# Spadoni College of Education
## Initial Licensure Programs Candidate Handbook

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I. COASTAL CAROLINA UNIVERSITY AND THE SPADONI COLLEGE OF EDUCATION

Accreditation

Coastal Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate degree and master’s degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Coastal Carolina University. All other inquiries about the University should be directed to Coastal Carolina University, PO Box 261954, Conway, South Carolina, 29528-6054, or (843) 347-3161, not the Commission.

- The Spadoni College of Education is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the South Carolina Department of Education.

All programs in the Spadoni College of Education are approved by the South Carolina Department of Education, and accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. Additionally, the Educational Leadership programs are officially recognized by the Educational Leadership Constituent Council (ELCC) Specialized Professional Association or SPA.

The University Seal

The seal of Coastal Carolina University designates the founding year of the institution and associates the campus symbol, the Atheneum, with the coastal locale of the University. Carrying the Latin motto, Ex Libertate Veritas – From Liberty, Truth - the seal refers to the Temple of Athene in ancient Athens where professors and students met. The Greek temple was named for Athena, the daughter of Zeus, who embodies wisdom and reason. The waves at the foot of the Atheneum acknowledge a diversified coastal environment encompassing a distinctive geography and history, a vital present and an abundant future. The seal was commissioned by Trustee Oran P. Smith as a gift to celebrate the July 1, 1993, establishment of the University as an independent, public institution of higher education.

General Information – Coastal Carolina University

The Office of Admissions is responsible for marketing the University to its many student constituent groups and processing their applications. The Office of Admissions recruits and enrolls freshman, transfer, re-admitted students, and non-traditional students.

An application for undergraduate admission must be submitted and approved with an official letter of acceptance issued before any person may enroll in an undergraduate course. Before action can be taken on an application for admission, all required credentials must be submitted for review by an admissions professional. Undergraduate admissions policies and procedures are subject to continuous review by the University administration and the Faculty Admissions Committee.

Selected applicants who present evidence of special talents for University programs requiring such special talents may be evaluated on the basis of these talents as well as high school grades and entrance examination scores.
All applicants are required to submit responses to a series of community standards questions on the application for admission. Responses to these questions are initially reviewed by the Office of Admissions. Some cases are referred to the Community Standards Committee for review. All applicants will go through an academic review of application documentation (transcripts, test scores, letters of recommendation, etc.) prior to the review of community standards. An applicant must satisfy the community standards portion of the admissions application prior to admission to the University. This review process supports the University’s goal of maintaining a safe learning community. Failure to submit complete responses and/or falsification of responses may result in revocation of the admission decision or dismissal after enrollment. Any incident resulting in a change to a community standards question subsequent to the submission of the application must be immediately reported by the applicant to the Office of Admissions in writing. Failure to do so may result in the revocation of the admissions decision or dismissal of the applicant after enrollment. Further, it is the policy of Coastal Carolina University to prohibit Registered Sex Offenders from enrolling in courses or participating in campus activities. Failure to disclose registration at any time shall result in immediate dismissal.

The University reserves the right to place conditions on the admission of any student. In the event such action is taken, the conditions will be clearly explained in the letter of acceptance.

Every student entering a South Carolina college or university is required to provide an immunization record prior to enrollment. Information about Coastal Carolina University’s Immunization Requirements may be found at Student Health Services. In addition, all new students are required to provide proof of citizenship or lawful presence in the United States before enrolling. For more information, refer to the Proof of Citizenship section in this catalog.

**Enrollment Notification**

Upon admission to Coastal Carolina University, all degree-seeking freshman and transfer students are required to submit the specified enrollment fee to the Office of Admissions to secure his/her seat in the class. The online enrollment fee is due by:

- May 1 for fall and summer semester enrollment, or
- December 15 for spring semester enrollment.

The enrollment fee is applied as a tuition deposit toward the intended semester of enrollment. A refund of the enrollment fee will be granted if the student submits a written request for a refund to the Director of Admissions by May 1 for the fall and summer semesters or by December 15 for the spring semester. Requests for refunds after these deadlines will not be honored.

**Initial Licensure Degree Programs**

**Bachelor of Arts in Education (B.A.)**
- Early Childhood (PreK-3)
- Elementary (2-6)
- Middle Level (5-8)
- Special Education – Learning Disabilities (PreK-12)

**Bachelor of Science in Physical Education (B.S.)**
- Physical Education (PreK-12)
Master of Arts in Teaching (M.A.T.)

With a Concentration in Art (PreK-12)
With a Concentration in English (9-12)
With a Concentration in Mathematics (9-12)
With a Concentration in Music (PreK-12)
With a Concentration in Science (9-12)
With a Concentration in Social Studies (9-12)

Mission Statement
The Mission of the Spadoni College of Education at Coastal Carolina University is both to embrace the teacher-scholar model in preparing students to be productive, responsible, reflective practitioners and leaders for professional careers in education; and to embrace a leadership role through collaboration, service, and faculty research with P-12 schools, institutions of higher education, community agencies, and professional associations.

This mission is accomplished by providing innovative undergraduate and graduate programs that focus on in-depth content and pedagogical knowledge, professional dispositions, diverse field experiences and internship placements, and the integration of contemporary technologies. We are also committed to continuous improvement by maintaining state and national recognition as well as, receiving accreditation of the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP).

Shared Values
As a community of educator scholars we value:
- Continuous intellectual development
- Diversity
- Experiential Learning
- Integrity
- Respect
- Collaboration
- Advocacy
- Professional Commitment
- Research

Conceptual Framework
The overarching theme of the Conceptual Framework for all educator preparation programs is "The Educator as Reflective Practitioner." The initial and advanced teacher education programs and the advanced programs in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.
The Conceptual Framework forms the basis for the goals for candidate proficiency in all professional educator preparation programs. Through performance assessments specific to each program, all education candidates should be able to demonstrate proficiency in the student learning outcomes associated with their individual programs. Individual program student learning outcomes are derived from the goals for candidate proficiency identified below.

**Goals for Candidate Proficiency**
1. Ability to apply content and pedagogical knowledge to the teaching and learning process.
2. Ability to integrate technology to improve teaching and learning.
3. Ability to work with diverse populations.
4. Ability to demonstrate professional behavior and dispositions.
5. Ability to engage in reflective practice to improve teaching and learning.

**General Description – Spadoni College of Education**
The Spadoni College of Education strives for the highest quality in the preparation of individuals for the profession. The College's programs are approved by the South Carolina State Board of Education and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), which is now transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Field-based experiences and instruction, both sequential and incremental, are important components of each of the programs. Our local public schools work closely with the College to help provide relevant and productive sites for field placements of education majors. These schools collaborate with the College to provide the personnel, curriculum, and environments necessary to offer effective instruction for prospective teachers and administrators. When the initial licensure program is successfully completed, candidates will have met requirements toward receiving a South Carolina teaching license. Verification must be made by the Dean of the College that the candidate has achieved the minimum passing score on the Praxis I, Praxis II content and Praxis II PLT examinations. The South Carolina State Board of Education also requires candidates to undergo a fingerprint review and clearance by SLED and the FBI as part of the application process for the Internship.

**Advisement**
Following full admission to Coastal Carolina University, students who wish to pursue a degree offered by the Spadoni College of Education will be assigned an adviser on the basis of their desired major and area of emphasis. Students desiring to transfer to the College should contact the College Office of Academic Advisement for information and assistance.

**Our Vision**
“The Spadoni College of Education will become the preferred state and regional institution of higher education for developing reflective, student-centered PK-12 educators.”

**Our Mission**
To prepare PK-12 educators who are reflective and innovative change agents committed to social justice.

**Message from the Dean: Edward Jadallah, Ph.D.**
The Spadoni College of Education adheres to the ideal that our educator preparation programs provide learning experiences that reflect a broader purpose of education. Being a teacher or school administrator in the 21st century requires the professional knowledge, skills, and dispositions for making informed and reasoned curriculum, instruction, and assessment decisions. This means that our college prepares educators who know how to analyze the validity of education reforms in relation to student learning; know
II. Bachelor Degree Program Progressions

Program Progression in Teacher Education
All programs in teacher education follow a specifically designed sequence of courses. Education majors, working with their advisers, select appropriate courses in the sequence each semester. Since there are specific grade requirements that are unique to each program, it is imperative that all teacher education majors meet with their assigned adviser no less than once each semester. Each program has identified performance criteria which must be mastered at designated "Portals." The following program progression sequence has been established.

Pre-Professional Program Level (Years One and Two)
During the first two years of study (approximately 60 semester credit hours) students will be advised by their advisers and must complete the prescribed introductory courses for their respective programs which will include but not be limited to: Education 111, or Physical Education 131; Education 204; English 101 and the majority of their core curriculum coursework. In addition, all pre-professional program education majors will be required to take and pass the Praxis I exam or qualify for exemption (see below) and at the conclusion of 60 hours of instruction, apply for admission to the Professional Program in Teacher Education.

Portal I – Admission to the Professional Program in Teacher Education
Pre-professional program education majors will submit a formal application for admission to the Professional Program in Teacher Education by posted deadlines. All requirements on the current Application to the Professional Program must be met before admission. The following evidence is required and reviewed before admission to the Professional Program in Teacher Education:

- Minimum GPA of 2.6
- 60 hours of coursework, Grade of “C” or better in ENGL 101 and ENGL 102 or ENGL 211
- Grade of “C” or better in EDUC 111
- Grade of “C” or better in EDUC 204
- Grade of “C” or better in all required education courses completed
- Passing scores on all 3 areas of Praxis I (Reading, Writing and Math) OR
  - Score of 1100 or higher on OLD SAT
  - 1650 or higher on NEW SAT (Verbal, Math, Writing)
  - 24 or higher ACT Composite
- A signed Criminal Offense Disclosure statement
- Professional Behavior and Dispositions Self-Evaluation completed in LiveText
- Approval of Portal I Faculty Committee
Portal II – Admission to Internship (Student Teaching)
During this semester long teaching field experience, interns observe the academic calendar of the public school to which they are assigned. Candidates complete an application and submit it to the College Office of Clinical Experiences with the following evidence:

- Minimum GPA of 2.6
- Grade of “C” or better in foundations and major courses
- Program adviser and faculty recommendation
- Passing scores on all required Praxis II Content Exams
- All major coursework completed
- Composite Dispositions: Senior I methods faculty and Senior I university supervisor
- Satisfactory completion and performance in a minimum of 100 hours in Field Experiences I, II, III, and IV
- Satisfactory completion of specialized professional association (SPA) assessments
- TB Skin test clearance
- SLED and FBI fingerprint clearance and criminal background disclosure statement
- Approval of Portal II Faculty Committee

While enrolled in the internship semester, candidates will spend all of each school day for a period of no fewer than sixty instructional days in the assigned teacher center. Students are responsible for their own transportation and insurance. Students are prohibited from enrolling in any additional coursework during this semester without program faculty approval and the consent of the Dean of the College.

Portal III – Successful Completion of Internship
Candidates submit evidence of completing a minimum of 60 days participation in their assigned internship with documentation of the following:

- Minimum GPA of 2.6
- Summative evaluation ratings of 3 or higher on each performance dimension of the Intern Observation Instrument
- Completion of all diversity requirements
- Successful completion of the Coastal Carolina University (CCU) ADEPT observation and summary
- Two additional dispositions ratings for the internship: cooperating teacher and internship University supervisor
- Satisfactory completion of a comprehensive Teacher Work Sample (TWS) (TWS must be 80% accurate)

Portal IV – Program Completion
Candidates must complete an application for graduation and an application for South Carolina Teacher Licensure that includes evidence that they have:

- Minimum GPA of 2.6
- Degree Certification form which is signed by adviser, department chair, and Dean
- Passing Score on appropriate Praxis II PLT Exam*

*Candidates may graduate without passing Praxis II PLT (must at least have taken the test by date of graduation); however, they will not be considered a program completer. If the candidate is not a program completer, he or she will not be recommended to the South Carolina State Department of Education for initial licensure.
**Background Checks**

All candidates for South Carolina teaching credentials must participate in a FBI fingerprint clearance/check with the results of the check being considered as a part of the application process for Internship. Additionally, all students in the Professional Program in Teacher Education are required to complete a variety of off-campus clinical experiences. Clinical placements, called field experiences placements, are made at the discretion of area school districts and districts reserve the right to disapprove requests for placements for just cause as determined by the district. Background criminal declarations are required of all students as a part of the admission process into Portal I in Teacher Education. Having been convicted of a crime or pleading no contest to or forfeiting bond for a crime may result in the disapproval of a clinical placement and the inability to obtain state teacher licensure. **Conviction of a felony prohibits a student from receiving a teaching license in the state of South Carolina; therefore, individuals with a conviction will be removed from the teacher education program.** Questions regarding background checks should be addressed to the Director of Clinical Experiences.

### III. SPADONI COLLEGE OF EDUCATION

**BACHELOR DEGREE PROGRAMS FOR INITIAL LICENSURE**

#### Early Childhood Education (PreK-3) Major

**Bachelor of Arts in Education**

This major satisfies the educational requirements for South Carolina certification in Early Childhood Education in grades PreK-3. Students must earn a grade of C or better in all early childhood foundation courses, major requirements; and all courses in English, mathematics, science, and social studies required as specified to meet the basic academic core for graduation. Students should plan carefully with their advisers since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Early Childhood prefix (EDEC) until after being admitted to the Professional Program in Teacher Education.

**EARLY CHILDHOOD EDUCATION STUDENT LEARNING OUTCOMES**

Students who complete the requirements for a degree in early childhood education (PreK-3) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for students in the PreK-3 grades.
2. Provide early learning environments supported by technology.
3. Demonstrate through differentiated instruction fair treatment of students based on each child’s educational needs.
4. Analyze student performance to improve instruction.
5. Demonstrate professional behaviors and dispositions.
6. Collaborate with families and communities to support the learning of all young children in the classroom.

**EARLY CHILDHOOD EDUCATION MAJOR (120+ Credits)**

1. Core Curriculum (39-44 Credits)
II. **Freshman Graduation Requirement (0-3 Credits)**
Minimum grade of C is required.

**UNIV 110 The First-Year Experience**
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. **Early Childhood Foundation Courses (38 Credits)** *
Minimum grade of C is required.

**General Content – Early Childhood**
**GEOG 121* World Regional Geography**

**Humanistic Concepts – Early Childhood**
**HIST 202* History of the United States from Reconstruction to the Present**

**Scientific Concepts – Early Childhood**
Choose two from the following: (8 Credits)

- **ASTR 101/101L* Conceptual Astronomy/Laboratory (4)**
- **ASTR 111/111L* Descriptive Astronomy I/Laboratory (4)**
- **BIOL 101/101L* The Science of Life–Biology for Non-Science Majors/Laboratory (4)**
- **BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)**
- **CHEM 101/101L* Introductory Chemistry/Laboratory (4)**
- **CHEM 111/111L* General Chemistry I/Laboratory (4)**
- **GEOL 102/102L* Environmental Geology/Laboratory (4)**
- **GEOL 111/111L* Physical Geology/Laboratory (4)**
- **MSCI 101/101L* The Sea/Laboratory (4)**
- **MSCI 102/102L* Environmental Geology/Laboratory (4)**
- **MSCI 111/111L* Introduction to Marine Science/Laboratory (4)**
- **PHYS 103/103L* Science of the Physical World/Laboratory (4)**
- **PHYS 201/201L* General Physics I/Laboratory (4)**
- **PHYS 211/211L Essentials of Physics I/Laboratory (4)**

**Mathematical Concepts – Early Childhood**
**MATH 201* Mathematics for Early Childhood and Elementary Majors I**
**MATH 202 Mathematics for Early Childhood and Elementary Majors II**

**Education Concepts – Early Childhood**
**EDUC 111 Exploring Teaching as a Profession**
**EDUC 204 Computer Technology and Instructional Media**
**EDUC 215 Schools and Diversity**
**EDUC 276 Foundations of Early Childhood Education**
**HPRO 331 Health Education for the Primary and Elementary School**
**EDPE 226 Developing Motor Behavior in Children**
(Pre-School through Elementary Levels)

*Courses may be used to meet core curriculum requirements.

IV. **Early Childhood Major Requirements (54 Credits)**
Minimum grade of C is required.

**EDEC 300 Assessment, Evaluation, and Reporting Progress**
**EDEC 314 Language and Emergent Literacy**
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDEC 325 Guiding Young Children's Behavior and Class Management</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 332 Child Development: The Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 339 Early Childhood Programs and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 340 Early Childhood: Field Experience: Pre-Kindergarten</td>
<td>3</td>
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<tr>
<td>EDEC 376 Integrated Math/Science/Social Studies I</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 377 Strategies for Teaching and Learning with Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 379 Early Childhood: Field Experience: Kindergarten</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 420 Integrated Math/Science/Social Studies II</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 421 Child, Family, Community, Teacher Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 422 Early Literacy Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 423 Early Childhood: Field Experience Primary (grades 1-3)</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 466 Internship in Elementary School (Early Childhood)</td>
<td>9</td>
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<tr>
<td>EDEC 496 Internship Seminar</td>
<td>3</td>
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<tr>
<td>EDSP 380 Current Trends in the Education of Individuals with</td>
<td>3</td>
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<tr>
<td>Exceptionalities PK-12</td>
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</tbody>
</table>

V. Electives (0-4 Credits).............................................................................. 0-4

Total Credits Required.................................................................................... 120+

+Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

**Elementary Education (2-6) Major**

**Bachelor of Arts in Education**

This major satisfies the educational requirements for South Carolina certification in Elementary Education in grades 2-6. Students must earn a grade of C or better in all elementary foundation courses, major requirements, and all courses in English, mathematics, science, and social studies required as specified to meet the basic academic core for graduation. Students should plan carefully with their advisers since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Elementary Education prefix (EDEL) until after being admitted to the Professional Program in Teacher Education.

**ELEMENTARY EDUCATION STUDENT LEARNING OUTCOMES**

Students who complete the requirements for a degree in elementary education (2-6) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for students in the 2-6 grades.
2. Provide early learning environments supported by technology.
3. Demonstrate through differentiated instruction fair treatment of students based on each child’s educational needs.
4. Analyze student performance to improve instruction.
5. Demonstrate professional behaviors and dispositions.
6. Collaborate with families and communities to support the learning of all children in the classroom.
ELEMENTARY EDUCATION MAJOR (120+ Credits)

I. Core Curriculum (39-44 Credits)

II. Freshman Graduation Requirement (0-3 Credits)
Minimum grade of C is required.

UNIV 110 The First-Year Experience ............................................................ 0-3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. Foundation Courses (40-65 Credits)*
Minimum grade of C is required.

General Content – Elementary
GEOG 121* World Regional Geography ....................................................... 3
POLI 201* American National Government .................................................. 3

Mathematical Concepts – Elementary
MATH 201* Mathematics for Early Childhood and Elementary Majors I ............... 3
MATH 202 Mathematics for Early Childhood and Elementary Majors II ............... 3

Scientific Concepts – Elementary
Any BIOL/Lab* (i.e. BIOL 101/101L*, BIOL 121/121L*, etc.) ......................... 4
Any Science with Lab Component* .................................................................. 3-4

Humanistic Concepts – Elementary
Choose one from the following: (3 Credits)................................................... 3
HIST 101* The Foundations of European Civilization to 1648 (3)
HIST 111* World History to 1500 (3)

Choose one from the following: (3 Credits)................................................... 3
HIST 201* History of the United States from Discovery through Reconstruction
HIST 202* History of the United States from Reconstruction to the Present

Education Concepts – Elementary
ARTE 329 Art for Elementary Schools ......................................................... 3
EDUC 111 Exploring Teaching as a Profession .................................................. 3
EDUC 204 Computer Technology and Instructional Media ............................. 3
EDUC 215 Schools and Diversity .................................................................... 3
EDUC 335 Introduction to Educational Psychology ........................................ 3
EDUC 336 Introduction to Human Growth and Development ....................... 3
HPRO 331 Health Education for Primary and Elementary School .................. 3
MUED 354 Music for Young Children ............................................................. 3
EDPE 226 Developing Motor Behavior in Children (Preschool-Elementary) ....... 3

*Courses may be used to meet core curriculum requirements.

IV. Elementary Major Requirements (45 Credits)
Minimum grade of C is required.

EDEL 314 Emergent Literacy Development .................................................... 3
EDEL 341 Elementary School Curriculum and Organization .......................... 3
EDEL 343 Instructional Theory and Practice - Elementary Education ............... 3
### Middle Level Education (5-8) Major

**Bachelor of Arts in Education**

Middle Level Education is a program of study that leads to initial South Carolina teacher licensure for grades five through eight in two content areas. This program includes 1) a set of foundation courses that provide the framework for teaching young adolescents in the 21st century, 2) a set of major requirements that focus on the art and science of teaching middle level learners, and 3) content concentration courses that are defined according to two chosen areas. The content concentration choices are Mathematics, Science, Social Studies, or English/Language Arts. Since a number of these courses have prerequisites and are limited to specific semesters, students should take the time during their freshman year or first semester of their transfer year to carefully plan their Program of Study with their assigned advisers. This plan can be modified in future semesters, but serves as a template to help guide students in successfully and strategically identifying their course selections each semester. Students may not participate in courses designated with the Education/Middle Level prefix (EDML) until after being admitted to the Professional Program in Teacher Education. Once admitted to the professional program, students are required to participate in planned and guided field experiences each semester in area public middle school classrooms, including a culminating internship in their final semester. Students should plan their schedule to allow for at least 2-3 days for 2-3 hours (between the hours of 8:00 a.m. and 3:30 p.m.) at the same time each day for these planned experiences. Students are required to have experiences in both of their selected licensure content areas.

**Middle Level Education Student Learning Outcomes**

Students who complete the requirements for a degree in middle level education (5-8) will be able to:

1. Design and implement effective standards-based lessons based on knowledge of students, curriculum, and best pedagogical practices.
2. Integrate technology to improve teaching, learning, and professional productivity.
3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
4. Demonstrate leadership behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.

**MIDDLE LEVEL EDUCATION MAJOR (120-125 Credits)**

I. **Core Curriculum** (39-44 Credits)

II. **Freshman Graduation Requirement** (0-3 Credits)
   Minimum grade of C is required.
   - **UNIV 110 The First-Year Experience** .......................................................... 0-3
   UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. **Foundation Courses** (15 Credits)*
   Minimum grade of C is required in all foundation courses.
   - **EDUC 111 Exploring Teaching as a Profession** ........................................... 3
   - **EDUC 204 Computer Technology and Instructional Media** .......................... 3
   - **EDUC 215 Schools and Diversity** ................................................................. 3
   - **EDUC 334 Adolescent Growth & Development** ........................................... 3
   - **EDUC 335 Introduction to Educational Psychology** ..................................... 3

IV. **Middle Level Major Requirements** (45 Credits)
   Minimum grade of C is required.
   - **EDML 417 Literacy Across Content Areas in the Middle Level** ................. 3
   - **EDML 425 Classroom Organization and Management - Middle Level** ....... 3
   - **EDML 441 Middle Level Curriculum and Organization** .............................. 3
   - **EDML 445 Middle Level Instructional Theory and Practice** ....................... 3
   Choose two based on content concentration area (6 Credits).......................... 6
   - **EDML 489 Methods for Teaching English/Language Arts at the Middle Level** (3)
   - **EDML 490 Methods for Teaching Social Studies at the Middle Level** ....... (3)
   - **EDML 491 Methods for Teaching Science at the Middle Level** ............... (3)
   - **EDML 492 Methods for Teaching Science at the Middle Level** ............... (3)
   - **EDML 458 Internship Seminar** ................................................................. 3
   - **EDML 468 Internship in Middle Level Teaching** ....................................... 9

V. **Middle Level Content Concentration Areas** (34-55 Credits)*
   Minimum grade of C is required.

   *Students choose TWO of the concentration areas. Total credit hours will depend on the chosen combination and courses taken in core curriculum.*

   **Middle Level English/Language Arts Concentration** (18-35 Credits)*
   - **ENGL 205* Literature and Culture** ......................................................... 3
   - **ENGL 303 British Literature I** .................................................................... 3
   - **ENGL 304 British Literature II** .................................................................... 3
   - **ENGL 305 American Literature I** ............................................................... 3
   - **ENGL 306 American Literature II** .............................................................. 3
   - **ENGL 277* Literature Across Cultures** ..................................................... 3
**Physical Education Teacher Education (PreK-12) Major**

**Bachelor of Science in Physical Education**

The Physical Education Teacher Education (PETE) program prepares candidates for a teaching career in school-based PreK-12 South Carolina licensure, provides a fundamental understanding of the science of
movement, the development and analysis of motor skills, and the art of teaching a physically active lifestyle. The program provides sequential field experiences built on conceptual and theoretical knowledge and culminates in a full semester of teaching physical education under the supervision of university and school faculty. Nationally recognized and fully accredited by the National Association for Sport and Physical Education (NASPE), the curriculum produces graduates who have the necessary skills, knowledge, and dispositions to teach all children successfully.

**PHYSICAL EDUCATION STUDENT LEARNING OUTCOMES**

Students who complete the requirements for a degree in physical education teacher education (PreK-12) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for PreK-12 students in physical education.
2. Integrate technology to improve teaching and learning for students in physical education.
3. Demonstrate their ability to work with diverse populations across all grade levels.
4. Demonstrate professional behavior and dispositions in PreK-12 schools.
5. Engage in reflective practice to improve teaching and learning for PreK-12 students in physical education.

**PHYSICAL EDUCATION TEACHER EDUCATION MAJOR (120 Credits)**

I. **Core Curriculum** (39-44 Credits)

II. **Freshman Graduation Requirement** (0-3 Credits)
Minimum grade of C is required.

- **UNIV 110 The First-Year Experience** .......................................................... 0-3
- UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. **Foundation Courses** (36-43 Credits)*

**Health and Behavior – Physical Education**
- **EXSS 122* Lifetime Fitness and Physical Activity** ........................................ 3
- **HPRO 121* Personal and Community Health** ........................................... 3
- **HPRO 331 Health Education for the Primary and Elementary School** ............. 3

**Science – Physical Education**
- **EXSS 122* Lifetime Fitness and Physical Activity** ........................................ 3
- **HPRO 121* Personal and Community Health** ........................................... 3
- **HPRO 331 Health Education for the Primary and Elementary School** ............. 3
- **BIOL 232/232L Human Anatomy and Physiology I/Library/Laboratory** ......... 4
- **BIOL 242/242L Human Anatomy and Physiology II/Library/Laboratory** .......... 4
- **EXSS 350/350L Exercise Physiology/Library/Laboratory** ............................ 4
- **EXSS 360/360L Motor Behavior/Library** ...................................................... 4
- **EXSS 400 Biomechanics** ............................................................................ 3

**Education – Physical Education**
- **EDUC 111 Exploring Teaching as a Profession** .......................................... 3
- **EDUC 204 Computer Technology and Instructional Media** ........................ 3
- **EDUC 215 Schools and Diversity** ............................................................. 3
- **EDUC 335 Introduction to Educational Psychology** .................................. 3
- **EDUC 336 Introduction to Human Growth and Development** .................. 3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. Physical Education Teacher Education Major Requirements (47 Credits)

- EDPE 290 Adapted Physical Activity ................................................................. 3
- EDPE 303 Teaching Lifetime Fitness ................................................................. 3
- EDPE 304 Teaching Team Sports ....................................................................... 3
- EDPE 305 Teaching Lifetime Activities ............................................................ 3
- EDPE 320 Curriculum and Administration in Physical Education ........................ 3
- EDPE 325 Assessment and Technology in Physical Education ......................... 3
- EDPE 410 Elementary School Physical Education Pedagogy ............................ 4
- EDPE 411 Middle School Physical Education Pedagogy ..................................... 4
- EDPE 412 High School Physical Education Pedagogy ........................................ 4
- EDPE 479 Internship (Physical Education) .......................................................... 12

Choose five different one-credit Physical Active Living Skills (PALS) courses from an approved list (5 Credits) ................................................................. 5

V. Electives (0 Credits) ............................................................................................ 0

Total Credits Required .......................................................................................... 120

Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

Special Education—Learning Disabilities (PreK-12) Major

Bachelor of Arts in Education

The program of study in Special Education focuses on the preparation of teachers of students with specific Learning Disabilities. Candidates who complete the program will be certified/licensed in grades PreK-12 in the area of Learning Disabilities. This program involves both in-class and field experiences that prepare candidates for this exciting and rewarding career field. Students must earn a “C” or better in all Foundation and Major Requirements courses. Students should plan carefully with their assigned advisers since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Learning Disabilities prefix (EDLD) until after being admitted to the Professional Program in Teacher Education.

SPECIAL EDUCATION—LEARNING DISABILITIES STUDENT LEARNING OUTCOMES

Students who complete the requirements for a degree in special education learning disabilities (PreK-12) will be able to:

1. Apply content and pedagogical knowledge to the teaching and learning process for PreK-12 students with learning disabilities.
2. Integrate technology to improve teaching and learning for students with learning disabilities.
3. Demonstrate their ability to work with diverse populations across all grade levels.
4. Demonstrate professional behavior and dispositions in PreK-12 schools.
5. Engage in reflective practice to improve teaching and learning for students with learning disabilities in grades PreK-12.

SPECIAL EDUCATION—LEARNING DISABILITIES MAJOR (120+ Credits)

I. Core Curriculum (39-44 Credits)

II. Freshman Graduation Requirement (0-3 Credits)
   Minimum grade of C is required.
   UNIV 110 The First-Year Experience .......................................................... 0-3
   UNIV 110 is required for all entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. Special Education Foundation Courses (18-31 Credits)*
   Minimum grade of C is required.

   General Content – Special Education
   Any Biology and Biology Laboratory* course ............................................. 4
   GEOG 121* World Regional Geography .................................................. 3

   Mathematical Concepts – Special Education
   MATH 201* Mathematics for Early Childhood and Elementary Majors I ...... 3
   MATH 202 Mathematics for Early Childhood and Elementary Majors II ...... 3

   Human Health and Behavior Content – Special Education
   PSYC 101* General Psychology ................................................................. 3

   Education Content – Special Education
   EDUC 111 Exploring Teaching as a Profession .......................................... 3
   EDUC 204 Computer Technology and Instructional Media ....................... 3
   EDUC 215 Schools and Diversity ............................................................... 3
   EDUC 335 Introduction to Educational Psychology ..................................... 3
   EDUC 336 Introduction to Human Growth and Development ..................... 3

*Courses may be taken as part of core curriculum requirements.

IV. Special Education—Learning Disabilities Major Requirements (54 Credits)
   Minimum grade of C is required.
   EDLD 370 Foundations of Special Education ............................................. 3
   EDLD 381 Collaborative Practice & Communication for Special Education .... 3
   EDLD 388 Methods for Students with Language Learning Disabilities .......... 3
   EDLD 390 Characteristics of Specific Learning Disabilities ....................... 3
   EDLD 400 Educational Assessment of Exceptional Learners ...................... 3
   EDLD 417 Materials and Methods of Teaching Reading K-12 ..................... 3
   EDLD 420 Elementary Curriculum & Methods for Teaching
      Students with Learning Disabilities ....................................................... 3
   EDLD 422 Materials and Methods of Teaching Mathematics, K-12 LD ........ 3
   EDLD 430 Secondary Curriculum and Methods for Disabilities ................. 3
   EDLD 440 Managing the Learning Environment and Behavior ................... 3
   EDLD 459 Learning Disabilities Field Experience II .................................. 3
   EDLD 469 Learning Disabilities Field Experience III (Elementary) ............. 3
   EDLD 477 Research, Trends and Issues in Learning Disabilities ................ 3
Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

IV. SPADONI COLLEGE OF EDUCATION
MASTER OF ARTS IN TEACHING DEGREE FOR INITIAL LICENSURE

**Master of Arts in Teaching (M.A.T.) with Concentrations in:**

<table>
<thead>
<tr>
<th>Art (PreK-12),</th>
<th>English (9-12),</th>
<th>Music (PreK-12),</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (9-12),</td>
<td>Science (9-12),</td>
<td>Social Studies (9-12)</td>
</tr>
</tbody>
</table>

The Master of Arts in Teaching (M.A.T.) degree provides an avenue of entry into the teaching profession through graduate level study. It is intended for persons with a baccalaureate degree who desire to become certified to teach in a content area in which they hold a major or the equivalent in one of the areas where the degree is offered. M.A.T. degrees are currently offered in the fields of English, mathematics, science and social studies, leading to certification in grades 9-12, and in art and music, leading to PreK-12 certification.

**STUDENT LEARNING OUTCOMES for the M.A.T. PROGRAM**

Design and implement effective lesson based on knowledge of students, curriculum, and best pedagogical practices.

1. Integrate technology to improve teaching, learning and professional productivity.
2. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
3. Demonstrate leadership behaviors and dispositions in professional contexts.

**GRADUATE APPLICATIONS**

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

**M.A.T. ADMISSION and DEGREE REQUIREMENTS**

Students who currently are enrolled at Coastal Carolina University majoring in one of the areas of M.A.T. degree preparation, and who desire to enter the program upon graduation to pursue a master’s degree and certification in teaching, may enroll in up to two courses of the M.A.T. program prior to receiving a bachelor’s degree.

Students are advised that additional requirements may be added to the program of study to support needed background in a discipline and/or general education.
The PRAXIS II content knowledge examination must be successfully passed prior to entry into the Internship semester (Spring of each year). Students will not be placed in the Internship experience until a passing score on the PRAXIS II exam has been verified by the Spadoni College of Education.

Portals identify four key stages for this graduate program. The requirements for entry into each of the four portals are listed below:

**M.A.T. Portal I. Admission to the Graduate Program.**
For admission to the Graduate Program, students must:
- Submit an application for graduate study to the University with the $45 application fee (check or money order) enclosed. Applications are due May 1 for each cohort.
- Submit official transcripts reflecting an undergraduate GPA of 2.75 in the content area AND one of the following: 2.5 GPA overall, OR report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR report of a minimum score (388) on the Miller Analogies Test (MAT).
- Provide two letters of recommendation (on forms provided) supporting the applicant’s academic qualifications.

Following the completion of this process, the M.A.T. Graduate Admissions Committee (GAC) will evaluate the applicant’s file. All applicants will be informed in writing of the Committee’s decision.

**M.A.T. Portal II. Continuation in the M.A.T. Program and Admission to the Professional Program in Teacher Education (determined at the conclusion of Summer II).**
Students must:
- Attain a GPA of 3.0 for two education courses and two content area courses, with no grades below "C."
- Receive satisfactory recommendations from professors.
- Receive approval of the M.A.T. Graduate Admissions Committee.

**M.A.T. Portal III. Admission to Internship.**
Students must:
- Complete 24 semester hours in the graduate program, maintaining a GPA of 3.0 in content area courses and an overall GPA of 3.0, with no course grade less than "C."
- Complete practicum experiences with satisfactory recommendations from both cooperating teachers and university supervisors.
- Receive satisfactory recommendations from professors.
- Pass Praxis II subject area examinations.
- Fulfill the fingerprinting requirements.
- Receive approval of the adviser and the M.A.T. Graduate Admissions Committee.

**M.A.T. Portal IV. Graduation**
- Complete all course work with a 3.0 GPA overall and in the content area with no course grade less than "C."
- Complete Internship with satisfactory recommendations from the cooperating teacher and the supervisor.
- Receive satisfactory recommendations from professors.
- Receive approval of the adviser and M.A.T. Graduate Admissions Committee.
- Submit passing score on Principles of Learning and Teaching (P.L.T.).
M.A.T. Post-Graduation

- Provide contact information to the Spadoni College of Education and complete an evaluation of the program.

**M.A.T. REQUIRED GRADUATE DEGREE CREDIT HOURS (39-45) Graduate Credit Hours**

Concentrations in Secondary English, Mathematics, Science, and Social Studies and PreK-12 in Art and Music

**Core Courses** (12-18 Credits Hours)

- **EDSC 415** or **EDSC 515**: Teaching in Diverse Classroom Settings .................................................. 3
- **EDSC 475** or **EDSC 575**: Learners and the Learning Process .......................................................... 3
- **EDSC 500**: Assessment and Action Research ..................................................................................... 3
- **EDSC 518**: Addressing Literacy in the Content Area ........................................................................ 3
- **EDSC 525**: Managing the Classroom ............................................................................................... 3
- **EDSC 546**: Foundations of Secondary Education ............................................................................. 3

**Teaching Concentration** (15 Credits Hours)

(Choose **ONE**) Methodology course in the content area of concentration ........................................... 3

- **EDSC 547**: Principles and Methods of Teaching English
- **EDSC 549**: Principles and Methods of Teaching Social Studies
- **ARTE 550**: Principles and Methods of Teaching Art
- **MUED 551**: Principles and Methods of Teaching Music
- **EDSC 552**: Principles and Methods of Teaching Mathematics
- **EDSC 553**: Principles and Methods of Teaching Science
- **EDSC 590**: Internship .................................................................................................................... 9
- **EDSC 580**: Internship Seminar ....................................................................................................... 3

**Content Preparation Concentration** (12 Credit hours in the concentration chosen.)

Graduate in one of the concentration areas ............................................................................................... 12

- Art (ARTC, ARTE, ARTD, ARTH, ARTS)
- English (ENGL)
- Mathematics (MATH, STAT)
- Music (MUS, MUED)
- Science (ASTR, BIOL, CHEM, GEOL, MSCI, PHYS)
- Social Studies (ANTH, ECON, HIST, POLI, PSYC, SOC)
V. COURSE DESCRIPTIONS

Art Education (ARTE)

ARTE 329  Art for Elementary Schools. (3) Methods of teaching art to elementary school children. Major emphasis will be given to relevant studio experiences. F, S.

ARTE 550  Principles and Methods of Teaching Art. (3) Focus on methods, materials, and processes suitable for comprehensive art education content implementation. Students will develop art learning units with relevant teaching support materials organized around specific art concepts and modes of inquiry, produce assessment instruments for the evaluation of art programs and student art products, and engage in the review and analysis of art education literature for research. Emphasis is placed on secondary schools. Supervised clinical teaching experiences in the public schools are required. F

Astronomy (ASTR)

ASTR 101  Conceptual Astronomy. (3) (Coreq: ASTR 101L) An introduction to contemporary astronomy that explores our current understanding of the Cosmos and the unique methods employed to study astronomical objects. Topics include history of astronomy, observed motions of celestial objects, the solar system, stellar evolution, galaxies, and cosmology. The course material is designed primarily, but not exclusively, for non-science majors. F, S, Su.

ASTR 101L  Conceptual Astronomy Laboratory. (1) (Coreq: ASTR 101) Using laboratory equipment and exercises, students will investigate subtopics in astronomy. The labs will be a combination of indoor activities and the occasional nighttime sky viewing. While there is not a formal mathematical prerequisite, competency in high school algebra and geometry is expected. F, S, Su.

ASTR 111  Descriptive Astronomy I. (3) An introduction to basic astronomical principles and their historical development, with emphasis on some of the major objects in the solar system. A description of physical processes, and the methods used by astronomers, will be presented. A combination of three hours of lecture and demonstration designed primarily, but not exclusively, for non-science majors. Offered as needed.

ASTR 111L  Descriptive Astronomy I Laboratory. (1) (Coreq: ASTR 111 or permission of the instructor). A series of laboratory experiments and exercises (in and outdoors) to accompany ASTR 111. Students will have the opportunity to do some night sky viewing (naked eye as well as telescope viewing). A sample of exercises: Phases of the Moon, the sky in Autumn, comparative planetology, rotation of the rings of Saturn, etc. No college mathematic prerequisite, but competency in high school algebra and geometry is expected. Offered as needed.

Biology (BIOL)

BIOL 101  The Science of Life - Biology for Non-Science Majors. (3) (Prereq: SCIE 101/101L) (Coreq: BIOL 101L) A non-technical introduction to biology for non-science majors. This course will introduce students to basic biological processes and relate them to everyday life. F, S.

BIOL 101L  The Science of Life - Laboratory for Non-Science Majors. (1) (Prereq: SCIE 101/101L) (Coreq: BIOL 101) A non-technical introduction to Biology for non-science majors. This
course will introduce students to basic biological processes using a series of hands-on laboratory exercises. F, S.

**BIOL 121 Biological Science I.** (3) (Prereq: Placement into MATH 131 or above, or have a C or better in MATH 130) (Coreq: BIOL 121L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include scientific method, chemistry of life, macromolecules, cell structure and function, mendelian and molecular genetics. F, S, Su.

**BIOL 121L Biological Science I Laboratory.** (1) (Coreq: BIOL 121) Experiments, related to topics in Biology 121. Exercise topics include evolution, experimental design, data analysis, photosynthesis, cellular respiration and macromolecules. F, S, Su.

**BIOL 122 Biological Science II.** (3) (Prereq: BIOL 121/121L) (Coreq: BIOL 122L) An introduction to biological principles for students majoring in biology and related fields of study. Topics include evolution, origin of life, plant and animal development, ecology. F, S.

**BIOL 122L Biological Science II Laboratory.** (1) (Prereq: BIOL 121/121L) (Coreq: BIOL 122) Experiments, exercises and demonstrations emphasizing topics covered in Biology 122 with an oral communications component. F, S.

**BIOL 232 Human Anatomy and Physiology I.** (3) (Coreq: BIOL 232L) An introduction to the structure and function of cells, tissues, organs, and the muscular-skeletal systems of the body. Required of students in nursing, pre-pharmacy, and most health-related programs. Not available for major or minor credit. Three lecture hours per week. F, S, Su.

**BIOL 232L Human Anatomy and Physiology I Laboratory.** (1) (Coreq: BIOL 232) A practical approach to the study of the structure and function of cells, tissues and organs. The systems which are covered in Biology 232 are emphasized in this lab. Three laboratory hours per week. F, S, Su.

**BIOL 242 Human Anatomy and Physiology II.** (3) (Prereq: BIOL 121 or BIOL 232) (Coreq: BIOL 242L) A continuation of Biology 232 covering the nervous, endocrine, circulatory, respiratory, digestive, excretory and reproductive systems. Required of students in nursing, pre-pharmacy and most health-related programs. Not available for major or minor credit. Three lecture hours per week. F, S, Su.

**BIOL 242L Human Anatomy and Physiology II Laboratory.** (1) (Coreq: BIOL 242) A practical approach to the study of the structure and function of the systems covered in Biology 242. Three laboratory hours per week. F, S, Su.

**Chemistry (CHEM)**

**CHEM 101 Introductory Chemistry.** (3) (Coreq: CHEM 101L) A one semester survey course in chemistry designed primarily for non-science majors. Engineering, science, pre-med, and other majors requiring more than one semester of chemistry should not enroll in this course. Three lecture hours per week. F, S, Su.

**CHEM 101L Introductory Chemistry Laboratory.** (1) (Coreq: CHEM 101) The laboratory demonstrates the topics and principles presented in the lecture. Three laboratory hours per week. F, S, Su.

**CHEM 111 General Chemistry I.** (3) (Prereq: A grade of C or better in MATH 130 or equivalent) (Coreq: CHEM 111L) A survey of chemical structure, reactivity and physical properties. Topics
include dimensional analysis, atomic theory, chemical nomenclature, gas laws, and thermodynamics. Three lectures per week. F, S, Su.

**CHEM 111L**  **General Chemistry Laboratory I.** (1) (Coreq or Prereq: CHEM 111) This course is an introduction to qualitative inorganic reaction chemistry.

**CHEM 112**  **General Chemistry II.** (3) (Prereq: CHEM 111/111L) (Coreq: CHEM 112L) A continuation of Chemistry 111 to include intra- and intermolecular bonding theory, quantitative treatment of chemical kinetics, aqueous solution equilibria, and electrochemistry. Three lectures per week. F, S, Su.

**CHEM 112L**  **General Chemistry Laboratory II.** (1) (Coreq or Prereq: CHEM 112) This course consists of laboratory methods of quantitative study of chemical kinetics, equilibria, thermodynamics and electrochemistry. F, S, Su.

**Economics (ECON)**

**ECON 101**  **Survey of Economics.** (3) Designed to familiarize non-business majors with basic macro- and microeconomics models and selected economic problems. Not open to majors in Business Administration and Economics.

**Education (EDUC)**

**EDUC 111**  **Exploring Teaching as a Profession.** (3) Provides opportunities for student to explore teaching and learning and to begin the process of professional development as educators. Broadens students' perspectives of the educational process and of the multiple roles of educators and helps them build a framework for participation in teacher preparation programs at Coastal Carolina University, as well as provides experiences to assist students in making decisions regarding careers in education. Completion of a field experience is required for successful completion of this course. F.

**EDUC 204**  **Computer Technology and Instructional Media.** (3) (Computer Usage) A hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction. F, S.

**EDUC 215**  **Schools & Diversity.** (3) To be required for majors in Early Childhood Education, Elementary Education, Middle Level Education, and Special Education. This course is designed to acquaint pre-service teachers with diversity issues in today's classrooms. In addition to investigating the needs of students with disabilities and specific health issues, the roles that such factors as race, class, gender, language proficiency, and cultural background play in the educational process will be explored. Methods of instruction and evaluation designed to meet the needs of a diverse student population will be addressed. The main goal of the course is to help future teachers discover their own attitudes and values as they pertain to diversity and develop the knowledge and skills that will enable them to create inclusive classroom environments and to provide equal educational opportunities for all students. F, S.


**EDUC 334**  **Adolescent Growth and Development.** (3) (Writing Intensive) An investigation of the various patterns and theories related to intellectual, social, emotional, and physical growth and
development of preadolescent and adolescent learners with a focus on developmental applications in education settings. S.

EDUC 335  
*Introduction to Educational Psychology.* (3) Psychology of learning, learning theories, stages of development as applied to the learner in the classroom, with attention given to research into learning problems, management, as well as measurement of learning and least restrictive environments for learning. F, S.

EDUC 336  
*Introduction to Human Growth and Development.* (3) (Writing Intensive) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adult periods with a focus on developmental applications in educational settings. F, S, Su.

**Education - Early Childhood (EDEC)**

EDEC 300  
*Assessment, Evaluation, and Reporting Progress.* (3) (Prereq: Admission to the Professional Program in Teacher Education) This course is designed to prepare early childhood candidates to use appropriate assessments to evaluate students’ progress and guide instructional planning, and interpret and report assessment results to families. A variety of assessment techniques will be emphasized. F, S.

EDEC 314  
*Language and Emergent Literacy.* (3) (Prereq: EDEC 332, EDEC 339, and EDEC 340) This course will prepare candidates to understand language and literacy acquisition, the interrelationship of literacy and language, and instructional strategies and resources necessary for teaching beginning readers and writers, with main focus on children from birth through grade three. Practicum experiences required. F, S.

EDEC 325  
*Guiding Young Children's Behavior and Classroom Management.* (3) (Prereq: Admission to the Professional Program in Teacher Education) Study of appropriate, effective principles and techniques for guiding behavior and managing early childhood classrooms. F, S.

EDEC 332  
*Child Development: The Young Child.* (3) (Prereq: Admission to the Professional Program in Teacher Education) The study of intellectual, physical, social and emotional development for the total human life span with a special emphasis on prenatal through grade three, within an ecological context. Critical thinking, creative expression and diagnosis/assessment are emphasized. F, S.

EDEC 339  
*Early Childhood Programs and Curriculum.* (3) (Prereq: Admission to the Professional Program in Teacher Education) This course is designed to develop an understanding of early childhood programs and curriculum, philosophical orientations that guide program and curriculum development in early childhood education - Pre-kindergarten through grade 3 - and developmentally appropriate practice. F, S.

EDEC 340  
*Early Childhood: Field Experience II.* (3) (Prereq: Admission to the Professional Program in Teacher Education) Field placement in a pre-kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an understanding of children's development and implications of development for program planning for both typical and atypical children. F, S.

EDEC 376  
*Integrated Math/Science/Social Studies I.* (3) (Prereq: EDEC 340) This course will include theoretical and practical aspects of cognitive and social development for pre-kindergarten and kindergarten children emphasizing an integrated approach to planning and implementing developmentally appropriate teaching-learning experiences, and
determining appropriate curriculum content in science, mathematics, and social studies. F, S.

**EDEC 377**  
*Strategies for Teaching and Learning with Literature.* (3) (Prereq: EDEC 340) This methods course focuses on developing appropriate instructional strategies for utilizing literature to integrate the curriculum. F, S.

**EDEC 379**  
*Early Childhood: Field Experience III.* (3) (Prereq: EDEC 340) Field placement in a kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an increased understanding of children's development and implications of development for program planning for both typical and atypical children. F, S.

**EDEC 420**  
*Integrated Math/Science/Social Studies II.* (3) (Prereq: EDEC 379) This course will include theoretical and practical aspects of cognitive development for children in grades 1 through 3 emphasizing an integrated approach to planning and implementing developmentally appropriate teaching-learning experiences, and determining appropriate curriculum content in science, mathematics, and social studies. F, S.

**EDEC 421**  
*Child, Family, Community, Teacher Relations.* (3) (Prereq: EDEC 379) This course will prepare teacher candidates to work effectively in building relations with children, families, and communities through family and community involvement, conferencing, formal and informal communications, and knowledge of families and community served. F, S.

**EDEC 422**  
*Early Literacy Assessment.* (3) (Prereq: EDEC 300, EDEC 376, EDEC 377, and EDEC 379) This course will emphasize specific literacy assessments that can be used for early literacy assessment. Emphasis is in administrating, interpreting, reporting, and using assessment as a guide for literacy instruction planning. F, S.

**EDEC 423**  
*Early Childhood: Field Experience IV.* (3) (Prereq: EDEC 300, EDEC 376, EDEC 377, and EDEC 379) Field placement in a primary grade (1-3) classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing deeper understanding of children's development and implications of development for program planning for both typical and atypical children. F, S.

**EDEC 466 Q**  
*Internship in Elementary School (Early Childhood).* (9) The internship experience is comprised of supervised teaching experiences in a pre-kindergarten, kindergarten, first, second or third grade classroom. F, S.

**EDEC 496**  
*Internship Seminar.* (3) (Coreq: EDEC 466) Course provides Teacher Candidates with focused content related to the successful completion of the internship process and requirements. F, S.

**Education - Elementary (EDEL)**

**EDEL 314**  
*Emergent Literacy Development.* (3) (Prereq: Admission to the Professional Program in Teacher Education) This course will prepare candidates to understand language and literacy acquisition, the interrelationship of literacy and language, and instructional strategies and resources necessary for teaching beginning readers and writers, with a focus on children from birth through grade three. Practicum experiences required. Concurrent enrollment in EDEL 341 is required. F, S.
EDEL 341  *Elementary School Curriculum and Organization.* (3) (Prereq: Admission to the Professional Program in Teacher Education) A study of elementary education in America, (2-6). This course addresses the history and organization of elementary schools and their curriculum. Other topics include classroom management and organization, and assessment/evaluation of student learning. Practicum required. Requires concurrent enrollment in EDEL 314. F, S.

EDEL 343  *Instructional Theory and Practice-Elementary Education.* (3) (Writing Intensive) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDEL 341) Application of general teaching models as they apply to subject matter in the elementary school. The student is expected to demonstrate a variety of instructional competencies during supervised teaching situations in simulated settings and in school classrooms. Practicum experiences in public schools are required. Requires concurrent enrollment in EDEL 386 and EDEL 388. F, S.

EDEL 385  *Teaching English Language Arts.* (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 388, and EDEL 471) An interdisciplinary and integrated approach to the study of constructivist, research-based methods for teaching English Language Arts to elementary students. Particular attention is directed toward preparing candidates to analyze young students' writing and to plan instruction that will foster students' growth and improve their skills in writing. F, S.

EDEL 386  *Teaching of Language Arts and Social Studies - Elementary Education.* (6) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDUC 335, EDUC 336, EDEL 314, and EDEL 341) An interdisciplinary and integrated approach to the study of language arts and social studies methods and materials in the elementary grades focusing on inquiry-based approaches and utilizing multicultural children’s literature. Special emphasis on teaching in diverse classroom settings. Concurrent enrollment in EDEL 343 and EDEL 388 is required. F, S.

EDEL 388  *Teaching of Science and Mathematics - Elementary Education.* (6) (Prereq: Admission to the Professional Program in Teacher Education and completion of EDUC 335, EDUC 336, EDEL 314, and EDEL 341) An interdisciplinary, integrated approach to the study of mathematics and science instruction in the elementary grades focusing on inquiry-based approaches. The focus will be on methods and materials for engaging students in interactive learning and on appropriate strategies for assessing diverse needs of students. Requires concurrent enrollment in EDEL 343 and EDEL 386. F, S.

EDEL 414  *Intermediate Literacy Development.* (3) This course will introduce candidates to literacy processes, strategies and materials for teaching in the intermediate grades three – six. The course addresses the teaching of literacy to diverse populations, critical literacy and social justice issues, and the integration of children’s literature throughout all curriculum content areas. Practicum required. Requires concurrent enrollment in EDEL 471. F, S.

EDEL 467 Q  *Internship in Elementary School (Elementary).* (9) (Coreq: EDEL 496) The Elementary Education Internship remains the culminating field experience for Elementary Education candidates. The internship requires candidates to assume most or all of the responsibilities of an Elementary Teacher (grades 2-6) for at least 60 continuous days. F, S.

EDEL 471  *Assessment and Evaluation of Literacy.* (3) Examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on authentic, naturalistic,
classroom-based strategies for assessing and evaluating children’s literacy behaviors. Practicum with elementary students is required. F, S.

EDEL 472  **Classroom Management for Diverse Settings.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course addresses the management and diversity issues in current elementary school classrooms. Topics will include types of management styles, analysis of classroom behavior, effect of diversity on classroom environment, and the application of effective management techniques. Candidates will focus on developing decision-making skills and professional judgments based on appropriate management philosophies. A field experience is included. Requires concurrent enrollment in EDEL 414. F, S.

EDEL 481  **Teaching Elementary Mathematics.** (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 471, EDEL 486, and EDEL 488) EDEL 481 is the study of instructional mathematical strategies that promotes candidates’ development of critical thinking, problem solving, and performance skills in mathematics. This course will focus on the constructivist approach to teaching and learning mathematics and teaching strategies that encourage elementary students to think mathematically. Throughout the course, class work will be connected to the field experience. F, S.

EDEL 486  **Teaching Social Studies.** (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 388, and EDEL 471) A constructivist approach to the study of research-based social studies teaching methods for the elementary grades. Particular attention is given to integrating the social studies with other content areas. Concurrent enrollment in EDEL 343, EDEL 388, and EDEL 471 is required. F, S.

EDEL 488  **Teaching Elementary Science.** (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 471, EDEL 481, and EDEL 486) EDEL 488 focuses on developing instructional strategies for teaching science content as a means for achieving scientific literacy and understanding science inquiry. A broad range of science content will be explored in the context of the NSES strands Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. Candidates will be exposed to a variety of science teaching models with an emphasis on constructivism and integrated instruction in a community context. Throughout the course, class work will be connected to the field experience. F, S.

EDEL 496  **Internship Seminar.** (3) (Coreq: EDEL 467) The Elementary Education Seminar provides candidates with the content and support required for successful completion of the Elementary Internship and induction into the profession. F, S.

**Education - Language and Learning (EDLL)**

EDLL 484  **Instructional Strategies for Integrating Children’s Literature across the Elementary School Curriculum.** (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDEL 314 and EDEL 341) This methods course focuses on the study of contemporary literature for children, birth through grade six, with an emphasis on selecting and integrating a wide variety of genres into the curriculum across all content areas. Instructional strategies for enhancing reading comprehension of narrative and expository text will be emphasized. F, S.
**Education - Middle Level (EDML)**

**EDML 417** *Literacy Across Content Areas in the Middle Level.* (3) (Prereq: EDUC 334) (Coreq: EDML 441) A study of the reading and writing processes and readiness to read and write as related to the teaching of academic content areas found in public middle schools. Alternative methods of instruction and evaluation of concepts and skill development are presented. A clinical field experience at a middle school site is required and included in this course. F.

**EDML 425** *Middle Level Classroom Organization and Management.* (3) (Prereq: Admission to the Professional Program in Teacher Education, EDML 417, and EDML 441) (Coreq: EDML 445) Study of effective principles and techniques of management in middle level classrooms today. Attention is given to strategies and theories of management of students as well as classroom organization to facilitate developmentally appropriate practices in the areas of motivation and management of middle level students. A clinical field experience at a middle school site is required and included in this course. S.

**EDML 441** *Middle Level Curriculum and Organization.* (3) (Prereq: EDUC 334) (Coreq: EDML 417) Study of the middle level program including the grouping, scheduling, grading, and placement of students; school organization, curriculum and teaching techniques are included. A clinical field experience at a middle school site is required and included in this course. F.

**EDML 445** *Middle Level Instructional Theory and Practice.* (3) (Prereq: EDML 417 and EDML 441) (Coreq: EDML 425) Application of general teaching models as they apply to subject matter in the middle school. The student will be expected to demonstrate a variety of instructional competencies during supervised teaching situations in stimulated situations as well as in school classrooms. A significant portion of the course will address proactive and reactive classroom management strategies. A clinical field experience at a middle school site is required and included in this course. S.

**EDML 458** *Internship Seminar.* (3) (Coreq: EDML 468) This is a seminar for Middle Level candidates as they participate in their Internship experience. This seminar is designed to offer support, allow all candidates to come together and discuss practical issues, as well as prepare them for the job search. F, S.

**EDML 468 Q** *Internship in Middle Level Teaching.* (9) (Coreq: EDML 458) Supervised teaching experience in the middle grades classroom. Interns will be assigned to field placements for a period of no fewer than 60 instructional days. F, S.

**EDML 489** *Methods for Teaching English/Language Arts at the Middle Level.* (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 490, EDML 491, or EDML 492) The development of knowledge, skills, and attitudes necessary for instruction in English/Language Arts in the middle grades and for the integration of the areas of the curricular concentration. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed. A clinical field experience at a middle school site is required and included in this course. F.

**EDML 490** *Methods for Teaching Social Studies at the Middle Level.* (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 491, or EDML 492) Study of methods,
techniques, and materials appropriate to the teaching of social studies at the middle school level. Standards-based instructional planning and strategies for effective teaching in the social studies will be analyzed and evaluated using current research. Emphasis will be placed on but not limited to such topics as the cultural approach to the study of history, reciprocal reinforcement among the disciplines, values classification, controversial issues, citizenship education, and the roles of the social studies as a mirror of society or as a change agent for society. A clinical field experience at a middle school site is required and included in this course.

EDML 491  
Methods for Teaching Science at the Middle Level.  (3) (Prereq: EDML 425 and EDML 445)  
(Coreq: Choose one from EDML 489, EDML 490, or EDML 492) Study of methods, techniques, and materials of instruction appropriate to science teaching at the middle level. Students will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed. A clinical field experience at a middle school site is required and included in this course.

EDML 492  
Methods of Teaching Mathematics at the Middle Level.  (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 490, or EDML 491) Study of methods, techniques, and materials of instruction appropriate to mathematics education at the middle school level. The student will be expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed. A clinical field experience at a middle school site is required and included in this course.

Education - Physical Education (EDPE)  
EDPE 131  
Orientation to Physical Education Teacher Education.  (1) (Prereq: Restricted to Physical Education Teacher Education majors; or Permission of Department Chair) This course provides the student with an introduction to the PETE Program, the Professional Program in Teacher Education (PPTE), field experiences in teacher education, and current professional practice in the field. Special emphasis is placed on understanding the mission of the program.

EDPE 226  
Developing Motor Behavior in Children (Pre-School Through Elementary Levels).  (3)  
Foundations and practices in perceptual motor learning; behavioral factors in efficient motor performance, and the effects of growth and development are studied in depth. Materials and methods in the selection and teaching of appropriate activities designed for the primary and elementary level child. Opportunities provided for teaching experiences.

EDPE 232  
History and Philosophy of Physical Education.  (3) (Prereq: EDPE 131 or permission of Department Chair) Students will be provided with insight into the historical and philosophical basis of physical education and sport. This course covers physical education and sport from the ancient world, through the medieval and early modern Europe, the development of American physical education and sport to today’s practices. Other topics addressed will be ethics, integrity, and problems in the profession, ancient and modern
Olympics, international participation, current issues, technological advances, and future directions in the profession. F, S.

**EDPE 290**  
*Adapted Physical Activity.* (3) (Prereq: EDPE 131 or permission of Department Chair)  
Methods of working with students with special needs within regular physical education classes. Planning, organizing, and implementing adapted physical education learning experiences to meet the needs of special populations. The course has a lab experience. F, S.

**EDPE 303**  
*Teaching Lifetime Fitness.* (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 410) Course provides the teacher candidate with current best practice in teaching personal fitness to students in K-12 schools. Course requires the development of personal fitness skills and pedagogical skills including peer teaching, lesson and unit planning, and the use of assessment and technology. F.

**EDPE 304**  
*Teaching Team Sports.* (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 411) Course provides the teacher candidate with current best practice in teaching team sports to students in K-12 schools. Course requires the development of personal competence in select team sports/skills and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. S.

**EDPE 305**  
*Teaching Lifetime Activities.* (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 412) Course provides the teacher candidate with current best practice in teaching lifetime physical activities to students in K-12 schools. Course requires the development of personal competence in select team lifetime activities and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. F.

**EDPE 320**  
*Curriculum and Administration in Physical Education.* (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 305 and EDPE 412) Course provides the teacher candidate with an introduction to K-12 physical education curriculum models, standards-based curriculum development, and a variety of administrative issues essential for a beginning teacher. Course includes the impact of current local, state, and national issues and legislation important to developing, delivering, and assessing the physical education curriculum. F.

**EDPE 325**  
*Assessment and Technology in Physical Education.* (3) (Prereq: EDPE 131 and EDUC 204) (Coreq: EDPE 303 and EDPE 410) To provide the skills and knowledge for students in physical education utilizing a variety of current technologies and authentic assessment tools available and emerging in the field. To develop a working knowledge of the statistical techniques used in scoring, assessment, and interpretation of student performance and learning. F.

**EDPE 410**  
*Elementary School Physical Education Pedagogy.* (4) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 303 and EDPE 325) Foundations and practices in teaching elementary school physical education. Course studies the development and assessment of fundamental movement patterns/skills, curriculum development, and planning and implementing instruction at the elementary level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the elementary schools. F.
EDPE 411  *Middle School Physical Education Pedagogy*. (4) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 304) Foundations and practices in teaching middle school physical education. Course studies the development and assessment of motor and fitness skills for early adolescent students, curriculum development, and planning and implementing instruction at the middle school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the middle schools. S.

EDPE 412  *High School Physical Education Pedagogy*. (4) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDPE 305 and EDPE 320) Foundations and practices in teaching high school physical education. Course studies the development and assessment of motor and fitness skills for late adolescent students, curriculum development, and planning and implementing instruction at the high school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the high schools. F.

EDPE 431  *Internship Seminar in Physical Education Teacher Education*. (1) Course provides Teacher Candidate with focused content related to the successful completion of internship process and requirements. F, S.

EDPE 479 Q  *Internship (Physical Education)*. (12) All Internship experiences are comprised of supervised teaching experiences in either the appropriate grade level or subject-matter area related to the student’s area of emphasis. Interns are assigned to field placements for a period of no fewer than 60 instructional days. Pass/Fail grading only. F, S.

**Education - Special Education/Learning Disabilities (EDLD)**

EDLD 370  *Foundations of Special Education*. (3) This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, and support services for individuals with disabilities at varied degrees of severity and the impact of disabilities on academic and social/emotional performance. F.

EDLD 381  *Collaborative Practice and Communication for Special Education*. (3) Study of the design and implementation of curriculum programs for individuals with learning disabilities with emphasis on managing and enhancing the instructional environment in both resource and classroom settings; special attention given to working collaboratively with other professionals and parents; the development and use of IEPs, accountability procedures, and documentation requirements are addressed. Field experiences in schools are included. F.

EDLD 388  *Methods for Students with Language Learning Disabilities*. (3) An investigation of various elements in the language and social development of individuals with learning disabilities; special focus given to the implementation of effective strategies to address language and social learning disabilities. Field experiences in schools are included. S.

EDLD 390  *Characteristics of Specific Learning Disabilities*. (3) (Prereq: Admission to the Professional Program in Teacher Education) Study of current definitions of individuals with specific learning disabilities, etiology, identification criteria and characteristics, labeling issues, and incidence and prevalence; content also includes the evolution of the term learning disabilities, the psychological, medical, social and emotional, and behavioral characteristics,
and the historical foundations and classic studies that undergird the field. Field experiences in schools are required. F.

**EDLD 400 Educational Assessment of Exceptional Learners.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides students with knowledge and experiential learning activities in psycho-educational assessment procedures used in special education with an emphasis on writing reports and developing individualized Education Programs for exceptional learners. Field experience in schools is required. S.

**EDLD 417 Materials and Methods for Teaching Reading, PreK-12 LD.** (3) Study of reading development and effective instructional methodologies used in reading instruction specific to students with learning disabilities; emphasis given to reading practices as they relate to individual learners, readiness activities, decoding skills, vocabulary development and comprehension. Field experiences in schools are included. F.

**EDLD 420 Elementary Curriculum and Methods for Teaching Students with Learning Disabilities.** (3) (Prereq: Admission to Professional Program in Teacher Education, EDLD 390) This course provides knowledge and skills to teach elementary grade students with specific learning disabilities (SLD). Course applies research on teacher effectiveness, instructional approaches, and curriculum design with emphasis on instructional planning; curriculum and instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Field experiences required. S.

**EDLD 422 Materials and Methods of Teaching Mathematics, PreK-12 LD.** (3) Basic study of methods and materials for the teaching of mathematics to students with learning disabilities through the K-12 grade span. F.

**EDLD 430 Secondary Curriculum and Methods for Disabilities.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course applies research on teacher effectiveness, teacher accountability and instructional approaches at the secondary level. Cognitive strategies in self-regulation, study skills, attention, memory, and motivation; peer-mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed. Field experiences required. F.

**EDLD 440 Managing the Learning Environment and Behavior.** (3) Study of curriculum and management practices through the K-12 grade span specific to working with students with learning disabilities; special attention given to issues of classroom management strategies. Field experiences in schools are included. S.

**EDLD 459 Learning Disabilities: Field Experience II.** (3) (Prereq: Admission to Professional Program in Teacher Education) Supervised field experience with children or youth with specific learning disabilities at the elementary and middle or high school levels. Related seminar addresses the roles of special educators, organizational and legal contexts for special education programs, models for service delivery, professional and ethical practice, and collaboration skills. Students apply knowledge and skills from coursework in characteristics of learning disabilities, collaborative practice and communication, and teaching methods for language learning disabilities. F.

**EDLD 469 Learning Disabilities: Field Experience III.** (3) (Prereq: 2.5 GPA, EDLD 459, or permission of the instructor) Supervised field experience requiring a minimum of 60 hours of direct
instruction of elementary students with specific learning disabilities. Students apply knowledge and skills from coursework in reading instruction, behavior management, and teaching methods for students with learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom, effective instructional planning and implementation; and managing the learning environment and behavior for students with disabilities. Knowledge and skills developed in Field Experience II are reinforced. S.

**EDLD 477**  
*Research, Trends and Issues in Learning Disabilities.* (3) Investigation of current research, trends and issues that impact the planning and performance of programs and instruction for individuals with learning disabilities. F.

**EDLD 478 Q**  
*Internship in Learning Disabilities.* (12) Supervised teaching experience with learning disabilities students. Interns will be assigned to clinical placements for a period of no fewer than 60 instructional days. S.

**EDLD 479**  
*Learning Disabilities: Field Experience IV.* (3) (Prereq: 2.5 GPA, admission to PPTE, EDLD 469, or permission of the instructor) Supervised field experience requiring a minimum of 60 hours of special education services provided to middle grades or high school students with specific learning disabilities. Students apply knowledge and skills related to basic academic skills instruction, educational assessment, and secondary level teaching methods and procedures for students with specific learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom; and community resources. Knowledge and skills developed in Field Experience II and III are reinforced. F.

**EDSP 380**  
*Current Trends in the Education of Individuals with Exceptionalities PreK-12.* (3) This course is a study of individuals with exceptionalities including learners with mild to severe disabilities, as well as those identified as gifted/talented. Current trends, legal issues, adaptations, and vocational aspects of learners with exceptionalities across the lifespan are addressed. F, S, Su.

**English (ENGL)**

**ENGL 101**  
*Composition.* (4) In ENGL 101, students focus on the writing process, paying special attention to prewriting, writing, and revising strategies. The course also introduces elements of academic writing as well as the research process. This class prompts students to hone their critical reading and writing skills as they consider the rhetorical situations that shape all writing tasks. As a hybrid course, ENGL 101 includes a parallel online component, Coastal Composition Commons, which provides uniform and digitally delivered content reinforcing a common set of student learning outcomes. F, S, Su.

**ENGL 102**  
*Composition and Critical Reading.* (4) (Prereq: A grade of C or better in ENGL 101) In ENGL 102, students read and respond to a variety of texts written across disciplinary lines. As they interpret and evaluate these texts by composing functional, rhetorical, and critical analyses, students extend their understanding of the writing process, consider the importance of context, and refine their approaches to research. This hybrid course includes a parallel online component, Coastal Composition Commons, which builds upon the content taught in ENGL 101 and continues to digitally deliver uniform content that stresses an ongoing set of common student learning outcomes. F, S. Su.
ENGL 205  *Literature and Culture.* (3) (Prereq: ENGL 101 and ENGL 102 with a C or better). This course is designed to provoke and cultivate students’ imaginative and critical understanding of literature in various cultural contexts. Text (in poetry, drama, fiction, and/or creative nonfiction) will vary by section. Each section will examine compelling themes, styles, and cultural arguments within their literary, historical, and philosophical contexts. F, S, Su.

ENGL 277  *Literature Across Cultures.* (3) (Prereq: Completion of (1) ENGL 101 and (2) ENGL 102 or ENGL 211) This course is designed to introduce students to works of literature in translation from the Eastern and/or Western literary and intellectual traditions. Drawing from a variety of texts, genres, and formats, each section will examine issues of cultural interaction and translation, emphasizing the significance of cross-cultural dialogue and transfer of ideas between world cultures, historical periods, and/or literary movements.

ENGL 290  *Introduction to Business Communication.* (3) (Prereq: ENGL 101 with a C or better) Students will gain valuable experience with some of the most important types of written and oral communication required in a business and professional context. F, S, Su.

ENGL 303  *British Literature I.* (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level course) A survey of representative works illustrating the development of British literature from its beginning through the eighteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. F.

ENGL 304  *British Literature II.* (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level course) A survey of representative works illustrating the development of British literature from the late eighteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. S.

ENGL 305  *American Literature I.* (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a C or better and ENGL 275, ENGL 276, ENGL 287, ENGL 288, or ENGL 205) A survey of representative works illustrating the development of American literature from its beginnings through the mid-nineteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. F.

ENGL 306  *American Literature II.* (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a C or better and ENGL 275, ENGL 276, ENGL 287, ENGL 288, or ENGL 205) A survey of representative works illustrating the development of American literature from the mid-nineteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. S.

ENGL 459  *Advanced Composition and Rhetoric.* (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a C or better, C or better in one other ENGL course, and Junior standing) Writing that involves different aims, types, and audiences. Students learn theory about composition, rhetoric, and reading. Students also read examples, do library research, and review grammar, punctuation, and editing. F, S, Su.

ENGL 485  *Adolescent Literature.* (3) (Writing Intensive) (Prereq: ENGL 101 and ENGL 102 with a C or better, C or better in one other ENGL course, and Junior standing) An extensive study of works appropriate for the adolescent. Required of all Secondary English Education students.
**Exercise and Sport Science (EXSS)**

**EXSS 122**  
*Lifetime Fitness and Physical Activity.* (3) Basic concepts, components, and skills of lifetime personal fitness and physical activity. Emphasis placed on behavior change through participation in all physical fitness components, utilization of fitness tools/technology, and the application of essential concepts. Provides the knowledge and skills to plan, evaluate, and achieve and adhere to a personalized program of fitness. Course includes topics of nutrition, weight and stress management, and disease prevention related to lifetime fitness and health.

**EXSS 350**  
*Exercise Physiology.* (3) (Prereq: A grade of C or better in BIOL 232/232L and BIOL 242/242L) (Coreq: EXSS 350L) This course provides an overview of exercise physiology theory and principles and an examination of the physiological responses to both acute and chronic physical activity. The impact of environment, supplements, detraining and overtraining on physiological responses to exercise will also be highlighted. Finally, various techniques utilized to assess physiological responses to exercise will also be discussed. F, S, Su.

**EXSS 350L**  
*Laboratory in Exercise Physiology.* (1) (Prereq: A grade of C or better in BIOL 232/232L and BIOL 242/242L) (Coreq: EXSS 350) An applied course that reinforces the basic principles and skills learned in exercise physiology lecture (Physical Education 350). Emphasis placed on the collection of real data and the generation of scientific lab reports. F, S, Su.

**EXSS 360**  
*Motor Behavior.* (3) (Prereq: A grade of C or better in EXSS 205 or EDPE 290) (Coreq: EXSS 360L) A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages and populations, the content blends principles of motor learning/control, motor development, and sport psychology. F, S, Su.

**EXSS 360L**  
*Laboratory in Motor Behavior.* (1) (Prereq: A grade of C or better in EXSS 205 or EDPE 290) (Coreq: EXSS 360) An applied course that reinforces the basic concepts, principles, and research learned in motor behavior lecture (EXSS 360). The course includes participation in laboratory and field-based experiments, collection and analysis of data, the generation of scientific lab reports, and applications to real-world instructional settings. F, S, Su.

**EXSS 400**  
*Biomechanics.* (3) (Prereq: BIOL 232/232L) Examines the anatomical and mechanical bases for human movement as they relate to exercise, physical activity, and sport.

**Geography (GEOG)**

**GEOG 121**  
*World Regional Geography.* (3) An introduction to basic geographical concepts used by geographers in examining the fundamental contrasts between various countries of the world. Analysis of regions of the world, western and non-western, with respect to physical, cultural (both majority and minority), political and economic orientation.

**Geology (GEOL)**

**GEOL 102**  
*Environmental Geology.* (3) (=MSCI 102) (Coreq: GEOL 102L) The geologic processes and features that affect human usage and development of Earth's resources. Topics include
natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground waters, soils, and the coastal zone as well as contamination control. Three lecture hours per week. F, Su.

**GEOL 102L Environmental Geology Laboratory.** (1) (=MSCI 102L) (Coreq: GEOL 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of Earth’s inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. Three laboratory hours per week. F, Su.

**GEOL 111 Physical Geology.** (3) (Coreq: GEOL 111L) This course illustrates the methods and enterprise of science as they have been applied to interpret the earth. The technical subject matter is concerned as much with natural processes as with their products—the minerals, rocks, fossils, structure and surface forms of the earth. The course emphasizes the interplay between hypothesis, experiment, and observable fact that characterizes productive physical science. Three lecture hours per week. Offered as needed.

**GEOL 111L Physical Geology Laboratory.** (1) (Coreq: GEOL 111) The laboratory demonstrates the topics and principles presented in lecture. Three laboratory hours per week. Offered as needed.

**Health Promotion (HPRO)**

**HPRO 121 Personal and Community Health.** (3) An investigation of issues related to improving personal and community health. Emphasis will be on physical fitness, mental health, nutrition, stress management, sexuality, relationships, diseases, and complementary medicine for health-care.

**HPRO 331 Health Education for the Primary and Elementary School.** (3) An exploration of the major health problems that affect school age children and have implications for learning. Special emphasis will be placed upon how the teacher may influence the health knowledge, attitudes and beliefs of children in preschool through grade eight.

**History (HIST)**

**HIST 101 The Foundations of European Civilization to 1648.** (3) An introduction to the foundations of European Civilization, beginning with the early civilizations of Egypt and Mesopotamia, followed by a survey of the history of ancient Greece and Rome, the rise of Christianity, the transmission of this heritage to Europe, the Middle Ages, the Renaissance, and the Reformation.

**HIST 111 World History to 1500.** (3) World History to 1500 examining the emergence of key civilization in India, China, Africa and Europe.

**HIST 112 World History Since 1500.** (3) World History since 1500 examines the nature and interactions between Europeans, Asians, Africans, Pacific Islanders and Americans from the “voyages of oceanic discovery” through the ages of democratic and industrial revolutions and into the era of contemporary global developments.
HIST 201, 202  *History of the United States from Discovery to the Present.* (3 each) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social, and intellectual developments. 201: Discovery through Reconstruction. 202: Reconstruction to the Present.

HIST 383  *History of the Colony and State of South Carolina.* (3) A study of South Carolina's origins and development and a survey of recent South Carolina history with emphasis on social and institutional development.

HIST 384  *History of Horry and Georgetown Counties.* (3) Insights into regional and local developments since the settlement of this area.

HIST 389  *The New South.* (3) (Writing Intensive) The Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of the Depression, New Deal, and two world wars.

*Mathematics (MATH)*

MATH 160  *Calculus I.* (4) (Prereq: MATH 130 or MATH 130I and a C or better in MATH 131, or a C or better in MATH 135, or Mathematics Placement Test) Limits, continuity, differentiation and integration of algebraic and transcendental functions, applications of the derivative to curve sketching, optimization and related rates. F, S, Su.

MATH 173  *Discrete Mathematics for Middle School Teachers.* (3) (Prereq: MATH 160) Develop the number systems used in mathematics, with special focus on discrete systems and fundamental ideas of number theory. Introduce the basic ideas of discrete mathematics: graphs, trees, combinatorics, and basic probability. S.

MATH 201  *Mathematics for Early Childhood and Elementary Education Majors I.* (3) (Prereq: A grade of C or better in MATH 130 or the Mathematics Placement Test) Set theory, the meaning of number and the structure of the real number system, algorithms, elementary number theory, and problem solving. F, S, Su.

MATH 202  *Mathematics for Early Childhood and Elementary Education Majors II.* (3) (Prereq: MATH 201) Informal geometry and basic concepts of algebra. Open only to students in early childhood and elementary education. F, S, Su.

MATH 205  *Algebraic Thinking for Middle School Teachers.* (3) (Prereq: A grade of C or better in MATH 160) An exploration into algebraic thinking for pre-service middle school students through connecting algebra to other areas of mathematics. Problem solving, matrix logic, recursive relationships, functions, statistics, proportional reasoning, geometry, and graphing will be examined. Graphing calculators will be used. F.

MATH 219  *Problem Solving Strategies for Middle School Teachers.* (3) (Prereq: A grade of C or better in MATH 160) Methods of problem solving used for middle school students. Includes pattern recognition, diagrams, matrix logic, and the study of special cases. Major emphasis on explanation and reflection of the problem solving process. S.

MATH 330  *Geometry for Middle School.* (3) (Prereq: MATH 160) Geometry taught from varying viewpoints. Includes basic geometric topics, taxicab geometry, and proof by pictures, and compass and straightedge constructions. May include a component involving technology. Other topics which may be covered include convex sets and the geometry of transformations. F.
**Marine Science (MSCI)**

MSCI 101  *The Sea.* (3) (Coreq: MSCI 101L) A non-technical introduction to oceanography for non-majors. Stresses basics of marine science and their relationship to people. Students may not receive credit for both MSCI 101 and MSCI 111. Three lecture hours per week. F, S, Su.

MSCI 101L  *Laboratory for The Sea.* (1) (Coreq: MSCI 101) Laboratory exercises to accompany Marine Science 101. Three laboratory hours per week. F, S, Su.

MSCI 102  *Environmental Geology.* (3) (=GEOL 102) (Coreq: MSCI 102L) The geologic processes and features that affect human usage and development of the earth’s resources. Topics include natural hazards such as earthquakes, floods and volcanic eruptions, use of natural resources such as surface and ground water, soils and the coastal zone and contamination control. Three lecture hours and three laboratory hours per week. Offered as needed.

MSCI 102L  *Environmental Geology Laboratory.* (1) (=GEOL 102L) (Coreq: MSCI 102) The environmental geology laboratory course focuses on active learning exercises demonstrating the dynamic interrelationships of earth’s inhabitants, natural resources and geohazards. Specific exercises, conducted in the classroom and in the field, concern the resources and geohazards associated with mineral and rocks, global plate motions, earthquakes and volcanoes, wetlands and coastal regions and land-use issues. Offered as needed.

MSCI 111  *Introduction to Marine Science.* (3) (Prereq or Coreq: completion of or concurrent enrollment in MATH 131 or above, OR an SAT math score of 550 or higher, OR an ACT math score of 24 or higher) (Coreq: MSCI 111L) An introduction to the general theory and principles of marine science covering the physical, biological, geological, and chemical characteristics of seawater and sediments. Three lecture hours per week. F, S.

MSCI 111L  *The Present-Day Marine Environment Laboratory.* (1) (Coreq: MSCI 111) Laboratory and field experiences to demonstrate the functioning of the marine environment. Three laboratory hours per week. F, S.

**Music Education (MUED)**

MUED 354  *Music for Young Children.* (3) Emphasis on such topics as the place of music in the education of young children, free and dramatic interpretation of music, listening and rhythmic activity, and rhythm instruments. Designed for students in early childhood and elementary education. Three meetings and one laboratory period each week. F, S.

MUED 551  *Principles and Methods of Teaching Music.* (3) An overview of the total music program in a variety of school settings to include the development of artistry in musicianship, and pedagogy. F,S

**Physics (PHYS)**

PHYS 103  *Science of the Physical World.* (3) (=SCIE 101) (Coreq: PHYS 103L) This course is designed specifically for non-science majors that have an interest in a general science course. It focuses on physical science principles while addressing relevant topics like environmental issues, and how the universe was created and evolved. Students would leave this course with a good understanding of the process of science and have the critical thinking skills needed to make informed decisions based on scientific evidence. This course cannot be
used in conjunction with SCIE 101 and SCIE 101L to satisfy science core curriculum requirements under the 2006-2007 and prior catalogs. F, S, Su.

**PHYS 103L**  
*Science of the Physical World Laboratory.* (1) (=SCIE 101L) (Coreq: PHYS 103) This course demonstrates the scientific principles taught in PHYS 103. The emphasis is on the scientific process using hands-on active learning techniques. F, S, Su.

**PHYS 137**  
*Conceptual Physics.* (3) (Coreq: PHYS 137L) This introductory survey course explores the physical principles behind everyday phenomenon such as motion, electricity and magnetism, thermodynamical processes, and quantum effects. The course material is designed to develop a student’s conceptual understanding of the physical world and how the scientific method is employed as a structured approach for studying nature. F.

**PHYS 137L**  
*Conceptual Physics Laboratory.* (1) (Coreq: PHYS 137) Using laboratory equipment and exercises, students will investigate selected topics discussed in the accompanying lecture. While there is not a formal mathematical prerequisite, competency in high school algebra and geometry is expected.

**PHYS 201**  
*General Physics I.* (3) (Prereq: A grade of C or better in MATH 131) (Coreq: PHYS 201L) An introductory course for students not preparing for graduate work in physics. Includes a study of mechanics, thermodynamics and acoustics. Three hours lecture per week. Offered as needed.

**PHYS 201L**  
*General Physics I Laboratory.* (1) (Coreq: PHYS 201) The laboratory demonstrates the topics and principles presented in the lecture. Offered as needed.

**PHYS 211**  
*Essentials of Physics I.* (3) (Prereq: MATH 160 with a C or better, or PHYS 137 with a C or better and co-requisite MATH 160) (Coreq: PHYS 211L) An introductory course for scientists and engineers. Topics covered include kinematics, dynamics, energy, and rotational mechanics. Three hours of lecture per week. F, S, Su.

**PHYS 211L**  
*Essentials of Physics I Laboratory.* (1) (Coreq: PHYS 211) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S, Su.

**Politics (POLI)**

**POLI 101**  
*Introduction to World Politics.* (3) An introduction to global politics connecting the ideas, cultures, and policies of individual countries to the international level. Students will examine conflict and cooperation on the planet in the areas of security, the environment, economic development, financial institutions, and human rights toward a better understanding of global citizenship in the 21st Century. F, S.

**POLI 201**  
*American National Government.* (3) The formation and development of the national government, its organizations and powers.

**Psychology (PSYC)**

**PSYC 101**  
*General Psychology.* (3) A general introduction to the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, developmental, social, abnormal, and the biological bases of behavior, in addition to some other selected topics. F, S.
Secondary Education (EDSC)

EDSC 415 Teaching Diverse Learners. (3) Study of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture. S.

EDSC 475 Adolescence and the Learning Process. (3) An investigation of human growth and development (intellectual, social, emotional and physical) and principles of learning as related to classroom environments. Learning theories and various learner needs are explored as they relate to effective classroom instruction. S.

EDSC 500 Assessment and Action Research. (3) An introduction to assessment at the secondary level. Students design, apply, and interpret the results of measurements. Test formats, the correlation of test items with learning objectives and the interpretation of teacher-made and standardized test results are addressed. F

EDSC 515 Teaching in Diverse Classroom Settings. (3) (Prereq: Admission to MAT Degree Program) Study of the diverse population of students in today’s classrooms. Alternative methods of instruction and evaluation of concepts and skill development will be presented. A clinical field experience in public schools is included. F

EDSC 518 Addressing Literacy in the Content Area. (3) (Prereq: Admission to MAT Degree Program) Study of the reading process and readiness to read as related to the teaching of academic areas found in public schools. Alternative methods of instruction and evaluation of concepts and skill development are presented. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials. SU

EDSC 525 Managing the Classroom. (3) (Prereq: Permission of instructor) Study of effective principles and techniques of management of classrooms today. Attention is given to theories and strategies of management of students as well as classroom organization and the relationship between motivation and management. A clinical experience in public schools is included. F

EDSC 546 Foundations of Secondary Education. (3) (Prereq: Admission to MAT Degree Program) A study of the principles of curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher’s role in understanding curriculum, theory behind curriculum development, and implementing standards-based curriculum, instruction, and assessment. SU

EDSC 547 Principles and Methods of Teaching English. (3) (Prereq: Admission to MAT Degree Program) A study of methods, techniques and materials appropriate to teaching English. A clinical experience in public schools is included. F

EDSC 548 Principles and Methods of Teaching Foreign Language. (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Foreign Language. The student is expected to plan, implement, and evaluate specific lessons using various resources and techniques. A clinical experience in public schools is included. As Needed

EDSC 549 Principles and Methods of Teaching Social Studies. (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching Social Studies. A clinical experience in public schools is included. F
EDSC 552  **Principles and Methods of Teaching Mathematics.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching mathematics. A clinical experience in public schools is included. F

EDSC 553  **Principles and Methods of Teaching Science.** (3) (Prereq: Admission to MAT Degree Program) Study of methods, techniques, and materials appropriate to teaching science. A clinical experience in public schools is included. F

EDSC 575  **Human Development and Learning Processes.** (3) (Coreq: EDUC 515, EDUC 625, permission of instructor) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adolescence periods with an emphasis on the period of adolescence and a focus on developmental applications in educational settings. A clinical experience in public schools is included. F

EDSC 580  **Internship Seminar.** (3) (Prereq: Admission to MAT Degree Program) (Coreq: EDSC 590) Candidates will meet periodically with their university supervisor and with other candidates to establish links between the theoretical principles taught in the methods course and the practical application of these theories during the internship. F, S

EDSC 590  **Internship.** (9) (Prereq: Admission to MAT Degree Program, Passing PRAXIS II Scores) (Coreq: EDSC 580) Supervised teaching experience. Interns will be assigned to schools for a period of no fewer than 60 instructional days. F, S

**Statistics (STAT)**

STAT 201  **Elementary Statistics.** (3) (Prereq: MATH 130 or MATH 130I) (Coreq: STAT 201L) An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, introduction to probability, random variables and sampling distribution, linear regression and correlation, testing of hypothesis concerning one and two population samples, confidence interval estimation of parameters and introduction to one way ANOVA (analysis of variance). Primarily for students in the field of science who need basic knowledge of statistics. Students may not receive credit for this course if credit has been received from any of the following courses: CBAD 291 or PSYC 225. Three lecture hours per week. F, S, Su.

STAT 201L  **Elementary Statistics Computer Laboratory.** (1) (Coreq: STAT 201) The computer laboratory involves exercises and/or lectures accompanying STAT 201. Students will use various statistical software. Laboratory exercises are designed to analyze data using appropriate tests/methods introduced in Statistics 201. F, S, Su.

**University (UNIV)**

UNIV 110 Q  **First Year Experience.** (3) Designed to enhance the satisfaction and success of first year students. The course focuses on developing critical and creative thinking, information literacy skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and becoming contributing members of the Coastal community. This course is a graduation requirement. Must be completed with a C or better. F, S.