**Table of Contents**

Welcome......................................................................................................................... 3
Meet the Team.................................................................................................................. 4-5
Coastal Carolina University Title IX Statement.............................................................. 6
Mission Center for Excellence, Academic Advising and Student Services.................... 6
Academic Advisement...................................................................................................... 6
Course and Praxis I Exemptions...................................................................................... 6-7
Transcript Status Check Instructions.............................................................................. 7
Foreign Language Requirements.................................................................................... 7
Math Placement................................................................................................................ 7
Dalton and Linda Floyd Mentoring Program.................................................................... 7-8
Experiential Learning Courses....................................................................................... 8-9
Electronic Communication Expectations........................................................................ 9
Netiquette Tips................................................................................................................ 9
Email Examples............................................................................................................... 9
Pre-Professional Student Expectations........................................................................... 10
2018-2019 Spadoni College of Education (SCOE) Requirements for Entrance into the
   Professional Teacher Education Program.................................................................... 11
Praxis Core Academic Skills for Educators Test (ETS) Website Information................ 12
SCOE Praxis Core Academic Skills for Educators Test Pledge (Student Copy)............. 13
Praxis Core Academic Skills for Educators Test Registration Instruction..................... 14
Praxis Core Academic Skills for Educators Test Resources.......................................... 15
PLATO Account Request Instructions (Praxis Core Academic Test Resource)............ 16
South Carolina Law Enforcement Division (SLED) Background Verification Instructions.... 17
Extra Cost for Education Majors.................................................................................... 18
Initial Licensure Degree Programs................................................................................ 19-28
SCOE Student Information Form.................................................................................... 29
SCOE Acknowledgment of Personal Responsibility Form ............................................ 30
CCU and SCOE Background Questions for Students Enrolled in Field Placement........ 31
SCOE Praxis Core Academic Skills for Educators Test Pledge (Student File Copy)......... 32
Welcome from Mrs. Amanda Darden, Director of Center for Excellence

On the behalf of the Center for Excellence, Academic Advising and Student Services in the Spadoni College of Education (SCOE) at Coastal Carolina University, I welcome you! Congratulations on your decision to become a teacher candidate. You have chosen one of the most demanding yet rewarding career paths. SCOE prepares educators to become highly effective teachers by training students to analyze the validity of education reforms in relation to student learning. Teacher candidates learn how to adapt and implement effective teaching practices to varied learning contents.

The Center for Excellence seeks to foster a proactive mindset in our students. We also seek to help all of our students build grit, learn about hard work and demonstrate commitment. Students in the education program are held to a higher standard. To become highly effective teachers, students must be willing to give the best of themselves by achieving and maintaining these standards. In my role as the director of the Center for Excellence, I am committed to giving teacher candidates 100 percent of myself and in return I expect the same from each student. The Center for Excellence has been designed as a “one-stop shop” resource location. We are located in the Prince Building, Room 213F. The Center for Excellence provides and assists students with:

- Academic advising
- Praxis I tutoring
- Peer-to-peer mentoring opportunities
- South Carolina teacher’s loan application
- Field placements both in the pre-professional and professional educator programs
- Professional program application and admission processes
- South Carolina Law Enforcement Division (SLED) checks
- TB tests and fingerprinting
- Internship application and state department student teaching application
- Retention resources

Staff members in the Center for Excellence are here to help students identify their goals and aid them in achieving those goals. This handbook is a roadmap that will help you to understand some of your responsibilities and obligations as a pre-professional teacher candidate. You will find valuable information that you can reference throughout your journey as a teacher candidate.

Amanda Darden, Director
Center for Excellence, Academic Advising and Student Services
Spadoni College of Education
Coastal Carolina University
Meet the Team

Betsey Costner, Clinical Field Placements and Academic Adviser
Phone: 843-349-6958
Email: bcostne@coastal.edu
Office Location: Prince 213H
Mrs. Costner coordinates clinical placements for all teacher candidates. She also advises Teaching Fellow students.

Karen Cafaro, Academic Adviser
Phone: 843-349-6537
Email: kscafaro@coastal.edu
Office Location: Prince 213K
Mrs. Cafaro advises freshman and transfer students.

Shannon Norris, Administrative Specialist
Phone: 843-349-6592
Email: shandle1@coastal.edu
Office Location: Prince 213E
Mrs. Norris provides administrative support for the Center for Excellence and clinical placements.
Meet the Team

Douglas Smith, Faculty Adviser
Phone: 843-349-8664
Email: dsmith@coastal.edu
Office Location: Prince 105C
Dr. Smith is a faculty professor who instructs undergraduate and graduate level courses. He advises elementary education pre-majors.

Dianne Mark, Faculty Adviser
Phone: 843-349-2485
Email: dmark@coastal.edu
Office Location: Prince 105D
Dr. Mark is a faculty professor who instructs undergraduate courses and advises elementary education pre-majors.

Tiffany Hollis, Faculty Adviser
Phone: 843-349-2542
Email: thollis@coastal.edu
Office Location: Prince 119H
Dr. Hollis is a faculty professor who also advises education pre-majors.

Adriane Sheffield, Faculty Adviser
Phone: 843-349-2632
Email: asheffiel@coastal.edu
Office Location: Prince 105A
Dr. Sheffield is a faculty professor who also advises education pre-majors.
Coastal Carolina University Title IX Statement

Coastal Carolina University (CCU) does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, genetic information, mental or physical disability, or status as a disabled or Vietnam-era veteran in its admissions policies, programs, activities or employment practices. For more information relating to discrimination, please contact the CCU Title IX Coordinator/EEO Investigator, Coastal Carolina University, Kears Hall 104B, Conway, SC; Title IX email titleix@coastal.edu; office phone 843-349-2382; Title IX cell phone 843-333-6229; EEO email eeo@coastal.edu; or the U.S. Dept. of Education Office for Civil Rights at www2.ed.gov/ocr.

Mission: Center for Excellence, Academic Advising and Student Services

The mission of the Center for Excellence, Academic Advising and Student Services is to encourage and support the academic success of all SCOE students (from Orientation through the completion of their academic goals and career paths). This mission is carried out by teaching, advising, tutoring, mentoring, and offering programs and services that focus on first-year programs, transfer students and collaborations with program faculty.

Academic Advisement

Students are informed of their academic adviser’s contact information during Orientation. Students are required to meet with their academic adviser each semester for pre-advisement. Academic advisers are responsible for assisting students in course selection, tracking program requirements, advising on major choice, and assisting students in interpreting University policies and procedures.

Course and Exam Exemptions

**English 101, University 110E, Teacher Cadet and Praxis I**

You may exempt English 101 without credit by doing one of the following:

***SAT taken as of March 2016:
- ✓ Scored 33 or higher on the SAT Writing and Language Test

***ACT taken as of September 2016
- ✓ Scored 9 or higher on the ACT Writing portion

***SAT taken prior to March 2016:
- ✓ Scored 600 or higher on the SAT Writing Test  *(i.e. taken prior March 2016)*

***ACT taken prior to September 2016:
- ✓ Scored 24 or higher on the ACT Writing portion

You may exempt University 110E if:
- ✓ You transfer 12 or more college credits and are not a first time freshman.
- ✓ You are 21 years or older.
- ✓ You were in the Scholars Academy.

Teacher Cadet Transfer Credit:
- ✓ Students who have earned credit for Teacher Cadet and who send their transcript to Coastal Carolina University will not be required to complete Education 111.
You may exempt the Praxis Core Academic Skills Test for Educators by doing one of the following:

***SAT taken as of March 2016:
✓ Score 1100 or higher on SAT Composite

***ACT taken as of May 2016:
✓ Score 22 or higher on ACT Composite

***SAT taken prior to March 2016:
✓ Score 1650 higher on SAT Composite

***ACT taken prior to May 2016:
✓ Score 24 higher on ACT Composite

Transcript Status Check Instructions

To check if your transcript has been received by Coastal Carolina University, you may do one or both of the following:
✓ Go to webadvisor.coastal.edu → Log in → Click Applicant Tab → Application Status.
✓ Go to webadviser.coastal.edu → Log in → Click Student Tab → Under Academic Planning click Transfer Equivalency Report.

Foreign Language Requirements

All students are required to complete three to six credits of foreign language. Students may satisfy these requirements by doing one of the following:
✓ Complete a five-credit foreign language course at the 115 level.
✓ Complete two sequenced levels of foreign language (i.e., 110 and 120).
✓ Complete one foreign language course at the 130 level or higher.
✓ Transfer in three to six credits of foreign language.

Math Placement

Freshmen are not required to take the Compass Math exam. Math placement will be determined by your SAT and/or ACT scores.

Dalton and Linda Floyd Mentoring Program

Become a mentor or tutor for a child in a local elementary or middle school to gain valuable experience before entering the professional program. Visit a child at their school for at least an hour each week for a minimum of one semester (full academic year preferred). Mentors encourage children to do their best in school and make wise choices; many also help with reading, math and homework.

Through this relationship, you will learn about the lives of children and their families and how it impacts their school experience. As stated by Gabriela Carofaniello, a former mentor and 2017 elementary education major, “the mentoring program really made me into the teacher I am today and I would love to share that with potential employers. The situation with my mentee a few years ago really opened my eyes to how important our jobs as teachers really are.”

Prospective mentors need to have one hour available during the school day each week, a car or reliable car pool (seven elementary and three middle schools are located within 20 minutes of CCU), pass a background check, and complete two hours of on-campus preparation. Minimum GPA: 2.75 for tutors; 2.0 for mentors.
Courses such as Exploring Teaching as a Profession (EDUC 111) and Schools and Diversity (EDUC 215) encourage mentoring as experiential learning. Students may also participate without taking a class.

First-semester freshmen may participate if they are taking a course which includes this service option. To see the complete list of courses that encourage mentoring or to apply: www.coastal.edu/biddlecenter/daltonlindafloydfamilymentoringprogram.

For more information, contact Zan Wiggins at zwiggins@coastal.edu or BiddleCenter@coastal.edu.

**Experiential Learning Courses**

**University 110E: Freshman Seminar**

This course focuses on developing creative, critical-thinking skills, and 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 cultivating active members of the Coastal community. This course has an on-site experience in a local public school working with children. Students are expected to observe and become familiar with the classroom and the role of the teacher, become active participants, and execute basic tasks as assistants to the classroom teacher. Students are expected to explore best practice within the classroom, the role of the teacher, and the relationship between teacher and child. Students are also expected to explore the development of children and the effective structure and implementation of classroom management within the school and classroom environment. All students are expected to dress appropriately and professionally as future teachers, and provide the SCOE a clear South Carolina Law Enforcement Division background check. Students enrolled in UNIV 110E are provided transportation to a variety of schools for this field placement. They remain in the same classroom for three half days and one full day. This is an exciting opportunity to be involved in a public school classroom during the first semester at Coastal Carolina University.

**Education 204: Computer Technology and Instructional Media**

This course gives education majors a hands-on laboratory approach for developing computer literacy skills and for developing skills necessary to use instructional technology to enhance classroom instruction.

**Education 215: Schools and Diversity**

Schools and Diversity is designed to acquaint pre-service teachers with diversity issues in today’s classrooms. 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. In addition to investigating the needs of students with disabilities and health issues, the roles 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. As part of the experiential learning component, every student is expected to do 15 hours of community service. This is defined as a service given freely to the Coastal Carolina community at large and may include Conway, Myrtle Beach, Georgetown and other surrounding communities. The site
for community service must be somewhere you have not worked before, must be given freely, and must be done with a Title I school, legitimate community service organization or nonprofit.

**Electronic Communication Expectations**

All email contact should be professionally written with a clear purpose. Teacher candidates should provide their email recipient with their name, the university name, their major and their email address. Emails should contain a greeting, body, closing and signature. Any email contact to an academic adviser is held to the same professional expectation as an email you would send to a professor, a dean or a cooperating teacher.

**Netiquette Tips**

✓ Use a professional email address.
✓ Include a salutation and signature.
✓ Include clear subject line.
✓ Be clear, polite and precise.
✓ Proofread for spelling and grammar errors.
✓ Remember that writing a professional email is different than posting a status on social media.
✓ Don’t use emoji and text shortcuts.
✓ Use technology responsibly when composing email messages on your cellphone.

**Below are two examples of unacceptable and acceptable email communication between teacher candidates and cooperating teachers.**

**X Unacceptable Email Message Example**

Hi lisa!

i am your field experince student from WU and i am so excited!!!!!!

i am 18 and from myrtle beach. my boyfriend cory and i have been together for 3 years and he is starting a band-he is definitely my BFF! i will be there on Monday for my class- we have to be their at 8 (OMG!) can’t wait to meet u! TTLY…….

Karen 😊

**✓ Acceptable Email Message Example**

Dear Mrs. Johnson,

My name is Karen Taylor, and I will be a Coastal Carolina University teacher candidate working in your classroom this semester. I am looking forward to collaborating with you and your students throughout my field placement.

According to my course schedule, I will be with your class from 8 until 10 a.m. on September 8, 10, and 21; October 1, 14, 15, and 25; and November 1 and 5. I will be available by phone and email throughout the semester.

If there are any additional details that I need to be aware of, please let me know. Again, I look forward to working with you and your students this semester.

Sincerely,

Karen Taylor
Middle-Level Education Major
Coastal Carolina University
taylork101@coastal.edu
843-349-1000
Pre-Professional Student Expectations

**Semester 1:**
✓ Check your Coastal email daily.
✓ Attend classes.
✓ Purchase textbooks and supplies.
✓ Print a copy of your class schedule (check your schedules, via WebAdvisor, up until the day before classes begin).
✓ Visit your academic adviser for any required course changes by the last day of the first week of the semester.
✓ If you need to drop a course after the last day of the first week of the semester, visit your academic adviser by the last day to drop a course with a “W.”
✓ When prompted, schedule pre-advisement appointment with academic adviser.
✓ When prompted, register for spring courses.
✓ Complete SLED check.

**Semester 2:**
✓ Check your Coastal email daily.
✓ Attend classes.
✓ Purchase textbooks and supplies.
✓ When prompted, schedule pre-advising appointment with academic adviser.
✓ When prompted, register for fall courses.
✓ Take Praxis I the summer after your freshman year.

**Semester 3:**
✓ Check your Coastal email daily.
✓ Attend classes.
✓ Purchase textbooks and supplies.
✓ When prompted, schedule pre-advisement appointment with academic adviser.
✓ When prompted, register for spring courses.

**Semester 4:**
✓ Check your Coastal email daily.
✓ Attend classes.
✓ Purchase textbooks and supplies.
✓ When prompted, schedule pre-advising appointment with academic adviser.
✓ When prompted, register for fall courses.
✓ Apply for professional program.
✓ Complete SLED check.
✓ Complete disclosure form
✓ Dispositional rating
2018-2019 Spadoni College of Education Requirements for Entrance into the Professional Teacher Education Program

✓ Complete 60 hours of undergraduate coursework*
✓ Earn a minimum cumulative grade point average (GPA) of 2.75 or higher
✓ Pass or exempt the Core Academic Skills Praxis I Exam
✓ Complete a South Carolina Law Enforcement Division (SLED) check
✓ Complete Professional Teacher Educator Program application

Praxis Core Academic Skills for Educators Test required scores are as follows:

Reading-156, Writing-158, Mathematics-142

Praxis Core Academic Skills for Educators Test exemptions are as follows:

***SAT and ACT taken as of March 2016:
✓ Scored 1100 or higher on SAT Composite
✓ Scored 22 or higher on ACT Composite

***SAT and ACT taken prior to March 2016:
✓ Scored 1650 higher on SAT Composite
✓ Scored 24 higher on ACT Composite

<table>
<thead>
<tr>
<th>Additional Requirements by Program</th>
<th>Must earn a grade of “C” or higher in all Education Foundations Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>➢ ENGL 101 and 102 and/or ENGL 211</td>
<td>➢ ENGL 101 and 102 and/or ENGL 211</td>
</tr>
<tr>
<td>➢ EDUC 111 or equivalent</td>
<td>➢ EDUC 111 or equivalent</td>
</tr>
<tr>
<td>➢ EDUC 204</td>
<td>➢ EDUC 204</td>
</tr>
<tr>
<td>➢ EDUC 215</td>
<td>➢ EDUC 215</td>
</tr>
<tr>
<td>➢ EDUC 276</td>
<td>➢ EDUC 276</td>
</tr>
<tr>
<td>➢ Math 201 and 202</td>
<td>➢ Math 201 and 202</td>
</tr>
<tr>
<td>➢ Two Sciences with Lab</td>
<td>➢ One Science Course</td>
</tr>
<tr>
<td>➢ Foreign Language</td>
<td>➢ HIST 201</td>
</tr>
<tr>
<td></td>
<td>➢ POLI 201</td>
</tr>
<tr>
<td></td>
<td>➢ HIST 105 or 106</td>
</tr>
<tr>
<td></td>
<td>➢ GEOG 120 or 121</td>
</tr>
<tr>
<td></td>
<td>➢ Foreign Language</td>
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</tbody>
</table>

*May not have more than four uncompleted Core or Foundations courses when entering professional program
These tests measure academic skills in reading, writing and mathematics. They were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.
SCOE Praxis Core Academic Skills for Educators Test Pledge***

(Student Copy)

All Spadoni College of Education (SCOE) majors are responsible for meeting all requirements for entrance into the Professional Teacher Educator Program in a timely and efficient manner. These requirements can be found on Page 11 of this handbook. Students who do not exempt the Core Academic Skills Praxis I test are expected to sign the Praxis I Pledge.

By signing the Core Academic Skills Praxis I Pledge, freshman students consent to attempting the Core Academic Skills Praxis I test before or at the end of their freshman year. Transfer students who sign this pledge consent to attempt the Core Academic Skills Praxis I before or by the end of their first semester at Coastal Carolina University. In addition, all students signing this pledge are committed to doing their best to successfully pass all three parts of the Core Academic Skills Praxis I exam.

A copy of this pledge will be kept in each student’s file. This pledge will be considered by the Professional Program Portal Committee for those students who fail to enter the professional program at their designated time. Freshmen should be prepared to enter the professional program in the fall of their junior year. Most transfer students should be prepared to enter the professional program after completing one to three semesters at Coastal Carolina University.

*The Praxis Core Academic Skills for Educators Test signature form is on Page 33 of this handbook.*

***Praxis Core Academic Skills for Educators Pledge: (unless exempted from Praxis Core Academic Skills for Educators test)

Students are required to sign the Core Academic Praxis Pledge agreement. Freshman are required to attempt the Academic Core Skills Praxis 1 Core Exams by the end of their freshman year. Transfer students are required to attempt Praxis I by the end of their first semester at Coastal Carolina University. Student are expected to successfully pass all portions of the Praxis I test before entering the Professional Teacher Educator Program. ***
Praxis Core Academic Skills for Educators Test Registration Instructions

Type in the following web address: https://www.ets.org/praxis

1. Under **State Testing Requirements**, click on the dropdown box and select **South Carolina**.

2. On the **Overview of South Carolina Testing Requirements** page, under “Ready to take a Praxis Test,” select **Register**.

3. Click “Create Account.”

4. Complete both parts of “Create Your Account.”

5. Once you have created your ETS account, you can register for a test.

6. Under “Select a Test,” under **1. Find a Test, Certifying State or National Agency**, select **South Carolina** from the drop-down box.

   Then, under **State Agency**, select **SC State Dept of Education** and click **SEARCH**.

7. Under **2. Select the Tests You Want to Take**, scroll down to **Core Academic Skills for Educators: Combined** and select it in the check box.

8. Scroll down to the bottom of the page and select **Continue**.

9. On the page titled **Computer-delivered Tests to be Scheduled**, click on **Schedule Computer Test(s)**.

10. Under Select a Test Center, enter the ZIP code of the city where you wish to take the test. Coastal’s ZIP code is 29526.

11. Select test center: select the testing center where you plan to take the test.

   If you test at CCU: **ETS - COASTAL CAROLINA UNIV., CONWAY, SC 29526, APCN-7749**.

12. Choose a date from those available (You will see a box that says next available date, but that is not the only date available. The gray boxes on the calendars are live links to available testing dates and times. You can click on the arrow on the top of the calendar to move to the next month, where there are also available testing dates.)

13. Select your test date. The system will then prompt you for your payment.
# PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS TEST RESOURCES

<table>
<thead>
<tr>
<th>What?</th>
<th>Where?</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Writing and Math Workshop</td>
<td>Center for Excellence (Prince 213F)</td>
<td>➢ Tutors are available to review with you the types of readings and questions that may be on the Praxis 1 Math, Reading and Writing tests (along with general test-taking strategies).&lt;br&gt;➢ The assistance is one-on-one and can be scheduled at your discretion.&lt;br&gt;➢ We heavily encourage you to take advantage of this opportunity, as it is free and beneficial.</td>
</tr>
<tr>
<td>Praxis I Workshop</td>
<td>UNIV 110E</td>
<td>➢ A total of three Praxis workshops will be provided during UNIV 110E: Praxis Reading, Writing and Math.&lt;br&gt;➢ Unless you have exempted Praxis I, all UNIV 101E students will be required to go to at least one of these seminars.&lt;br&gt;➢ In the seminar, the students will get a general overview of the Praxis I testing experience.&lt;br&gt;➢ It is still recommended that if you are struggling that you seek tutoring or extra assistance.</td>
</tr>
<tr>
<td>Praxis I Work Packets</td>
<td>Center for Excellence (Prince 213F)</td>
<td>➢ We have sample test worksheets that closely resemble the types and formats of questioning that you will experience on the Praxis I Math, Reading and Writing test.&lt;br&gt;➢ You can come at any time to receive the practice materials, as well as general advice.</td>
</tr>
<tr>
<td>Praxis I Books</td>
<td>Center for Excellence (Prince 213F)</td>
<td>➢ You may sign out Praxis I study guides.&lt;br&gt;➢ These guides review the format of the test, how the test is graded, and general test-taking tips.&lt;br&gt;➢ The books also contain sample problems for you to practice.</td>
</tr>
<tr>
<td>ETS Study Companions</td>
<td><a href="http://www.ets.org">www.ets.org</a></td>
<td>➢ At this site you can practice and see sample test questions, get tips and general information, and sign up for the Praxis I test.</td>
</tr>
<tr>
<td>Tutoring Help</td>
<td>University Math and Writing centers (Kearns Hall)</td>
<td>➢ For extra writing and math assistance, the Math and Writing centers in Kearns Hall may be helpful to visit.</td>
</tr>
</tbody>
</table>
PLATO Account Request Instructions

PLATO is a Praxis Core Academic Skills for Educators web-based simulation software that is **FREE** to students! To set up a PLATO account, do the following:

**Step 1: Learn how it works:**

1. Complete one of the four tests: Reading, Writing, Essay or Math.
2. Upon completion of each test, the PLATO software will automatically “prescribe” modules for you to complete for areas in which less than an 80 percent was scored.
3. Work on the prescriptions to increase your knowledge and skills.
4. Complete a second test. Did your score improve?

**Step 2: Sign me up!**

To request an account send an email to plato@coastal.edu with the following information:

1. Your first and last name
2. Your CCU ID Number (ex. 0123456)
3. CCU email address (Account request **must** be sent from a CCU email address.)
4. You will receive an email with your account information and instructions once your account is created.

**IMPORTANT NOTE:** Accounts are usually created within 3-5 days of account request but could be sooner or later. For questions, please contact the PLATO administrator at plato@coastal.edu.

**Step 3: Retrieve Account Information from Email**

**Step 4: Get Started!** (You must have an account to get started, see Steps 2 and 3)

2. Enter the **account login:** ccu2
3. Enter your **PLATO name:** this should be **your CCU username** (e.g., ddavis@coastal.edu, ddavis is the username)
4. Enter your **password:** this is **your CCU ID Number** (e.g., 0123456) and click “Login.”
5. Click on “Assignments” to begin.

---

Example shown below, use YOUR PLATO Name and Password to access your account.

![PLATO Login Screen](image)
South Carolina Law Enforcement Division (SLED) Background Verification Instructions

South Carolina law requires all individuals working or volunteering in schools to undergo SLED CATCH (i.e., Citizens Access to Criminal History) verification. Coastal Carolina also requires a SLED CATCH for student clearance to participate in any experiential learning field experience.

A SLED CATCH provides a criminal background check. SLED CATCH verification may be purchased from the South Carolina Enforcement Division website at https://catch.sled.sc.gov. A valid credit card or debit card is required to purchase a SLED CATCH. A nonrefundable fee of $25 will be charge for this service. Verification background results should be printed at the time of purchase and submitted to the requesting individuals. However, in instances where the student mistakenly doesn’t print their report, he or she may contact SLED for a copy of their report. To get a copy of their report, students must send SLED the following:

✓ Copy of printed receipt
✓ Your name, date of birth, and social security number
✓ Self-addressed stamped envelope

Students are required to complete a SLED CATCH for their UNIV 110E course and they should submit their SLED CATCH to their University 110E instructor. Students are also required to complete a SLED CATCH before starting their Junior 1 block courses in the Professional Educator program. This SLED CATCH should be submitted to Shannon Norris in the Prince Building, Office 213E.

Before accessing your SLED CATCH, please remember:

1. THERE IS NO RETURN ACCESS TO THE VERIFICATION BACKGROUND INFORMATION ONCE YOU CLOSE THE WEBSITE.
2. DO NOT CLOSE THE PRINT SCREEN UNTIL YOU PRINT THE PAGE THAT SAYS CLEARED!

Directions for SLED CATCH background verification:

2. Click box: I accept these terms and conditions.
3. Click box: Not Eligible.
4. Complete all required information AND Social Security number (Note: DOB must be in YEAR/MONTH/DAY format – no spacing).
5. Click box: Submit.
6. Click box: Credit Card.
7. Complete all required information and click box: Submit.
8. PRINT results (Remember: Results cannot be accessed or printed after the window is closed.)
9. Provide a copy of the SLED CATCH background verification to the requesting individual.
Extra Costs for Education Majors

(ALL FEES SUBJECT TO CHANGE)

1. **Assessment technology software fee** - $125

2. **Testing fees** are as follows:
   a. Core Academic Skills Praxis I - $150 for combined test or $90 for each individual test. Must be exempted or pass Praxis I before being accepted into the Professional Teacher Educator Program.
   
   b. Praxis II - $60-$170 depending on the test selected. Must be passed before approval for internship.
   
   c. Praxis II PLT - $146. Must be passed before being recommended for licensure.

3. **SLED background check** - $25 each time. Must be completed first semester freshman year or at time of transfer and then at entrance into the Professional Teacher Educator Program.

4. **Fingerprint and background check processing fees** – Current cost - $50.50
   a. Fingerprint processing is completed through a company contracted with the state Department of Education.
   
   b. Fingerprinting processed during Junior II block. The results are only accepted for an 18-month period and should not be processed until notification is sent to the student by their adviser.

5. **South Carolina Department of Education Licensure Application fee** - $105
   a. Applications are sent to the South Carolina Department of Education during Junior II block.
   
   b. Fee currently $105 (due June 1 for spring internship. Due Feb. 1 for fall internship).

6. **TB Test Clearance Fee** - $35-$60
   a. Amounts vary and are dependent on where the TB test is administered.
   
   b. Cleared TB test to be submitted with internal internship application during Senior I block. All early childhood education majors must submit cleared TB results at entrance into the Professional Teacher Educator Program. TB test cleared results are good for a three-year block of time ending at the end of the internship term.

7. **Professional Wardrobe** - $100+
   a. All SCOE students are expected to wear professional attire any time they are representing the Spadoni College of Education. This applies to all practicums,
internships and mentoring experiences. Professional clothing is expected during freshman year.

8. Graduation Fee - $35
   a. This fee should be paid during Senior I block.

Initial Licensure Degree Programs

EARLY CHILDHOOD EDUCATION
Degree: 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 PREMAJOR

I. CORE CURRICULUM (38-40 credits) ..................................................................................................................38-40

II. FRESHMAN GRADUATION REQUIREMENT (0-3 credits)
Minimum grade of C is required.

Complete the following: (0-3 credits)
UNIV 110 Q - First Year Experience ......................................................................................................................3
UNIV 110 is required for all students, with the following exceptions:

- Students admitted as transfer students who transfer in 12 or more credits from another institution;
- Students 21 years of age or older prior to their first semester at CCU;
Students who graduated from the Scholar’s Academy.

Choose one from the following: (3 credits)
HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction ................................................................. 3
OR
POLI 201 - Introduction to American Government ......................................................... 3

Early Childhood Foundation Courses (32 Credits) *
Minimum grade of ‘C’ is required

Humanistic Concepts
Complete the following course:

HIST 205 - U.S. History* ............................................................................................... 3

Scientific Concepts
Choose two from the following:

ASTR 101/L - Conceptual Astronomy AND Laboratory* .................................................. 4
ASTR 111/L - Descriptive Astronomy I AND Laboratory* ............................................. 4
BIOL 101/L - The Science of Life - Biology for Non-Science Majors AND Laboratory* .... 4
BIOL 121/L - Biological Science I AND Laboratory* ....................................................... 4
BIOL 232 - Human Anatomy and Physiology I AND Laboratory* ................................ 4
CHEM 101/L - Introductory Chemistry AND Laboratory* ............................................. 4
CHEM 111/L - General Chemistry I AND Laboratory* ....................................................... 4
GEOL 102/L - Environmental Geology AND Laboratory* ............................................. 4
GEOL 111/L - Physical Geology AND Laboratory* ......................................................... 4
MSCI 101/L - The Sea AND Laboratory* ..................................................................... 4
MSCI 102/L - Environmental Geology AND Laboratory* ............................................. 4
MSCI 111/L - Introduction to Marine Science AND Laboratory* .................................. 4
PHYS 103/L - Science of the Physical World AND Laboratory* ................................ 4
PHYS 201/L - General Physics I AND Laboratory* ......................................................... 4
PHYS 211/L - Essentials of Physics I AND Laboratory* ................................................. 4

Mathematical Concepts
Complete the following courses:

MATH 201 - Mathematics for Early Childhood and Elementary Education Majors I * ....... 3
MATH 202 - Mathematics for Early Childhood and Elementary Education Majors II ........ 3

Education Concepts
Complete the following courses:

EDUC 111 - Exploring Teaching as a Profession (or equivalent) ..................................... 3
EDUC 204 Q - Computer Technology and Instructional Media .................................... 3
EDUC 215 Q - Schools & Diversity ............................................................................... 3
EDUC 276 - Early Childhood Foundations ........................................................................ 3
EDEC 270 - Health, Safety, and Motor Development for Young Children ..................... 3
*Courses may be used to meet CORE CURRICULUM requirements.

IV. Electives (0-4 credits).................................................................................................................................0-4

ELEMENTARY EDUCATION (2-6) MAJOR
Degree: 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
I. CORE CURRICULUM (38-40 credits)...........................................................................................................38-40

II. FRESHMAN GRADUATION REQUIREMENT (0-3 credits)
Minimum grade of C is required.

Complete the following: (0-3 credits)
UNIV 110 Q - First Year Experience .............................................................................................................3
UNIV 110 is required for all students, with the following exceptions:

- Students admitted as transfer students who transfer in 12 or more credits from another institution;
- Students 21 years of age or older prior to their first semester at CCU;
- Students who graduated from the Scholar’s Academy.

Choose one from the following:** (3 credits)
HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction *.................................................................................................................................3
OR POLI 201 - Introduction to American Government .................................................................3

**Both of these courses are required for the Elementary Education Major.
III. FOUNDATION COURSES (40-65 credits)*

Foundation Courses (53 Credits)*

Foundation Courses (53 Credits)*
Minimum grade of ‘C’ is required

General Content
Complete one of the following courses:

- GEOG 120 – Cultures and Environments* ......................................................... 3
- GEOG 121 - World Regional Geography * .......................................................... 3

Mathematical Concepts
Complete the following courses:

- MATH 201 - Mathematics for Early Childhood and Elementary Education Majors I * ……… 3
- MATH 202 - Mathematics for Early Childhood and Elementary Education Majors II ……… 3

Scientific Concepts
Complete the following course:

- Any BIOL/Lab* (i.e. BIOL 101/BIOL 101L *, BIOL 121/BIOL 121L *, etc.) .................. 4

Humanistic Concepts
Choose one from the following:

- HIST 105 - The Foundations of European Civilization to 1648 * ......................... 3
- HIST 106 - World History to 1500 * ................................................................. 3

Complete both of the following:

- HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction ............................................................... 3
- POLI 201 – Introduction to American Government ........................................... 3

Education Concepts
Complete the following courses:
Minimum grade of ‘C’ is required in all foundation courses.

- EDUC 111 Exploring Teaching as a Profession (or equivalent) .......................... 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

Choose one of the following:
- EDPE 226 - Dev Mot Beh/Child ................................................................. 3
- MUED 354 - Music for Young Children ....................................................... 3
Choose one of the following
PUBH 331 - Health Education for the Primary and Elementary School ......................... 3
EDEC 270 - Health, Safety, & Motor Development ....................................................... 3

Note: *Courses taken may be used to meet core curriculum requirements.

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

MIDDLE-LEVEL EDUCATION (5-8) MAJOR
Degree: 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 today’s society, 2) a set of education foundation courses that focus on the art and science of teaching young adolescent learners, and 3) a set of content area concentration courses that are defined according to the two chosen content areas. The content area concentration choices are: mathematics, science, social studies, and/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, except for EDML 317 which should be taken in the spring of their sophomore year. Once admitted to the professional program, students are required to participate in planned and guided clinical 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 clinical experiences. Students are required to have clinical experiences in both of their selected licensure content areas.

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 that are built on their knowledge of young adolescent development, curriculum, interdisciplinary nature of knowledge, and best pedagogical practices.
2. Demonstrate depth and breadth of subject matter content knowledge.
3. Integrate technology to enhance their teaching, learning and professional productivity.
4. Adapt learning environments, instructional strategies, and assessment techniques to meet and respond to the needs of culturally and developmentally diverse young adolescent students.
5. Demonstrate leadership, skills, behaviors and dispositions in professional contexts.

MIDDLE-LEVEL EDUCATION MAJOR (120-125 credits)
I. CORE CURRICULUM (38-40 credits) ....................................................................................... 38-40

II. FRESHMAN GRADUATION REQUIREMENT (3-6 credits)
Minimum grade of ‘C’ is required.

**Complete the following: (0-3 credits)**
UNIV 110 Q - First Year Experience
UNIV 110 is required for all students, with the following exceptions:

- Students admitted as transfer students who transfer in 12 or more credits from another institution;
- Students 21 years of age or older prior to their first semester at CCU;
- Students who graduated from the Scholar’s Academy.

**Choose one from the following: (3 credits)**
HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction OR
POLI 201 - Introduction to American Government

**III. FOUNDATION COURSES** (15 credits)
Minimum grade of ‘C’ is required in all foundation courses.
EDUC 111 Exploring Teaching as a Profession (or equivalent) .....................................................3
EDUC 204 Computer Technology and Instructional Media ..........................................................3
EDUC 215 Schools and Diversity .............................................................................................. 3
EDUC 334 Adolescent Growth and Development ..................................................................... 3
EDUC 335 Introduction to Educational Psychology ................................................................. 3

*Courses taken with the middle level major requirements area may be used to meet core curriculum requirements.

**IV. MIDDLE LEVEL MAJOR REQUIREMENTS (30-33 Credits)***

**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.

**English/Language Arts Concentration (22-35 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
ENGL 101* Composition ........................................................................................................ 4
ENGL 102* Composition and Critical Reading ...........................................................................4
ENGL 290* Introduction to Business Communication ............................................................. 3
ENGL 459 Advanced Composition and Rhetoric ......................................................................... 3
ENGL 485 Adolescent Literature ............................................................................................... 3

**Mathematics Concentration (16-20 credits)**
*Students who do not place in Math 160 must take the appropriate prerequisite course(s).
MATH 160* Calculus I ..................................................................................................................4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 173</td>
<td>Discrete Mathematics for Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Algebraic Thinking for Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 219</td>
<td>Problem Solving Strategies for Middle School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Geometry for Middle School</td>
<td>3</td>
</tr>
<tr>
<td>STAT 201/201L</td>
<td>Elementary Statistics/Laboratory</td>
<td>4</td>
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<tr>
<td></td>
<td>Science Concentration (20-28 credits)*</td>
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</tr>
<tr>
<td>ASTR 101/101L</td>
<td>Conceptual Astronomy/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 121/121L</td>
<td>Biological Science I/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 122/122L</td>
<td>Biological Science II/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111/111L</td>
<td>General Chemistry I/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 112/112L</td>
<td>General Chemistry II/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MSC1 102/102L</td>
<td>Environmental Geology/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 137/137L</td>
<td>Models in Physics/Laboratory</td>
<td>4</td>
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<tr>
<td></td>
<td>Social Studies Concentration (15-24 credits)*</td>
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</tr>
<tr>
<td>ECON 101</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 121*</td>
<td>World Regional Geography</td>
<td>3</td>
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<tr>
<td></td>
<td>Choose one from the following: (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HIST 383</td>
<td>History of the Colony and State of South Carolina</td>
<td>3</td>
</tr>
<tr>
<td>HIST 389</td>
<td>The New South</td>
<td>3</td>
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<tr>
<td>HIST 105</td>
<td>The Foundations of European Civilization to 1648 *</td>
<td>3</td>
</tr>
<tr>
<td>HIST 106</td>
<td>World History to 1500 *</td>
<td>3</td>
</tr>
<tr>
<td>POLI 201*</td>
<td>Introduction to American Government</td>
<td>3</td>
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<tr>
<td>HIST 201*</td>
<td>History of the United States from Discovery to the Present</td>
<td>3</td>
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<tr>
<td></td>
<td>(Discovery through Reconstruction)</td>
<td></td>
</tr>
<tr>
<td>HIST 205**</td>
<td>United States History</td>
<td>3</td>
</tr>
</tbody>
</table>

*Courses taken within content concentration area may be used to meet core curriculum requirements.

**New core curriculum

**PHYSICAL EDUCATION TEACHER EDUCATION (PREK-12) MAJOR**

**Degree: 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.

**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 (38-40 Credits) ................................................................. 38-40

II. FRESHMAN GRADUATION REQUIREMENT (3-6 credits)
Minimum grade of ‘C’ is required.

Complete the following: (0-3 credits)
UNIV 110 Q - First Year Experience
UNIV 110 is required for all students, with the following exceptions:

- Students admitted as transfer students who transfer in 12 or more credits from another institution;
- Students 21 years of age or older prior to their first semester at CCU;
- Students who graduated from the Scholar’s Academy.

Choose one from the following: (3 credits)
HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction OR
POLI 201 - Introduction to American Government

III. FOUNDATION COURSES (36-43 credits)*

Health and Behavior
EXSS 122* Lifetime Fitness and Physical Activity .........................................................3
PUBH 331 Health Education for the Primary and Elementary School..........................3

Science
BIOL 232/232L* Human Anatomy and Physiology I/Library ............................................4
BIOL 242/242L Human Anatomy and Physiology II/Library ...........................................4
EXSS 350/350L Exercise Physiology/Library/Laboratory .................................................4
EXSS 360/360L Motor Behavior/Library ...........................................................4
EXSS 400 Biomechanics .........................................................................................3

Education
EDUC 111 Exploring Teaching as a Profession (or equivalent).................................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.*

**SPECIAL EDUCATION-MULTI CATEGORICAL (PREK-12) MAJOR**

**Degree: Bachelor of Arts in Education**

The program of study in special education focuses on the preparation of teachers of students with mild to moderate disabilities (e.g., autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury). Candidates who complete the program will be certified/licensed in grades PreK-12 in the area of multi-categorical 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. With the exception of EDSP 200: Foundations of Special Education, students may not participate in courses designated with the education/special education prefix (EDSP) until after being admitted to the professional program in teacher education.

**SPECIAL EDUCATION—MULTICATEGORICAL STUDENT LEARNING OUTCOMES**

With a strong emphasis on research-based and evidence-based practices, candidates who complete the requirements for a degree in special education mild to moderate disabilities (PreK-12) will:

1. Exhibit foundational knowledge of laws, issues and processes related to serving PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
2. Apply content knowledge to the teaching and learning process for PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
3. Plan for appropriate instruction in a manner that provides for access to the general education curriculum;
4. Select and implement norm-referenced and curriculum-based assessment results to develop appropriate individualized education programs;
5. Apply long-range planning skills to develop appropriate individualized education programs;
6. Provide credible evidence of the impact of instruction on PreK-12 student learning;
7. Plan and implement positive behavioral interventions and supports for students with challenging behavior;
8. Demonstrate professional behavior and dispositions in PreK-12 schools; and
9. Exhibit competencies expected of an entry-level special educator to teach students with mild to moderate disabilities.
SPECIAL EDUCATION MULTI-CATEGORICAL (PREK-12) MAJOR (120+ credits)

I. CORE CURRICULUM ........................................................................................................................................... 38-40

II. FRESHMAN GRADUATION REQUIREMENT (3-6 credits)

Complete the following: (0-3 credits)
UNIV 110 Q - First Year Experience
UNIV 110 is required for all students, with the following exceptions:

- Students admitted as transfer students who transfer in 12 or more credits from another institution;
- Students 21 years of age or older prior to their first semester at CCU;
- Students who graduated from the Scholar’s Academy.

Choose one from the following: (3 credits)
HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction OR
POLI 201 - Introduction to American Government

III. SPECIAL EDUCATION FOUNDATION COURSES (18-31 credits)*
Minimum grade of ‘C’ is required.

General Content
Any biology and biology laboratory* course........................................................................................................4
GEOG 121* World Regional Geography .................................................................................................................3

Mathematical Concepts
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
PSYC 101* General Psychology .........................................................................................................................3

Education Content
EDUC 111 Exploring Teaching as a Profession (or equivalent).................................................................3
EDUC 204 Q Computer Technology and Instructional Media .................................................................3
EDUC 215 Q 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.
## Personal Information

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<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Cell Phone #:</th>
<th>CCU ID#:</th>
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We would like to say Happy Birthday to you, please provide ONLY your birth month:

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<thead>
<tr>
<th>Month:</th>
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## Major Information

List your major (i.e., elementary, middle, P.E., special education.):

<table>
<thead>
<tr>
<th>Major:</th>
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If you are a middle level education major, please list two concentration areas (i.e., math, social studies, English or science). Primary:

<table>
<thead>
<tr>
<th>Primary:</th>
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Secondary:

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<tr>
<th>Secondary:</th>
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</table>

If you are undeclared-declared student, list which education program you are interested in:

<table>
<thead>
<tr>
<th>Program:</th>
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</table>

If you have decided to change your major, please provide the name of your new major:

<table>
<thead>
<tr>
<th>New Major:</th>
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</tbody>
</table>

Have you taken Praxis I?  
Circle one: Yes No

Are you applying to the Professional Teacher Educator Program Fall 2017?  
Circle one: Yes No

List all courses you have been awarded Advanced Placement (AP), International Baccalaureate (IB) credits, and transfer credits:

<table>
<thead>
<tr>
<th>Course:</th>
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How many credits do you anticipate transferring?

<table>
<thead>
<tr>
<th>Credits:</th>
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</tbody>
</table>

Will you have one of the following degrees beginning of the Fall 2017 semester?  
Circle one: Associate of Arts/Associate of Science, Associate of Applied Science.

Additional information:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

29
Spadoni College of Education

Acknowledgment of Personal Responsibility

Your adviser(s) at Coastal Carolina University will make every effort to assist you in understanding the policies, procedures and requirements for your program of study at Coastal Carolina University. They will be available to answer questions, be a student advocate and provide advice as needed to each of their advisees. However, ultimate responsibility for understanding and satisfying the degree requirements rests with the individual student.

I understand that:

- Final responsibility for understanding and satisfying the degree requirements, as outlined in the Coastal Carolina University Catalog, rests with me, the student.

- I have been made aware that all Coastal Carolina University and Spadoni College of Education policies, admissions criteria, and program requirements are found online, in the university catalog, and in the Center for Excellence, Academic Advising and Student Services. This material will also be covered during Orientation sessions.

- In order to be admitted into the professional program for teacher educator, I am required to submit a formal application, which is distributed each semester. The application will have a deadline and if I do not follow the deadlines, admission may not occur. I must also submit passing Core Academic Skills Praxis I scores to be admitted to the professional program.

- It is my responsibility to review my schedule each semester to ensure that I am in the appropriate courses for my program and complete any required paperwork including but not limited to any possible petitions, grade repeat requests and special permission forms.

- Teacher candidates must conduct themselves in a manner that is consistent with professional, ethical and moral standards. For example, teacher candidates should refrain from contact with their field experience students and cooperating teachers outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students’ academic questions. Communicating about any field experience topic with students, cooperating teachers, course instructors, other teacher candidates or friends through a medium such as Facebook is considered inappropriate. It is highly recommended that candidates using online communication such as social networks, web pages, blogs, Twitter and Instagram should set all access to the highest privacy possible. Remember, anything you post can be accessed by parents, teachers, CCU employees and potential employers. A teacher candidate, just as a practicing teacher, must always be above reproach in regard to interaction with students and the school community.

Student’s Printed Name: ___________________________________________ Date: ___________

Student’s Signature: ______________________________________________
**Background Questions for Students Enrolled in Field Placements**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever been found to be in violation of the CCU Code of Student Conduct for which such violation has resulted in a warning, reprimand, probation or suspension?</td>
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<tr>
<td>If yes, please attach a statement giving the date(s) and nature of the violations(s) and provide documentation of the disciplinary action.</td>
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<td>2. Have you ever had a license or certificate denied, suspended or revoked by a state or other governing body?</td>
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<tr>
<td>If yes, please attach a statement giving the name and complete address of the issuing or revoking authority, the reason for the denial, revocation or suspension, and the date(s). In addition, please provide a copy of the official documentation of the actions taken.</td>
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<tr>
<td>3. Have you ever been discharged or dismissed from employment or been requested to resign from employment?</td>
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<tr>
<td>If yes, please attach a statement giving the name and complete address of the employer, the name and telephone number of your supervisor, the date(s), and the reason for such action.</td>
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<tr>
<td>4. Have you ever been convicted of a crime (excluding minor traffic convictions)?</td>
<td></td>
<td></td>
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<tr>
<td>If yes, please attach a statement giving a full explanation of the details, circumstances, nature of the crime, sentencing date(s), and a certified copy of the court proceedings.</td>
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<tr>
<td>5. Have you ever entered a plea of guilty, a plea of no contest, a plea of nolo contendere or an Alford plea to a criminal charge or otherwise accepted responsibility for the commission of a crime?</td>
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<tr>
<td>If yes, attach a statement giving a full explanation of the details, circumstances, nature of the crime, sentencing, date(s), and a certified copy of the court proceedings by the last day of the first week of the semester.</td>
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</tbody>
</table>

**Note:** Any background information related to a “Yes” response above must be received in the Student Services Office within 10 business days (Prince 213E).

Not every conviction, disciplinary action or plea will disqualify you from placement in a field experience or internship or from becoming a teacher licensed in South Carolina. The Spadoni College of Education will review each case and determine eligibility. In addition, the school district in which you may be assigned may conduct a criminal background check as a prerequisite to allowing placement.

I certify that the information provided is correct and true. I understand that the falsification of any statement or document herein will result in my dismissal from licensure programs in the Spadoni College of Education.

Print name: ______________________________  Student ID number_____________
Program area:____________________________  Adviser:_________________________
Signature: _______________________________  Date:___________________________
Spadoni College of Education Praxis Core Academic Skills for Educators Test Pledge  
(Student File Copy)

All Spadoni College of Education (SCOE) majors are responsible for meeting all requirements for entrance into the Professional Teacher Educator Program in a timely and efficient manner. These requirements can be found on Page 11 of this handbook. Students who do not exempt the Core Academic Skills Praxis I test are expected to sign the Praxis I Pledge.

By signing the Core Academic Skills Praxis I Pledge, freshman students consent to attempting the Core Academic Skills Praxis I test before or at the end of their freshman year. Transfer student who sign this pledge consent to attempt the Core Academic Skills Praxis I before or by the end of the first semester at Coastal Carolina University. In addition, all students signing this pledge are committing to doing their best to successfully pass all three parts of the Core Academic Skills Praxis I exam.

This copy of the pledge will be kept in the student file. This pledge will be reviewed by the Professional Program Portal Committee for those students who fail to enter the professional program at their designated time. Freshmen should be prepared to enter the professional program in the fall of their junior year. Transfer students should be prepared to enter the professional program after completing one to three semesters at Coastal Carolina University.

Printed: ____________________________________________________

Signed: ____________________________________________________

Dated: _______________ ____________________

Pre-Professional Academic Adviser: ________________________________