

# UNDERGRADUATE COURSES OF STUDY

## EDUCATION

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### **EDUC 101.CAREERS IN TEACHING**

Students will be exposed to the many facets of education through class discussions, simulations of classroom situations, observation and participation in public school classrooms and interactions with successful administrators and teachers in the field of education. Students will be introduced to the concepts and skills utilized by effective classroom teachers, and they will be provided with information regarding career opportunities in education. *Three credit hours.*

### **EDUC 106.FIELD EXPERIENCE IA**

The prospective teacher supports instruction in a tutoring or small group setting. Students are responsible for transportation to off-site placements. *One-half credit hour.*

### **EDUC 201.HEALTH AND PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER**

This course serves as an introductory course in the foundations and concepts of teaching elementary health and physical education. The focus is on the methods, skills and knowledge necessary to sequence and provide progressions for appropriate activities based on state and national standards for health and physical education. Peer teaching and semester projects are required components of the course. *Three credit hours.*

### **EDUC 202.EDUCATION IN AMERICA**

Introduction to the historical, social, and philosophical foundations in education. Students have an opportunity to explore the demands and expectations in various teaching fields. *Three credit hours.*

### **EDUC 203.FIELD EXPERIENCE I**

This course will acquaint the prospective teacher with school curriculum, environment, and teacher duties as well as characteristics of children. The prospective teacher experiences supporting instruction, including materials development, tutoring, and small group work. Prerequisites: EDUC 106 with a grade of "B" or better. *One-half credit hour.*

### **EDUC 204.INSTRUCTIONAL TECHNOLOGY FOR TEACHERS**

This course is designed to enable students to use instructional technology to support teaching and learning. Technology literacy concepts are addressed, and instructional uses of technology are explored. The course emphasizes instructional computing applications for classroom use. *Three credit hours.*

### **EDUC 205.TEACHER EDUCATION AND PRAXIS PREPARATION**

This course provides an overview of teacher education programs, certification requirements by content areas/grade levels, and preparation for PRAXIS examinations. *One credit hour.*

### **EDUC 206.FIELD EXPERIENCE IC**

The prospective teacher observes different pedagogical instructional strategies related to Science, Technology, Engineering, the Arts, and Mathematics (STEAM) and English for Speakers of Other Languages (ESOL) philosophies of education. Students are responsible for transportation to off-site placements. Prerequisites: EDUC 106 with a grade of "B" or better. *One-half credit hour.*

### **EDUC 207.FIELD EXPERIENCE 1D**

The prospective teacher observes different pedagogical instructional strategies related to Montessori and exceptional learner philosophies of education. Students are responsible for transportation to off-site placements. Prerequisites: EDUC 206 with a grade of "B" or better. *One credit hour.*

### **EDUC 210.COMMUNICATION IN DIVERSE CLASSROOMS**

This course provides opportunities for students to develop effective oral, written, and listening communication skills in preparation for working in democratic, multiculturally-rich learning environments. Content will address the principles of linguistics, dialects, and diverse communication styles, including communication with families. *Three credit hours.*

**EDUC 223.GENERAL PEDAGOGY**

Provides an overview of appropriate, research-based techniques and instructional methodologies that provide effective instruction in primary, elementary, middle, and secondary classrooms. Academic standards, positive learning environments, instructional planning and assessment including multi-media formats and technology that apply to a variety of classroom settings are covered. *Three credit hours.*

**EDUC 240.CHILD GROWTH AND THE EDUCATIONAL PROCESS**

This course provides an introduction to the general principles of childhood and adolescent human growth and development and their relationship to the educational process. An emphasis will be placed on the interactions of physical, social, intellectual, and emotional development with educational variables and the learning process. *Three credit hours.*

**EDUC 250.ADOLESCENT DEVELOPMENT AND LEARNING COMMUNITIES**

This course applies the psychology of learning and motivation to patterns of social, emotional, physical, and intellectual development of adolescents and explores this development as a key factor in the teaching of adolescent learners. *Three credit hours.*

**EDUC 290.EXPERIENTIAL LEARNING IN COMMUNITY AND SCHOOL SETTINGS**

This course offers students an opportunity to design a service project to assist in the development or support of children or adults in a community or school setting. This experiential learning course will require the submission of a prospectus and at least 30 hours of service at a site to be approved by instructor. Successful completion of this course or an equivalent EYE experience, and EDUC 461 will meet requirements for the Lander's Experience Your Education (EYE) recognition upon graduation. *One credit hour.*

*Except for EDUC 309 and EDUC 371, the following 300- and 400-level professional education courses are available only to students who have been formally admitted to a Teacher Education Program. Some courses have additional prerequisites.*

**EDUC 300.CONTENT AREA READING AND WRITING**

This course will address instructional approaches to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments for native English speakers and dual language learners. This course meets the SC Read to Succeed requirements. *Three credit hours.*

**EDUC 302.EDUCATIONAL ASSESSMENT**

An exploration of educational assessment procedures from initial screening by the classroom teacher to the interpretation of professional evaluations and prescriptive teaching/learning strategies. Co-requisite: EDUC 329/ECED 329. Admission to the Professional Program or instructor approval required. *Three credit hours.*

**EDUC 304.INSTRUCTIONAL TECHNOLOGY FOR TEACHERS**

This course is designed to enable students to use instructional technology to support teaching and learning. Technology literacy concepts are addressed, and instructional uses of technology are explored. This course emphasizes instructional computing applications for classroom use. *Three credit hours.*

**EDUC 306.STEAM INSTRUCTIONAL DESIGN**

This course provides an introduction to the foundations of the STEAM (Science, Technology, Engineering, the Arts, and Mathematics) disciplines and the strategies used to design engaging STEAM instruction in the P-12 classroom setting. *Three credit hours.*

**EDUC 307. STEAM IMPLEMENTATION**

Students will explore and apply foundational pedagogical strategies for implementing STEAM (Science, Technology, Engineering, the Arts, and Mathematics) instruction in the P-12 classroom. *Three credit hours.*

**EDUC 308.STEAM INSTRUCTIONAL METHODS**

Students will explore instructional methods for delivering STEAM (Science, Technology, Engineering, the Arts, and Mathematics) lessons in the P-12 classroom. Emphasis will be placed on how to integrate pedagogical strategies to address curricular needs, real world problem solving, and student engagement. *Three credit hours.*

**EDUC 309.WORLD CULTURES IN EDUCATION**

This course explores the way cultural expectations shape systems and practices of education. Emphasis is placed on comparing pedagogical practices across a few countries and cultures. It will also explore how these societies use educational systems to address modern issues such as globalization, technology, socioeconomic diversity, and poverty. (General Education – World Cultures) *Three credit hours.*

**EDUC 310.PRINCIPLES AND STRATEGIES FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS**

This course provides an overview of theories, research, principles, and strategies associated with teaching learners from linguistically and culturally diverse backgrounds. Prerequisite: Professional Program admission. *Three credit hours.*

**EDUC 311.PRACTICUM IN THE INSTRUCTION OF ESOL TO ELEMENTARY AND SECONDARY LEARNERS**

This is a practicum in the Instruction of ESOL to Elementary and Secondary Learners. This field-based experience is designed to immerse teacher candidates in a classroom or tutoring setting devoted to instructing English for Speakers of Other Languages (ESOL). Teacher candidates will design and implement learning activities that address the unique needs of English Language Learners. *One to three credit hours.*

**EDUC 312.STEAM ASSESSMENT**

Students will explore diverse strategies to assess P-12 student learning as they engage in STEAM (Science, Technology, Engineering, the Arts, and Mathematics) explorations. Students will explore technology-rich formative and summative assessments that provide both the learner and the teacher feedback on instructional effectiveness during STEAM explorations. *Three credit hours.*

**EDUC 320.READING AND WRITING IN THE CONTENT AREA**

This course is a study of methods, materials and competencies useful for integrating reading and writing instruction into subject matter instruction to meet the unique needs of middle/high school level learners across content areas. The course includes current research conducted in middle and high schools. This course meets the SC Read to Succeed requirements. *Three credit hours.*

**EDUC 321.FOUNDATIONS OF READING**

This course focuses on the development of basic reading and writing processes. Content includes phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Emphasis is placed on the methods and techniques of teaching reading and writing to individuals and groups in classroom settings. This course meets the SC Read to Succeed requirements. *Three credit hours.*

**EDUC 322.TEACHING SCIENCE IN THE ELEMENTARY GRADES**

This course will provide students with theory, research, and methodology related to appropriate and effective science instruction. Emphasis will be on modeling and practicing strategies to support meaningful integration of science, technology, engineering, and mathematics (STEM) in the context of real world problem solving. *Three credit hours.*

**EDUC 327.MATHEMATICS PEDAGOGY**

This course explores problem-based teaching methods associated with the elementary curriculum strands for mathematics (number and operations, algebra, geometry, measurement, data analysis, and probability). Special emphasis is placed on instructional implementation of the NCTM Process Standards (problem solving, reasoning and proof, communication, connections, and representations). *Three credit hours.*

**EDUC 329.FIELD EXPERIENCE II**

This field-based experience is designed to immerse teacher candidates into the classroom environment. Teacher candidates will design and implement lessons that include strategies for meeting the needs of all learners and employing instructional technology. Teacher candidates will make formal observations of the learning community and environment, will participate in seminars, and may visit community agencies. Students are responsible for transportation to off-site placements. Prerequisite: Admission to the Professional Program. *One-half to three credit hours.*

**EDUC 345.INSTRUCTIONAL PRACTICES FOR TEACHING READING**

This course focuses on the study of instructional approaches, structures, and materials needed to create a comprehensive, integrated, and balanced curriculum using assessments to support all students' learning in reading and writing. This course meets the SC Read to Succeed requirements. *Three credit hours.*

**EDUC 351.GENERAL PEDAGOGY FOR MIDDLE AND HIGH SCHOOL**

An in-depth analysis of appropriate, research-based techniques and methodologies that provide effective classroom instruction in middle and secondary school. Standards, models of instructional planning, lesson implementation, ADEPT, and assessment, including multi-media formats and technology that apply to classroom setting, are covered. *Three credit hours.*

**EDUC 360.SCIENCE AND ENGINEERING PRACTICES**

This course examines the practices used by science and engineering professionals. These practices are the foundational building blocks for teaching science with inquiry and engineering with design. Students will explore the interplay between the three spheres of activity: investigation and empirical inquiry; constructing explanations or designs using creative thinking, reasoning, and models; and evaluations using analysis, critique, and argumentation. Prerequisites: One lab science course and EDUC 223. *Three credit hours.*

**EDUC 371.SPECIAL TOPICS IN TEACHER EDUCATION**

Special course designed to meet the individual student's needs or to provide in-depth study on a particular topic related to educational research or practices. Formal admission to Teacher Education is not required. *One to three credit hours.*

**EDUC 421.ASSESSMENT OF READING**

This course will equip students with a variety of tools for planning and evaluating reading practices for effectiveness. Candidates will be able to articulate the various assessments, their uses and their limitations. In addition, candidates will learn to articulate assessment information to a variety of stakeholders. This course meets the SC Read to Succeed requirements. Co-requisite: EDUC 329 or EDUC 429. *Three credit hours.*

**EDUC 424.SOCIAL STUDIES PEDAGOGY**

This class prepares candidates to use knowledge, skills, and dispositions from Social Studies to organize and provide integrated instruction for the study of major themes, concepts, and modes of inquiry reflected in the NCSS Thematic Strands. An emphasis is also placed on how to prepare elementary students to become productive citizens in a multicultural, democratic society. *Three credit hours.*

**EDUC 428.CLINICAL PRACTICE A SEMINAR**

Teacher candidates will investigate contextual learning factors and individual learner characteristics. The primary focus of the course is on developing, teaching, and assessing core content lessons that are inquiry-based, developmentally appropriate, integrated across the curriculum, and aligned with state and national curriculum standards. The unique learning needs of specific sub-groups of students and social and emotional health is also emphasized. *One to eleven hours.*

**EDUC 429.CLINICAL PRACTICE A**

This clinical is designed to immerse teacher candidates in preparing the classroom environment for the first day of school and implementing purposeful instruction for the first half of the school year. Candidates will design and implement content-based lessons and analyze topics and matters of concern within the profession of teaching. Students are responsible for transportation to off-site placements. Prerequisite: Candidate level status and successful completion of EDUC 329 with a grade of "B" or better. *One to four credit hours.*

**EDUC 430.THE LEARNING ENVIRONMENT**

This course will consider the classroom environment in terms of teacher management of time, participants, and resources to include media and technology. Research based information on classroom organization and student motivation applied to the development of the concept of the integrated nature of classroom learning. *Three credit hours.*

**EDUC 443.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM**

This course explores organizational policies and instructional curriculum within middle school classrooms as well as the underlying theories, research, and implementation of effective middle school instruction. *Three credit hours.*

**EDUC 461.CLINICAL PRACTICE B**

This clinical is designed to immerse teacher candidates into the classroom environment. Candidates will design and implement lessons across all disciplines. Students are responsible for transportation to off-site placements. Prerequisite: Candidate level status and successful completion of EDUC/ECED/SPED/PETE 429 with a grade of "B" or better. *One to eleven credit hours.*

**EDUC 462.CLINICAL PRACTICE C**

This two-part clinical is designed to immerse teacher candidates to the classroom environment in South Carolina and an area outside of the mainland United States. Part 1 of this clinical requires candidates to design and implement lessons across all disciplines during full-time placement in a South Carolina school. Part 2 of this clinical takes place outside the mainland United States. Candidates will explore developmental and cultural views of childhood, curriculum content, instructional delivery methods, and the role of the school within the community. Candidates will serve as an instructional assistant in a local area classroom during the international enhanced teaching experience. Additional fees may be charged for this clinical and students are responsible for all transportation costs. *One to eleven credit hours.*

**EDUC 463.CLINICAL PRACTICE D**

This clinical is designed to immerse teacher candidates in the classroom environment. Candidates will design and implement lessons across all disciplines. After completing 60 days of full-time teaching, candidates will contribute 75 additional hours within an educational setting approved by their instructor. Educational settings may include, but are not limited to, new or current classroom placement, tutoring, administrative shadowing, substitute teaching, professional development/training, and attending educational conferences. Students are responsible for transportation to off-site placements. *One to eleven credit hours.*

**EDUC 490.INTERNSHIP**

This course is designed to give students practical work experience in a field related to their major. A student will work through an approved agency or business under the supervision of one of its professional employees and a faculty member in the major department. Completion of this course does not qualify students for teacher certification recommendation. Prerequisite: permission of the department chair. Dependent upon availability of suitable positions. *One-half to twelve credit hours.*

**EDUC 491.INTERNSHIP II**

This course is designed to give students intensive practical work experience in a field related to their major. A student will work through an approved agency or business under the supervision of one of its professional employees and a faculty member in the major department. Prerequisite: Successful completion of EDUC 490 and permission of the department chair. Dependent upon availability of suitable positions. *Six to twelve credit hours.*

**EDUC 499.TEACHER EDUCATION SEMINAR**

The purpose of this course is to conduct seminars reviewing and reinforcing specific aspects of the teaching/learning process with student teachers. This course will follow a true seminar format. Many topics and matters of concern within the profession of teaching will be studied, analyzed and debated. Co-requisite: Students enrolled in EDUC 461 (Student Teachers only). *One credit hour.*