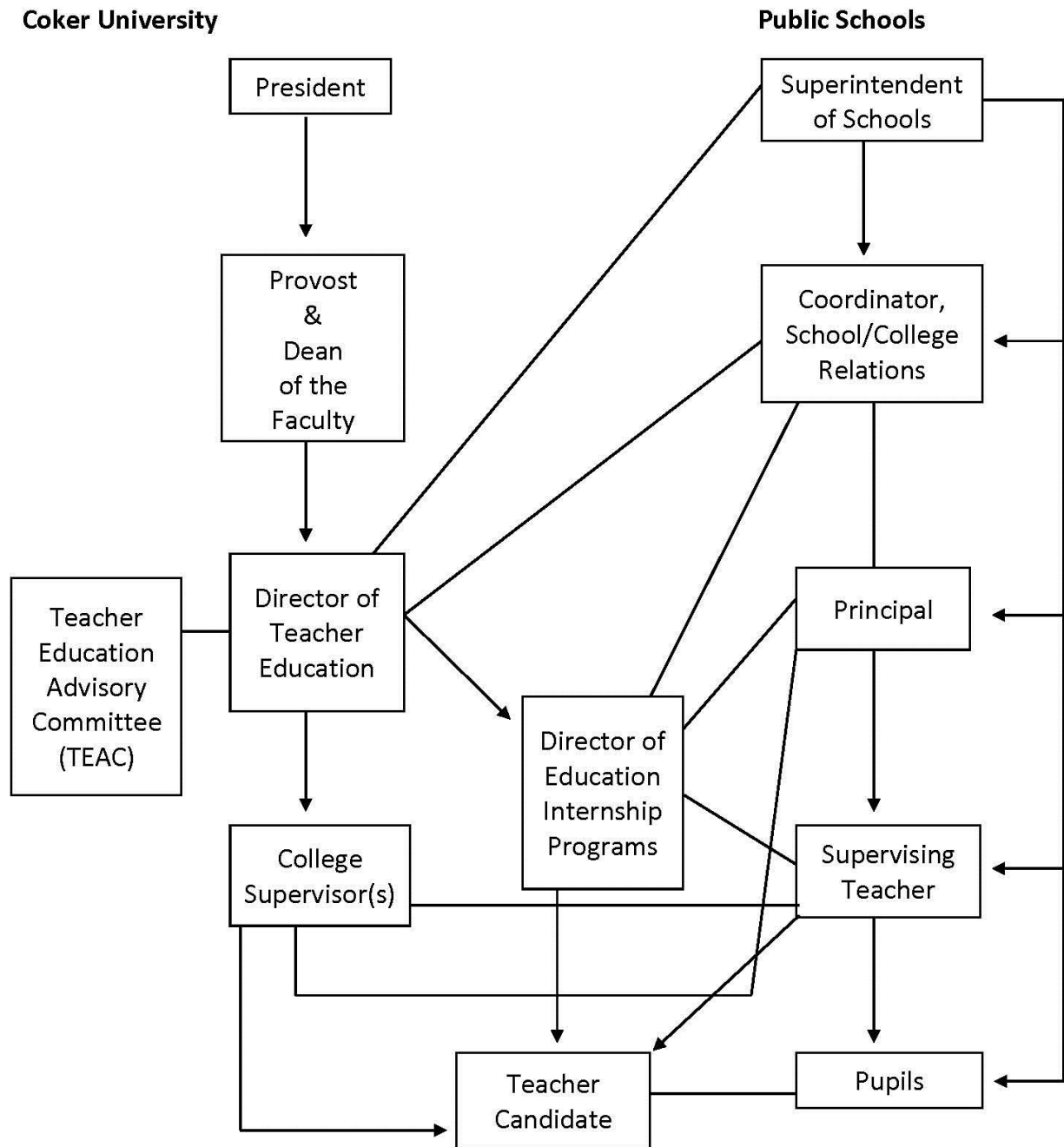
The Supervising Teacher will:

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

The Teacher Candidate will:

1. Complete TB screening and obtain a TB (PPD) test with negative results if necessary to the Director of Education Internship Programs to be placed in the candidate's file (before first internship),
2. Complete and submit the *Background Check Form* along with fee payment to the Department of Education Coordinator,
3. Complete the field experience profile providing contact information, background information, information regarding teacher candidates' internship placement interests and possible requests,
4. Contact the appropriate school personnel upon receiving placement information,
5. Meet with the supervising teacher to discuss internship expectations and plans,
6. Purchase and utilize LiveText,
7. Complete internship and documentation (*Clinical Internship Record of Attendance*, journal, associated assignments as provided by the university supervisor, *Teacher Candidate's Self-Evaluation*),
8. Always bring journal to Coker class for discussion purposes,
9. Receive feedback from the supervising teacher, including the completion of the *Evaluation of Teacher Candidate* form,
10. Submit all internship forms, journal, and exhibits to the university supervisor,
11. Receive course credit only after internship requirements **and** all other course requirements as provided in the syllabus are met,
12. Complete separate clinical internship hours when completing more than one internship at a given time,
13. Complete internships reflecting diverse populations, including diverse cultures, diverse socioeconomic groups, a variety of S.C. public school settings and grade levels, and interaction with exceptional children, and
14. Contact the university supervisor or the Director of Education Internship Programs immediately if a conflict arises so that timely and appropriate solutions can be found.

Appendix A - Who's Who in Field Experience



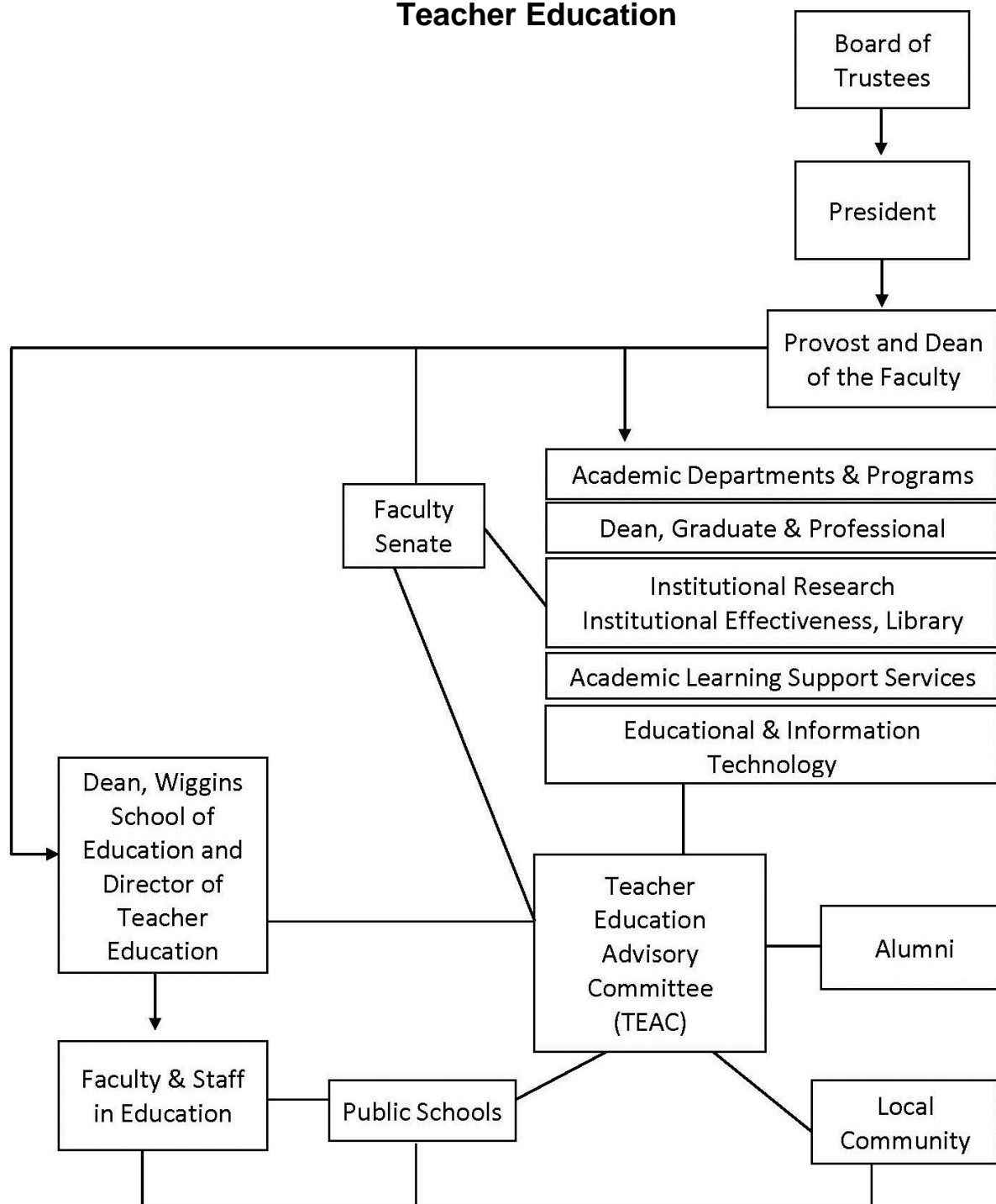
Key to Relationships and Responsibilities:

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

Appendix B – Organization Chart

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

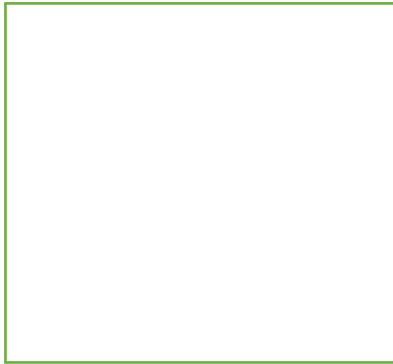
Organization Chart Teacher Education



Key to Relationships and Responsibilities:

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

Appendix C – (TEP) Teacher Education Program Application



Date: _____

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

Name: _____ Teaching Major: _____

Coker University Campus Mail Box _____ Cell phone: _____

Local Address (if no campus box): _____

E-mail: _____

Permanent Address: _____

Permanent Telephone: _____ Faculty Advisor(s): _____

How many semester hours have you completed excluding the current semester? _____

Current GPA: _____

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

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

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

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, name newspapers and describe other sources of news that you use regularly. If you do not keep informed, say so and explain why.

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

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

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

I certify that I have been informed of the Standards of Conduct for South Carolina Educators.

I further certify that I know of no reason why, under current law, the State of South Carolina might deny me a teaching certificate. (Under current law, you must be a citizen of the United States. You may be denied a teaching certificate if you have been convicted of a felony.)

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

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

Signature of the Teacher Candidate _____

Faculty Advisor

Candidate's Name: _____ Advisor: _____

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

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

Comments or concerns regarding candidate's dispositions: _____

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

Signature _____

Date

School of Education Coordinator

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

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

Signature _____

Date

Director of Education Internship Programs

Hours of field experience completed: _____

Evaluations satisfactory? _____

Signature _____

Date _____

TEP Interview Assessment

Candidate's Name: _____ Interview Date: _____

Members of TEAC Present:

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 _____

Placement Information:

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

Fall Spring 2020 2021 2022

If you have placement interests, please indicate them here:

Grade Level(s)	School and District
----------------	---------------------

_____	_____
-------	-------

_____	_____
-------	-------

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

Name all schools in which you have been employed. _____

Completion of Degree Requirements:

List all coursework currently in progress:

_____	_____	_____	_____
_____	_____	_____	_____

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

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

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

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

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

<u>Test Name</u>	<u>Date</u>	<u>Score</u>
Principles of Learning & Teaching, Grades _____		
Praxis II Examination _____		
Praxis II Examination _____		
Praxis II Examination _____		

You must have the score(s) sent directly to Coker. Did you (will you) do so? Yes _____ No _____
I certify that all information given above is true. I will notify the school if my schedule changes, if I fail a course, or if I miss a Praxis exam.

Teacher Candidate's Signature _____

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

Advisor's Signature _____

Part 2. To be completed by the faculty advisor.

Date received by the faculty advisor from the candidate _____

Academic Record:

Date admitted to the Teacher Education Program _____

Grade Point Average: Overall _____

In combined professional education and area of specialization _____

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

Advisor's Recommendation:

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

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

I recommend this teacher candidate with the following conditions: _____

Advisor's Signature _____ Date _____

Date received by the Director of Education Internship Programs from the teacher candidate.

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

Interview with Director of Teacher Education

Comments _____

Recommended for Student Teaching Yes No

Signature _____ Date _____

Disciplinary Check _____

Final Placement

District Contacted _____

Principal/School Contacted _____

School _____ District _____

Supervising Teacher _____ Grade Level/Subject _____

Certification Area(s) _____

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

Total Years of Teaching Experience _____

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

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

University Supervisor(s) _____

ADEPT Observers _____

Appendix E – Sequence of Events

Sequence of Program Decision
<p>Admission to the College/Pre-admission to Teacher Education Program</p> <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 course work • • 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
<p>Admission to Teacher Education (Decision Point 1)</p> <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 Dispositions o 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* • Receive approval for admission by the Teacher Education Advisory Committee
<p>Admission to Student-Teaching (Decision Point 2)</p> <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* • Take the Praxis II specialty program exam(s) and the PLT
<p>Completion of Student-Teaching (Decision Point 3)</p> <ul style="list-style-type: none"> • Passing the Praxis II specialty program exam(s) and the PLT • Successfully complete the Seminar in Student Teaching (EDU 415) • Successfully complete an intensive 60-day placement in a public school
Program Completion (Decision Point 4)
Follow-up of Graduates (Decision Point 5)

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

Appendix F – Costs Associated with the Teacher Education Program

Estimated Costs of Teacher Education

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

LiveText

One subscription valid for 5 years..... \$174.00

Tuberculosis Test

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

Background Check

Every 18 months \$15.00

Praxis Registration Fee

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

Praxis CORE

Individual test..... \$90.00

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

Student Teaching

Application \$105.00

SLED/FBI Background Check with Finger Printing \$51.50

Student Teaching Fee..... \$100.00

Praxis II/PLT *See Below*

Praxis II

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

Biology: Content Knowledge \$120.00

Education of Young Children \$146.00

Elementary Education: Instructional Practice & Applications \$146.00

Elementary Education: Multiple Subjects \$170.00

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

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

Mathematics: Content Knowledge \$120.00

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

Principals of Learning and Teaching

PLT: Early Childhood \$146.00

PLT: Grades K-6 \$146.00

PLT: Grades 7-12 \$146.00