

DEPARTMENT OF EDUCATION

KATHARINE STEPHENS SLEMENDA, *chair, program director of deaf and hard of hearing*

ANSLEY H. BOGGS, *director of professional education, director of special education*

NANCY S. BREARD, *assistant director of graduate studies*

D. WAYNE CHESER, *program director of early childhood education*

PAMELA CLARK, *director of Marriage and Family Therapy Program*

ANITA P. DAVIS, *program director of elementary education, Charles A. Dana Professor*

ED E. GOSNELL, *director of clinical experiences*

KELLY R. HARRISON-MAGUIRE, *elementary and special education, director of NCATE*

THOMAS R. McDANIEL, *senior vice president, acting dean of graduate studies*

As a liberal arts college, Converse builds its education programs on the foundations of a broad study of the arts and sciences.

The Education Department in the College of Arts and Sciences and the Music Education Department in the Petrie School of Music are part of the Converse College Professional Education Unit. The Education Department offers the Bachelor of Arts degree in the following teacher education programs: art, early childhood, elementary, comprehensive special education, emotional disabilities, deaf and hard of hearing, educational interpreting, educable mental disabilities, learning disabilities, English, French, Spanish, mathematics, speech and drama, science (biology, chemistry, and physics), and social studies. The Music Education Department offers the Bachelor of Music degree in Music Education (choral and instrumental). This degree has a specific course of study. Refer to the *Petrie School of Music Student Handbook* and *A Handbook for Prospective Teachers* for details. Full-time Converse faculty members teach a majority of the education courses in each program. Students interested in teaching as a career may complete one or more of the programs described in this section. Students who fulfill the requirements of one or more of these programs can meet the certification requirements for teachers in South Carolina and in several other states. Those who wish to teach grades 9–12 complete a 30 hour minor (32 for science teachers) in secondary education to complement an appropriate liberal arts major.

The Education Department offers two tracks: certification and non-certification. The teacher education certification track prepares students to become well-qualified teachers and certified

professionals by the completion of one of the State-approved teacher education programs. These students follow the teacher education certification track as outlined in *A Handbook for Prospective Teachers*. The non-certification track prepares students for other careers related to education. Students in the non-certification track complete the major. These students substitute three courses, approved by their advisers, in lieu of student teaching. Usually these courses are in education and/or psychology.

All education majors (either certification or non-certification track) must take the appropriate PRAXIS II examinations before graduation. Certification candidates must also take the PRAXIS I and ADEPT training to evaluate their preparation for classroom teaching. **The State of South Carolina requires that all test scores be published. The current pass rate for Converse undergraduate/graduate students who are program completers is 89%.** Program completers are defined as those students who receive a Bachelors Degree, complete an undergraduate Teacher Education Program which includes student teaching, and demonstrate mastery of content by obtaining a passing score on the Praxis II.

ADMISSION TO TEACHER EDUCATION

Students should register with the Education Department during their sophomore year and plan their program of work to ensure that they meet all requirements.

Prospective teachers should be familiar with *A Handbook for Prospective Teachers*, which can be accessed on the Converse College Website. This manual contains descriptions of majors/minors, important details, policies, and goals and objectives for teacher education programs.

Department of Education

A student must secure admission to a teacher education program at least one full semester prior to student teaching. For admission to a major or minor program in education, a student applies to the Teacher Education Admissions Committee after completing 60 semester hours of course work. The student must have at least a 2.5 cumulative GPA for admission to an education program or evidence that she achieved in the year of graduation from high school not only a score *above* the 50th percentile of South Carolina examinees taking the SAT or ACT but also a cumulative GPA of at least 2.0. In addition, she must secure recommendations from general education and/or education faculty members; complete certain forms; secure the approval of the Teacher Education Admissions Committee; and pass the PRAXIS I exams. Developmental, remedial courses are available to help a student prepare for these exams.

For transfer students, Converse will use all attempted course work prior to enrollment at Converse and all course work at Converse to determine cumulative GPA. Converse will cancel a failing grade at another institution if a student retakes and passes a comparable course at Converse and if the Registrar approves. Such cancellation makes the policy for transfers compatible with the Converse policy for retaking courses.

Those students who have not formally met the requirements for admission to the Education Department by spring of the junior year may either continue in the non-certification track or declare a major in another department through the Office of the Registrar. Even though in the non-certification track students will not be eligible for teacher certification in any area, they may be able to complete a major and be eligible for graduation from Converse.

After admission to the teacher education program, a student must maintain at least a 2.0 GPA during the senior year to be eligible for a placement in student teaching. A student planning to student teach in the fall semester of her senior year must submit her student teaching application to the Director of Clinical Experiences **by November 15** of the junior year. A student planning to student teach in the spring of her senior year must submit her application **by April 15** of the junior year. Only those students currently accepted

in a degree program can student teach. On rare occasions, non-degree students with all other certification course work completed, passing scores on the PRAXIS I, and other strong credentials may—at the discretion of the department—secure student teaching placements.

Passing scores on both the PRAXIS I and PRAXIS II Specialty Area Tests are among the requirements for certification. Students must request that the Educational Testing Service submit their scores for PRAXIS I and PRAXIS II to Converse College and to the South Carolina State Department of Education.

REQUIREMENTS FOR ALL EDUCATION MAJORS

Each student must complete the Converse General Education Program (GEP) which includes several requirements for education majors. These include a biological laboratory science and a physical laboratory science, PSY 100, general psychology; PSY 380, human growth and development; MTH 105 or other approved math course; a literature course; and a course(s) which includes study of both the visual and performing arts and minority and majority cultures in America.

Course work in all major and minor teacher education programs includes instruction in the use of computer technology and software and school-to-work transition. During the senior year, the student must successfully complete all required seminars. Before student teaching, students must complete two sequential, incremental clinical experiences (practicums) and ADEPT training.

All states require completion of a program of general education for teacher certification. The requirements of these programs vary from state to state. The GEP at Converse includes many of the requirements of other states. However, if a student wants to meet the requirements of a specific state, she may need to make certain choices in the GEP. The student should write directly to the state departments of education for complete and up-to-date information about teacher certification in states in which she may wish to teach.

The *Graduate Catalog* contains a complete description of graduate degree programs (Master of Arts in Teaching, Master of Education, Master of Liberal Arts, and Educational Specialist).

Department of Education

EARLY CHILDHOOD EDUCATION MAJOR

The early childhood major is a program designed for students interested in working with children in pre-kindergarten through third grade. This program leads to PK-3 certification in South Carolina. The early childhood major combines observations of young children, instructional methodology, program planning for PK-3 children, and information about the child's social, emotional, physical, and intellectual development.

The PRAXIS II ECE exam is taken by students before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the early childhood education major is designed to help the prospective teacher reach the following specific goals and objectives:

The goals of the early childhood education program at Converse are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that are related to early childhood education;
4. require the study and experiences in the disciplines which provide the standards and content knowledge needed to teach the early childhood subject areas;
5. prepare prospective teachers to guide their classes in school-to-work transition and character education; and
6. Enable prospective teachers to use the current standards for lesson planning.

Converse students who complete a major in early childhood education will be able to:

1. demonstrate their knowledge of the content in this field;
2. plan, implement and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a PK-3 grade placement in the public schools; and
4. demonstrate computer proficiency in

instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

The major in early childhood education consists of 45 hours of course work, including the following:

EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 305: Behavior of the Preschool Child	3 hours
EDU 309: Literature for the Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 403: Methods and Materials of the Preschool Child	3 hours
EDU 405: Preschool Curriculum	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412b: Directed Student Teaching	12 hours
HPE 393: Health and Physical Education for Elementary Teachers ...	3 hours
ART 311: Art for the Child	3 hours
MUE 370: Music for the Child	3 hours
TOTAL HOURS	45 hours

Additional Requirement:

SED 300: Introduction to Exceptional
Children and Youth

3 hours

Majors in early childhood must also complete two sequential, incremental practicums. In the first practicum (101), they observe and work with an individual child in grades 2-6 on reading instruction. In the second practicum (102), the students work in an early childhood setting and plan, organize, and implement instruction with groups of young children. The students' transcripts will reflect the completion of these non-credit practicums.

Department of Education

ELEMENTARY EDUCATION MAJOR

The program in elementary education produces well-qualified elementary teachers for grades 2-6 and meets the majority of certification requirements in the states in which most Converse graduates prefer to teach. Students wishing to pursue this program should meet with an appropriate adviser as soon as possible.

The student takes both the PRAXIS II Elementary Education: Curriculum, Instruction, and Assessment and the Praxis II: Content Area Exercises before the completion of student teaching, which is arranged in area public schools.

In addition to the Teacher Education Program Goals and Objectives, the elementary education major prepares the prospective teacher to reach the following specific goals and objectives:

The goals of the elementary education program at Converse are to

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that relate to elementary education;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach the elementary subject areas;
5. prepare prospective teachers to guide their classes in school-to-work transition and character education; and
6. Enable prospective teachers to use the current standards for lesson planning.

Converse students who complete a major in elementary education will be able to

1. demonstrate their knowledge of the standards and content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a 2-6 grade placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the

knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

The major in elementary education consists of 42 hours of course work to include the following:

EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 309: Literature for the Child	3 hours
EDU 316: Methods of Teaching Social Studies, Science, Mathematics, Language Arts	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412a: Directed Student Teaching	12 hours
SED 300: Introduction to Exceptional Children and Youth	3 hours
HPE 393: Health and Physical Education for Elementary Teachers ...	3 hours
ART 311: Art for the Child	3 hours
MUE 370: Music for the Child	3 hours
TOTAL HOURS	42 hours

Students in this major must complete all admission requirements for teacher education and two sequential, incremental practicums: EDU 101 and 103. In the first (101), they observe and work with an individual child (usually in grades 2-6) on reading instruction. In the second practicum (103), they work with large group instruction in an elementary setting. The students' transcripts will reflect the completion of these non-credit practicums.

SECONDARY EDUCATION MINOR

The program in secondary education gives prospective teachers of grades 9-12 professional competence and allows them to meet varying certification requirements. A student may complete secondary education as a minor by taking a sequence of 30 (32 for science teachers) hours of approved courses in education and psychology. The secondary teacher must major in an appropriate academic area corresponding with the secondary school curriculum, i.e., art, biology, chemistry, English, French, mathematics, speech and drama, Spanish, and, for prospective social studies teachers, either economics, politics, history, psychology, or sociology. In the case of physics, students must complete a minor. Secondary education minors must complete the academic major requirements, all admission requirements for teacher education, the GEP for education students, and the minor in education. Students interested in secondary teaching should register with the Education Department during their sophomore year. They must select a teaching area and follow a prescribed sequence of courses necessary for graduation and teacher certification. The student takes the appropriate PRAXIS II before the completion of student teaching.

All students pursuing certification in secondary education must meet with the designated minor adviser in the pertinent certification area.

In addition to the goals and objectives established for all Teacher Education Programs, the goals for the secondary education minor are to:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that relate to elementary education;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach the secondary subject area;
5. prepare prospective teachers to guide their classes in school-to-work transition and character education; and

6. Enable prospective teachers to use the current standards for lesson planning.

Students who complete a minor in secondary education will be able to

1. demonstrate their knowledge of the standards and content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a secondary education placement in the public schools; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Prospective Teachers* for Program Objectives, program descriptions, and other pertinent information.

The sequence of secondary education courses for a minor will include 30 hours of course work (32 hours for science teachers) in the following courses:

SED 300: Introduction to Exceptional Children and Youth	3 hours
PSY 380: Human Growth & Development	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 201: Practicum I in Instruction of Secondary School Students	3 hours
EDU 340: Curriculum Principles and Methods of Secondary Education	3 hours
EDU 425: Teaching of Reading: Content Areas	3 hours
EDU 202: Practicum II in Secondary Education	0 hours
EDU 412c: Directed Student Teaching	12 hours
TOTAL HOURS	30 hours
EDU 381: Laboratory Science Management (for prospective science teachers)	2 hours
TOTAL HOURS FOR SCIENCE EDUCATION MINOR	32 hours

Secondary students must complete two sequential, incremental practicums. In EDU 201, students work with secondary teachers in their area of specialization. In the second practicum, EDU 202, students work in a public school setting on reading instruction in their subject area.

Department of Education

COMPREHENSIVE SPECIAL EDUCATION MAJOR

The comprehensive special education block program, designed to prepare special education teachers in grades K-12, includes 69 hours of course work in educable mental disabilities, learning disabilities, emotional disabilities, and elementary education areas. The student takes the PRAXIS II exam in the area in which she student teaches before the completion of student teaching. Additional areas of certification may be received by obtaining passing scores on other PRAXIS II examinations.

Directed student teaching will be in one of the disabilities included in the curriculum and may be arranged at The Charles Lea Center or in area public schools. It is particularly important that students who choose this major confer with the Education Department at the earliest possible date.

In addition to the Teacher Education Program Goals and Objectives, the Comprehensive Special Education major is designed to help the prospective teacher reach the following specific goals and objectives.

The goals of the comprehensive special education program at Converse are to:

1. provide a thorough course of study in human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that are related to educable mental disabilities, learning disabilities, and emotional disabilities;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach appropriate subject areas in the disabilities;
5. prepare prospective teachers to guide their classes in school-to-work transition and character education; and
6. Enable prospective teachers to use the current standards for lesson planning.

Converse students who complete a major in comprehensive special education will be able to:

1. demonstrate their knowledge of the standards and content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;

3. organize and manage effectively a K-12 classroom for educable mental disabilities, learning disabilities, and emotional disabilities; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

The major consists of a total of 45 hours of course work to include the following:

SED 300: Intro to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children	3 hours
SED 380: Introduction to Educable Mental Disabilities ..	3 hours
SED 382a: Practicum in the Instruction of Exceptional Children: Educable Mental Disabilities ..	3 hours
SED 382b: Practicum in the Instruction of Exceptional Children: Learning Disabilities	3 hours
SED 382c: Practicum in the Instruction of Exceptional Children: Emotional Disabilities	3 hours
SED 386: Educational Procedures for the Educable Mental Disabilities	3 hours
SED 395: Intro to Learning Disabilities	3 hours
SED 376: Educational Procedures for Learning Disabilities	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 398: Educational Procedures for Emotional Disabilities	3 hours
SED 412e, f, or g: Directed Student Teaching	12 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
SED 378: Remedial Reading	3 hours
SED 405: Classroom Management	3 hours
EDU 409: Elementary Curriculum	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours
MUE 370: Music for the Child	
ART 311: Art for the Child	
HPE 393: Health and Physical Education for the Elementary Teacher	
EDU 309: Literature for the Child	

TOTAL HOURS 69 hours

Recommended Electives:

SED 388: Educational Procedures for Trainable Mental Disabilities
PSY 204: Abnormal Psychology
PSY 236 Theories of Personality
PSY 370: Child Abuse and Neglect
ART 280: Survey of Clinical Art Therapy
ART 380: Art Therapy Methods and Theories

Department of Education

SPECIAL EDUCATION: EDUCABLE MENTAL DISABILITIES

Students in this program complete a planned sequence of courses which includes 57 hours in the major and related field combination. The program provides preparation leading to certification in the area of Educable Mental Disabilities. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with mental disabilities. Directed student teaching is arranged at The Charles Lea Center or in area public schools. The student takes the PRAXIS II EMD exam before the completion of student teaching.

In addition to the Teacher Education Program Goals and Objectives, the Educable Mental Disabilities major is designed to help the prospective teacher reach the following specific goals and objectives.

The goals of the educable mental disabilities program at Converse are to:

1. provide a thorough course of study in human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that are related to educable mental disabilities;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach appropriate subject areas in educable mental disabilities;
5. prepare prospective teachers to guide their classes in school-to-work transition and character education;and
6. Enable prospective teachers to use the current standards for lesson planning.

Converse students who complete a major in educable mental disabilities will be able to:

1. demonstrate their knowledge of the standards and content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively both resource and self-contained models of a K-12 placement in educable mental disabilities; and

4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

The major consists of a total of 36 hours of Special Education course work to include the following requirements:

SED 300: Introduction to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children	3 hours
SED 378: Remedial Reading	3 hours
SED 380: Intro to Educable Mental Disabilities	3 hours
SED 382a: Practicum in the Instruction of Exceptional Children: Educable Mental Disabilities	3 hours
SED 386: Educational Procedures for Educable Mental Disabilities	3 hours
SED 395: Introduction to Learning Disabilities	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 412g: Directed Student Teaching	12 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 405: Classroom Management	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
EDU 309: Literature for the Child	
HPE 393: Health and Physical Education for the Elementary Teacher	

TOTAL HOURS **57 hours**

Recommended electives:

SED 382b: Practicum in the Instruction of the Exceptional Child: Learning Disabilities	
SED 382c: Practicum in the Instruction of the Exceptional Child: Emotional Disabilities	
SED 388: Educational Procedures for Trainable Mental Disabilities	
SED 396: Educational Procedures for Learning Disabilities	
SED 398: Educational Procedures for Emotional Disabilities	
PSY 204: Abnormal Psychology	
PSY 236: Theories of Personality	
PSY 370: Child Abuse and Neglect	
ART 280: Survey of Clinical Art Therapy	
ART 380: Art Therapy Methods and Theories	

Department of Education

SPECIAL EDUCATION: LEARNING DISABILITIES MAJOR

Students in this program complete 57 hours in a planned sequence of courses. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for work with learning disabilities in grades K-12. Directed student teaching is arranged in area public schools. The student takes the PRAXIS II LD exam before the completion of student teaching. Additional certification may be possible by completing specified courses and obtaining passing scores on the PRAXIS II examinations.

In addition to the Teacher Education Program Goals and Objectives, the Learning Disabilities major is designed to help the prospective teacher reach the following specific goals and objectives.

The goals of the learning disabilities program at Converse are to:

1. provide a thorough course of study in human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that are related to learning disabilities;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach the appropriate subject areas in learning disabilities; and
5. prepare prospective teachers to guide their classes in school-to-work transition and character education; and
6. Enable prospective teachers to use the current standards for lesson planning.

Converse students who complete a major in learning disabilities will be able to:

1. demonstrate their knowledge of the standards and content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a K-12 classroom in learning disabilities; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and

hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

The major consists of a total of 33 hours of special education course work to include the following requirements:

SED 300: Introduction to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children	3 hours
SED 378: Remedial Reading	3 hours
SED 382b: Practicum in the Instruction of Exceptional Children: Learning Disabilities	3 hours
SED 395: Intro. to Learning Disabilities	3 hours
SED 396: Educational Procedures for Learning Disabilities	3 hours
SED 398: Educational Procedures for Emotional Disabilities	3 hours
SED 412f: Directed Student Teaching	12 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 405: Classroom Management	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
EDU 309: Literature for the Child	
HPE 393: Health and Physical Education for the Elementary Teacher	..

TOTAL HOURS 57 hours

Recommended electives:

SED 380: Introduction to Educable Mental Disabilities
SED 386: Educational Procedures for Educable Mental Disabilities
SED 382c: Practicum in the Instruction of the Exceptional Child: Emotional Disabilities
PSY 204: Abnormal Psychology
PSY 236: Theories of Personality
PSY 370: Child Abuse and Neglect
ART 280: Survey of Clinical Art Therapy
ART 380: Art Therapy Methods and Theories

Department of Education

SPECIAL EDUCATION: EMOTIONAL DISABILITIES MAJOR

Students in this program complete 57 hours in a planned sequence of courses. Instruction in special education, elementary education, and psychology is designed to give the prospective teacher a strong background for working with emotional disabilities in grades K-12. Directed student teaching is arranged at The Charles Lea Center or in area public schools. The student takes the PRAXIS II ED exam before the completion of student teaching. Additional certification may be possible by completing specified courses and obtaining passing scores on the appropriate PRAXIS II examinations.

In addition to the Teacher Education Program Goals and Objectives, the Emotional Disabilities major is designed to help the prospective teacher reach the following specific goals and objectives.

The goals of the emotional disabilities program at Converse are to:

1. provide a thorough course of study in human growth development;
2. develop skills in appropriate pedagogy and classroom management; and
3. promote a broad knowledge of the history, theory, and professional practices that are related to emotional disabilities.
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach the appropriate subject areas in emotional disabilities; and
5. prepare prospective teachers to guide their classes in school-to-work transition and character education; and
6. Enable prospective teachers to use the current standards for lesson planning.

Converse students who complete a major in emotional disabilities will be able to:

1. demonstrate their knowledge of the standards and content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a K-12 placement in emotional disabilities; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Prospective Teachers* for Program Objectives and other pertinent information.

The major consists of total of 36 hours of course work to include the following requirements:

SED 300: Intro to Exceptional Children and Youth	3 hours
SED 376: Educational Diagnostics for Exceptional Children .	3 hours
SED 378: Remedial Reading	3 hours
SED 382c: Practicum in the Instruction of Exceptional Children: Emotional Disabilities	3 hours
SED 395: Introduction to Learning Disabilities	3 hours
SED 396: Educational Procedures for Learning Disabilities .	3 hours
SED 397: Introduction to Emotional Disabilities	3 hours
SED 398: Educational Procedures for Emotional Disabilities .	3 hours
SED 412e: Directed Student Teaching	12 hours

Additional Requirements:

EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elementary Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 405: Classroom Management	3 hours
PSY 211: Behavior Modification	3 hours
One of the following courses	3 hours

ART 311: Art for the Child

MUE 370: Music for the Child

EDU 309: Literature for the Child

HPE 393: Health and Phys Educ. for the Elem. Teacher

TOTAL HOURS 57 hours

Recommended electives:

SED 380: Introduction to Educable Mental Disabilities	
SED 386: Educational Procedures for Educable Mental Disabilities	
SED 382c: Practicum in the Instruction of the Exceptional Child: Emotional Disabilities	
PSY 204: Abnormal Psychology	
PSY 236: Theories of Personality	
PSY 370: Child Abuse and Neglect	
ART 280: Survey of Clinical Art Therapy	
ART 380: Art Therapy Methods and Theories.	

MINOR IN EMOTIONAL DISABILITIES

Ansley H. Boggs, director

The emotional disabilities minor* consists of 18 hours of course work in special education and psychology. Students wishing to pursue this minor need to consult the director about course schedules, course sequence, and practica. Special Education majors (other than Deaf/Hard of Hearing) may not choose this minor.

SED 300. Intro to Exceptional Children and Youth	3 hours
SED 397. Intro to Emotional Disabilities	3 hours**
SED 398. Educational Procedures for Emotional Disabilities	3 hours**
SED 382c. Practicum in the Instruction of the Exceptional Child: Emotional Disabilities	3 hours***
PSY 211. Behavior Modification	3 hours
PSY 380: Human Growth and Development	3 hours

*This minor does not lead to certification.

**A practicum is required.

***This course is a practicum.

Department of Education

SPECIAL EDUCATION: DEAF AND HARD OF HEARING

This program is designed to offer students comprehensive course work for educating students who are deaf and hard of hearing in grades K-12. The Deaf and Hard of Hearing Program meets all the requirements for national approval by the Council on Education of the Deaf and leads to K-12 (Deaf and Hard of Hearing) and 2-6 (Elementary Education endorsement) certifications in South Carolina. There is a specific sequence of courses and practicums with student teaching as the culminating experience. Student teaching is arranged at the South Carolina School for the Deaf and the Blind or in deaf and hard of hearing classes in area public schools. The student takes the PRAXIS II exam (Deaf and Hard of Hearing) before the completion of student teaching.

The Deaf and Hard of Hearing Education Program along with the South Carolina School for the Deaf and the Blind and the Spartanburg County Hearing Impaired Program have a Professional Development School partnership. The purpose of this collaborative agreement is to provide opportunities for sharing joint responsibility for preservice teacher preparation. Faculty from the partnership programs assist in developing, planning, and teaching selected courses and classes, serve as consultants and mentors, and participate in planning and reviewing the curriculum.

In addition to the Teacher Education Program Goals and Objectives, the Deaf and Hard of Hearing major is designed to help the prospective teacher reach the following specific goals and objectives:

1. provide a thorough course of study of human growth and development;
2. develop skills in appropriate pedagogy and classroom management;
3. promote a broad knowledge of the history, theory, and professional practices that relate to deaf, hard of hearing, and elementary education;
4. require the study and experiences in the disciplines which provide the content knowledge needed to teach appropriate subject areas;
5. prepare prospective teachers to guide their classes in school-to-work transition and character education; and
6. Enable prospective teachers to use the current standards for lesson planning.

Converse students who complete a major in deaf and hard of hearing education will be able to

1. demonstrate their knowledge of the standards and content in this field;
2. plan, implement, and assess instruction in simulated settings and in real classroom settings;
3. organize and manage effectively a K-12 grade placement in deaf and hard of hearing; and
4. demonstrate computer proficiency in instructional technology including the knowledge of skills, strategies, software and hardware to be used in classroom management and computer-assisted instruction.

Refer to *A Handbook for Perspective Teachers* for Program Objectives and other pertinent information.

The major consists of 33 hours of special education course work to include the following:

Prerequisite (3 semester hours):	
SED 300: Intro to Exceptional Children and Youth	3 hours
Requirements (33 semester hours):	
SED 350: Educational Perspectives:	
Deaf and Hard of Hearing	3 hours
SED 353: Audiology and Speech Science	3 hours
SED 354: Speech and Auditory Development:	
Deaf and Hard of Hearing	3 hours
SED 355: Teaching Language: Deaf and Hard of Hearing	3 hours
SED 358: Curriculum: Deaf and Hard of Hearing	3 hours
SED 376: Educational Diagnostics for	
Exceptional Children	3 hours
SED 382e: Practicum in the Instruction of	
Exceptional Children: Deaf and Hard of Hearing	3 hours
SED 385: ASL I	3 hours
SED 390: ASL II	3 hours
SED 393: Manually Coded English	3 hours
SED 458: Methods of Instruction:	
Deaf and Hard of Hearing	3 hours
Additional Requirements:	
EDU 101: Practicum: Reading	0 hours
EDU 301: The Teaching of Reading	3 hours
EDU 303: Mathematics for the Elem. Child	3 hours
EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
SED 405: Classroom Management	3 hours
EDU 412d: Directed Student Teaching	12 hours
One of the following courses	3 hours
ART 311: Art for the Child	
MUE 370: Music for the Child	
EDU 309: Literature for the Child	
HPE 393: Health and Physical Education for the	
Elementary Teacher	
TOTAL HOURS	63 hours
Recommended Electives:	
SED 391. ASL III	3 hours
SED 392. ASL IV	3 hours

**SPECIAL EDUCATION: DEAF AND HARD OF HEARING—
FOCUS ON EDUCATIONAL INTERPRETING**

Special Education: Deaf and Hard of Hearing— Focus on Educational Interpreting— prepares students to work as educational interpreters in public school settings. The curriculum emphasizes content knowledge in deaf and hard of hearing education; professional practices in elementary education; understanding of Deaf culture; fluency in American Sign Language; and the roles, responsibilities, and ethical standards of educational interpreters. Students in educational interpreting complete, as a part of the major requirements, a total of eighteen hours of course work during three consecutive summers at the University of North Carolina at Greensboro.

The goals of the educational interpreting area of the deaf and hard of hearing major at Converse are to

1. provide a thorough course of study in the principles and practices related to educational interpreting and education of students who are deaf and hard of hearing;
2. prepare educational interpreters to assume varied roles and responsibilities as members of educational teams serving children with hearing losses; and
3. promote a broad knowledge of the history, theory and best practices that are related to students who are deaf and hard of hearing.

Converse students who complete a major in deaf and hard of hearing — focus on educational interpreting will be able to

1. demonstrate their knowledge of the standards and content in this field;
2. use a variety of communication modes to meet the individual linguistic needs of students with hearing losses in inclusive settings;
3. demonstrate fluency in American Sign Language and manually coded English, as deemed appropriate for the educational setting and communication needs of deaf and hard of hearing students; and
4. demonstrate a working knowledge of the ethical standards of interpreters.

The major consists of 36 hours of course work (including 18 hours of course work to be completed during three summers at the University of North Carolina at Greensboro) to include the following requirements:

SED 300: Introduction to Exceptional Children and Youth	3 hours
SED 350: Educational Perspectives: Deaf and Hard of Hearing	3 hours
SED 355: Teaching Language: Deaf and Hard of Hearing	3 hours
SED 385: ASL I	3 hours
SED 390: ASL II	3 hours
SED 458: Methods of Instruction: Deaf and Hard of Hearing	3 hours

Additional Requirements:

EDU 360: Foundations of American Education	3 hours
EDU 409: Elementary Curriculum	3 hours
EDU 412i: Directed Internship in Educational Interpreting	6 hours

Recommended Electives:

SED 391. ASL III	3 hours
SED 392. ASL IV	3 hours

Department of Education

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

075. DEVELOPMENTAL/REMEDIAL MATH/NO CREDITS

Special fee of \$95. This remedial course should help students develop and improve their skills in arithmetic concepts and operations, measurement, geometry, and problem solving. The student (upon enrolling in the course) will complete a criterion-referenced pre-test. The student will complete a post-test and/or proficiency test upon the completion of the course. Pass/Fail Grading.

076. DEVELOPMENTAL/REMEDIAL WRITING/ NO CREDITS

Special fee of \$95. This remedial course prepares the student to write a good composition. The student will complete a pre-test and post-test of composition proficiency. The students/instructors will use a four-point holistic scale, which includes the specific skills of composing, sentence formation, usage, and mechanics; to score compositions. (The Writing Center is available to aid all PPST candidates in preparing for the writing portion of the PPST exam at any time on an informal basis free of charge.) Pass/Fail Grading.

077. DEVELOPMENTAL/REMEDIAL READING/ NO CREDITS

Special fee of \$95. This remedial course aids the student in developing literal and inferential comprehension skills, reference usage skills, and contextual word meaning skills. The student will complete both a pre-test and a post-test of reading proficiency. Pass/Fail Grading.

101. PRACTICUM: READING/NO CREDITS

This supervised practicum graded on a pass/fail basis is the first of two sequential, incremental clinical experiences for special education, elementary, and/or early childhood majors. Students work with an individual child, diagnose and prescribe, assist in building the child's self-esteem and confidence, aid in the development of thinking skills, and gain experience, practice, and training in the application of theory and skills when working with others. A student must take this course concurrently with or after EDU 301. Students should sign up with the Education Department at least one full semester before the term. *Offered fall, winter, spring, summer I, summer II, summer III.*

102. PRACTICUM: EARLY CHILDHOOD EDUCATION/ NO CREDITS

Prerequisite: EDU 101. This supervised practicum with pass/fail grading is the second of two sequential, incremental clinical experiences required of early childhood majors. Students work in a public school setting and observe, plan, and instruct young children. In this early childhood placement, students apply their knowledge of discipline, management, and instructional theory acquired in core courses. This practicum builds on the experiences obtained in EDU 101. This course is a prerequisite to student teaching EDU 412b. Students should sign up with the Education Department at least one full semester before the term. *Offered fall, winter, spring, summer I, summer II, summer III.*

103. PRACTICUM: ELEMENTARY/NO CREDITS

Prerequisite: EDU 101. This required, supervised practicum with pass/fail grading is the second of two sequential, incremental clinical experiences for elementary majors. Students work in a public school setting and observe, manage, plan for, instruct, and evaluate a large group—as opposed to an individual child or small group. Each student video-tapes herself teaching. The practicum in a classroom gives students the experience, practice, and training in the application of theory and skills acquired in core courses in elementary education and builds on the experiences in EDU 101. Students should sign up with the Education Department at least one full semester before the term. *Offered fall, winter, spring, summer I, summer II, summer III.*

301. THE TEACHING OF READING/THREE CREDITS

Major credit. After an overview of each language arts area, the students will study both the whole language (top-down) and the skills (bottom-up) approach to teaching reading. The student studies the standards of learned organizations and the *SC Standards*. The students will analyze and critique the methods of teaching reading, the basic approaches to teaching writing, the stages in developmental reading, and literal, interpretative, and critical-creative thinking/comprehension. The content includes diagnosing, assessing, testing, prescribing, reporting/communicating with parents, and aiding with school-to-work transition. Proficiency in handwriting is a requirement for the course. This course is a prerequisite to student teaching. A student must take EDU 101 after or concurrently with this course. *Offered fall and spring terms and summer I.*

303. MATHEMATICS FOR THE ELEMENTARY CHILD/ THREE CREDITS

Major credit. Content includes systems of numeration and place value, fundamental operations of arithmetic, measurement, informal geometry, basic algebra, methods, and materials of elementary math. Students analyze *Tactics for Thinking*, curriculum frameworks, *SC Mathematics Standards*, *NCTM Curriculum and Evaluation Standards*, and school-to-work transition. This course is a prerequisite to EDU 412. *Offered fall, winter, and spring terms.*

305. BEHAVIOR OF THE PRESCHOOL CHILD/ THREE CREDITS

Major credit for Early Childhood. This course combines elements of learning theory and child growth and development with actual observation of children. Special topics include self-esteem and confidence, multi-ethnic and pluralistic preschool settings, and principles of tests and measurements. This course covers the social, physical, emotional, and intellectual development of the child from birth to preadolescence and gives special emphasis to language acquisition and pre-operational thought. The course requires observation of children and is a prerequisite to EDU 412b. *Offered fall term.*

309. LITERATURE FOR THE CHILD/THREE CREDITS

Major credit. Prerequisite: EDU 301 must precede this course or be taken concurrently with it. This course acquaints the student with traditional and modern literature for children, interests of children of different age levels, criteria for evaluating children's books, creative writing, and methods of integrating children's literature into the curriculum. The student 1) analyzes the standards of related professional organizations and 2) considers their relation to the teaching of the language arts in the schools. This course is a prerequisite to EDU 412a and 412b. *Offered fall and spring terms and summer I.*

316. METHODS OF TEACHING SOCIAL STUDIES/SCIENCE/ MATHEMATICS/LANGUAGE ARTS/THREE CREDITS

Major credit for Elementary. Senior status recommended. Students will study elementary school objectives, content, *SC Curriculum Standards*, standards of the learned organizations, materials, methods and evaluative techniques. Content includes valuing, teaching students of diverse backgrounds, observing and analyzing teaching/learning styles, and developing a positive self-concept. The development of a resource unit and the collection of science demonstrations and problem solving strategies are mandatory. Students study reading and skill development problems of elementary children in these areas of study. This course is a prerequisite to EDU 412a. *Offered winter term.*

Department of Education

360. FOUNDATIONS OF AMERICAN EDUCATION/ THREE CREDITS

This course is an introductory study of the historical, philosophical, and sociological foundations of the American educational system; should be one of the first courses in a student's education curriculum. It concentrates on current issues such as multicultural education, disabilities, affective, cognitive, and vocational education programs. The study reviews current impacts on curriculum, SC *Standards*, students, and teachers and examines career opportunities in education. This course is a prerequisite to EDU 412. *Offered fall, spring, summer I, summer II terms.*

368. CREATIVE DRAMATICS FOR THE CLASSROOM TEACHER/THREE CREDITS

This course explores the concepts of creativity and the approaches that the classroom teacher can be use to involve young people in the creative process through the use of the theatre game structure. *Offered summer term.*

403. METHODS AND MATERIALS OF THE PRESCHOOL CHILD/THREE CREDITS

Major credit for Early Childhood. This course is a hands-on, activity-oriented course designed to guide students in the preparation of teacher-made instructional materials in each area of the preschool curriculum and the implementation of carefully prepared lessons for an actual preschool setting. Students plan appropriate lessons. The course emphasizes language development and listening, speaking, writing, and reading readiness experiences; explores a variety of teaching techniques and organizational arrangements; and emphasizes individualized instruction. This course is a prerequisite to 412b. *Offered spring and summer terms.*

405. PRESCHOOL CURRICULUM/THREE CREDITS

Major credit for Early Childhood. Prerequisite: Education 403. This course is a study of the curricular needs of preschool children, a review of preschool programs/settings, and an exploration of applying teaching/learning theory to the preschool setting. Special topics include working with parents, classroom management techniques/strategies, and curricula in math, language arts, science, social studies, art, physical education, and music. Students make on-site visits to a Montessori school, a private kindergarten, public-school kindergartens, a university laboratory preschool, and a hospital-based child development center. This course is a prerequisite to 412b. *Offered fall term.*

409. ELEMENTARY CURRICULUM/THREE CREDITS

Major credit for Elementary and Early Childhood. Juniors and seniors only. This course surveys each subject area of the modern elementary curriculum, trends and issues in curriculum development, teaching/learning theory, effective and efficient teacher characteristics or behaviors, effective communication skills between teacher and parent/child, techniques for diagnosing student abilities, and current structured programs of observation and analysis of different teaching models. Special topics include microcomputer literacy/usage; classroom discipline and management; principles of tests and measurements; use of audio-visual equipment; multicultural education; affective education; self-esteem; thinking skills (e.g., problem solving, critical thinking skills, etc.); parent involvement; awareness of differing economic, social, racial, and religious groups; development and analysis of teacher-made tests; and varying organizational sizes (individualized, small, and large). This course is a prerequisite to student teaching in art, elementary education, special education and early childhood education. *Offered fall, winter, and summer terms.*

412a. DIRECTED STUDENT TEACHING: ELEMENTARY/ TWELVE CREDITS

Major credit. Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. The experience requires conferences with the College supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor will visit the student teacher during the semester. Students must apply for student teaching by April 15 for spring term placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. *Offered fall and spring terms.*

412b. DIRECTED STUDENT TEACHING: EARLY CHILDHOOD/TWELVE CREDITS

Major credit. Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor will visit the student teacher during the semester. Students must apply for student teaching by April 15 for spring term placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. *Offered fall and spring terms.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/ONE-THREE CREDITS

Major credit. Prerequisite: Permission of instructor. This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the college limit of hours within a discipline. *May be repeated for credit.*

Department of Education

SECONDARY EDUCATION

All students pursuing certification in secondary education must meet with the designated minor adviser in the pertinent certification area.

075. DEVELOPMENTAL/REMEDIATION MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIATION WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIATION READING/
NO CREDITS

See Elementary and Early Childhood.

201. PRACTICUM I IN INSTRUCTION OF SECONDARY
SCHOOL STUDENTS/THREE CREDITS

Minor credit. Required of all prospective secondary teachers. Designed for the junior or senior year. Students must have taken EDU 340 or take it concurrently with this course. The course is for prospective secondary school teachers in all academic areas. Students observe and participate in the instructional program of a secondary school under the supervision of a classroom teacher and a college supervisor. Requirements include 201 seminars, assigned readings, and the preparation of a journal to supplement the field experiences. Faculty advisers can supply sign-up deadlines for each term. All placements into local school districts are dependent upon a variety of factors and are at the discretion of the Office of Clinical Experiences. Grading is on a pass/fail basis. Normally offered fall term but can also be offered other terms.

202. PRACTICUM II IN SECONDARY EDUCATION/
NO CREDITS

Prerequisite: EDU 201. Education 425 is a co-requisite or prerequisite to this course. This supervised practicum with pass/fail grading is the second of two required sequential, incremental clinical experiences for secondary education majors. In a classroom setting appropriate to their major, students focus on such topics as self-esteem, thinking skills, and vocabulary development. Faculty advisers can supply sign-up deadlines for each term. All placements into school districts are dependent upon a variety of factors and are at the discretion of the Office of Clinical Experiences. Offered fall, winter, spring, summer I, summer II, summer III.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

Minor credit. Required of all prospective secondary teachers. See Special Education: Educable Mental Disabilities

331-332. METHODS OF TEACHING FRENCH/
THREE CREDITS

See FRN 331-332.

340. CURRICULUM PRINCIPLES AND METHODS OF
SECONDARY EDUCATION/ THREE CREDITS

Required of all prospective secondary teachers. Limited to those student teaching during the next spring term or fall term. This course is a prerequisite to or a co-requisite to EDU 201. Students study the components of the total teaching act in relation to students and to the secondary school curriculum, its courses, functions, organization, and current trends. The course emphasizes teacher-modeling of current, effective, secondary-teaching research with ensuing student practice.

349. THE MIDDLE SCHOOL ORGANIZATION AND
CURRICULUM/THREE CREDITS

This course provides an understanding of the special educational needs of middle school adolescents. The research-based course focuses on the structure of effective middle schools and the effective teaching practices for adolescent students in the middle schools. Offered summer term.

360. FOUNDATIONS OF AMERICAN EDUCATION/
THREE CREDITS

Minor credit. Required of all prospective secondary teachers. See Elementary and Early Childhood.

380. HUMAN GROWTH AND DEVELOPMENT/THREE
HOURS

See PSY 380. Required of all prospective secondary teachers.

387. LABORATORY SCIENCE MANAGEMENT-
READING/ TWO CREDITS

Prerequisites: upper class status and approval of instructor. This course gives the prospective secondary science teacher an opportunity to develop the laboratory skills necessary to manage a laboratory and to design experiments, laboratory and field activities, and demonstrations. In addition, the student must satisfactorily complete required reading and assignments. This required course for prospective secondary science majors is available (with the approval of instructor) when there is a demand from juniors or seniors.

412c. DIRECTED STUDENT TEACHING: SECONDARY/
TWELVE CREDITS

Minor credit. Required of all prospective secondary teachers. Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a public school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor will visit the student teacher during the semester. Students must apply for student teaching by April 15 for spring term placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. All placements into school districts are dependent upon a variety of factors and are at the discretion of the Office of Clinical Experiences. Offered fall and spring terms.

425. TEACHING OF READING: CONTENT AREAS/
THREE CREDITS

Minor credit. Prerequisites for prospective secondary teachers: EDU 201 and 340. Prerequisites for art students: Art Education 312L and EDU 340. EDU 201 is a prerequisite to the 202 Practicum. EDU 202 must accompany or follow EDU 425. This course assists teachers in the teaching of reading in a variety of content areas. Teachers will learn to develop study guides, introduce content area texts, use study plans, determine reading expectancy and levels, develop comprehension questions at various levels, and assess readability of text materials. Offered winter term.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL
TOPICS/THREE CREDITS

See Early Childhood and Elementary Education section.

Department of Education

MUSIC EDUCATION:

See Music Education in The Petrie School of Music listings.

SPECIAL EDUCATION: EDUCABLE MENTAL DISABILITIES

075. DEVELOPMENTAL/REMEDIAL MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIAL WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIAL READING/
NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

Major credit. This course familiarizes the student with the wide range of mental, emotional, physical, and psychological problems characterizing exceptional children and youth. Students explore the nature and scope of special education programs and services, community resources, and rehabilitation. *Offered fall and spring terms.*

376. EDUCATIONAL DIAGNOSTICS FOR EXCEPTIONAL
CHILDREN/ THREE CREDITS

Major credit. Prerequisite: Special Education 300. This required course for all students majoring in special education deals with the wide variety of individual and group tests designed to assess children with mental disabilities, learning disabilities, emotional disabilities, and hearing losses. *Offered fall term.*

378. REMEDIAL READING/THREE CREDITS

Major credit. Prerequisite: Education 301. See Special Education: Learning Disabilities. Fall term.

380. INTRODUCTION TO EDUCABLE MENTAL
DISABILITIES/THREE CREDITS

Major credit. This course acquaints the prospective teacher with the psychological development and problems associated with educable mental disabilities. Students study recent developments and research in this area. *Offered winter term.*

382a. PRACTICUM IN THE INSTRUCTION OF
EXCEPTIONAL CHILDREN: EDUCABLE MENTAL
DISABILITIES/THREE CREDITS

Major credit. Prerequisites: SED 300, 380. This course acquaints students with the characteristics, behavior, and learning styles of individuals with educable mental disabilities. In addition, students will become familiar with curriculum, teaching techniques, management strategies, and classroom models appropriate for students with mental disabilities. Required observation and participation takes place at The Charles Lea Center in self-contained classrooms. Grading is on a pass/fail basis. *Offered winter term.*

386. EDUCATIONAL PROCEDURES FOR EDUCABLE
MENTAL DISABILITIES/THREE CREDITS

Major credit. Prerequisites: SED 300, 380. This course includes the curriculum, techniques of teaching individuals with educable mental disabilities, and a practicum in a resource room placement. *Offered spring term.*

388. EDUCATIONAL PROCEDURES FOR TRAINABLE
MENTAL DISABILITIES/ THREE CREDITS

Major credit. Prerequisites: SED 300, 380, 386. This course acquaints the student with the curriculum and methods for teaching individuals with trainable and severe mental disabilities. This course includes a practicum. *Offered fall term.*

395. INTRODUCTION TO LEARNING DISABILITIES/
THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered fall term.

397. INTRODUCTION TO EMOTIONAL DISABILITIES/
THREE CREDITS

Major credit. See Special Education: Emotional Disabilities. Offered spring term.

405. CLASSROOM MANAGEMENT/THREE CREDITS

This course provides students with the opportunity to evaluate and design positive classroom management alternatives. It is a prerequisite for special education student teaching. *Offered winter term.*

412g. DIRECTED STUDENT TEACHING: EDUCABLE
MENTAL DISABILITIES/TWELVE CREDITS

Major credit. Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor will visit the student teacher during the semester. Students must apply for student teaching by April 15 for spring term placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. *Offered fall and spring terms.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL
TOPICS/THREE CREDITS

Major credit. Prerequisite: Permission of instructor. This course is an academic experience in a special topic not covered in depth in regular course work. The student works independently and researches a topic approved by a faculty member in the department. The instructor prescribes the specific requirements (normally one or more papers). Students must observe the college limit of hours within a discipline. *May be repeated for credit.*

Department of Education

SPECIAL EDUCATION: LEARNING DISABILITIES

075. DEVELOPMENTAL/REMEDIATION MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIATION WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIATION READING/
NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

Major credit. See Special Education: Educable Mental Disabilities. Offered fall and spring terms.

376. EDUCATIONAL DIAGNOSTICS FOR
EXCEPTIONAL CHILDREN/ THREE CREDITS

Major credit. See Special Education: Educable Mental Disabilities. Offered fall term.

378. REMEDIATION READING/THREE CREDITS

Major credit. Prerequisite: EDU 301. This course is primarily for students in special education. It includes methods and materials for a wide number of reading problems encountered among exceptional children. The course emphasizes diagnosing reading difficulties and techniques of remediation. Offered fall term.

382b. PRACTICUM IN THE INSTRUCTION OF
EXCEPTIONAL CHILDREN: LEARNING
DISABILITIES/THREE CREDITS

Major credit. Prerequisites: Special Education 300, 395, 396. This course provides students an opportunity to observe and work with learning disabilities. Practicum placement is in a self-contained classroom. Offered fall term.

395. INTRODUCTION TO LEARNING DISABILITIES/
THREE CREDITS

Major credit. Prerequisite: SED 300. This course is a study of learning disabilities affecting the educational development of the exceptional student. Emphasis is on the definition, identification, classification, theories, and educational approaches to specific learning disabilities. Offered fall term.

396. EDUCATIONAL PROCEDURES FOR LEARNING
DISABILITIES/THREE CREDITS

Major credit. Prerequisite or Co-requisite: SED 300. Prerequisite: SED 395. This course includes materials and methods for teaching students who have learning disabilities. It includes a practicum in a resource room placement. Offered spring term.

398. EDUCATIONAL PROCEDURES FOR
EMOTIONAL DISABILITIES/THREE CREDITS

Major credit. See Special Education: Emotional Disabilities. Offered spring term.

405. CLASSROOM MANAGEMENT/THREE CREDITS

See Special Education: Educable Mental Disabilities. Offered winter term.

412f. DIRECTED STUDENT TEACHING: LEARNING
DISABILITIES/TWELVE CREDITS

Related field credit. Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observations, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of the integration of technology into instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor will visit the student teacher during the semester. Students must apply for student teaching by April 15 for spring term placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. Offered fall and spring terms.

490. DIRECTED INDEPENDENT STUDY IN
SPECIAL TOPICS/THREE CREDITS

See Educable Mental Disabilities.

SPECIAL EDUCATION: EMOTIONAL DISABILITIES

075. DEVELOPMENTAL/REMEDIATION MATH/
NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIATION WRITING/
NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIATION READING/
NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN
AND YOUTH/THREE CREDITS

Major credit. See Special Education: Educable Mental Disabilities. Offered fall and spring terms.

376. EDUCATIONAL DIAGNOSTICS FOR THE
EXCEPTIONAL CHILD/ THREE CREDITS

Major credit. See Special Education: Educable Mental Disabilities. Offered fall term.

378. REMEDIATION READING/THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered fall term.

382c. PRACTICUM IN THE INSTRUCTION OF
EXCEPTIONAL CHILDREN: EMOTIONAL
DISABILITIES/ THREE CREDITS

Major credit. Prerequisites: SED 300, 397, 398. This course provides an opportunity to observe and work with students with emotional disabilities. Practicum placement is in a self-contained classroom. Offered winter term.

395. INTRODUCTION TO LEARNING DISABILITIES/
THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered fall term.

Department of Education

396. EDUCATIONAL PROCEDURES FOR LEARNING DISABILITIES/ THREE CREDITS

Major credit. See Special Education: Learning Disabilities. Offered spring term.

397. INTRODUCTION TO EMOTIONAL DISABILITIES/THREE CREDITS

Major credit. An introduction to emotional disabilities, including the causes and characteristics of neuroses and psychoses, related learning problems, mental disabilities, and cultural disadvantage. Offered fall term.

398. EDUCATIONAL PROCEDURES FOR EMOTIONAL DISABILITIES/THREE CREDITS

Major credit. Prerequisites or Co-requisites: SED 300, 397. An introduction to methods of therapy, management techniques, and educational materials for emotional disabilities. The course includes a practicum in a resource room placement. Offered spring term.

405: CLASSROOM MANAGEMENT/THREE HOURS

See Special Education: Educable Mental Disabilities.

412e. DIRECTED STUDENT TEACHING: EMOTIONAL DISABILITIES/TWELVE CREDITS

Minor credit. Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of computer-assisted instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor will visit the student teacher during the semester. Students must apply for student teaching by April 15 for spring term placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. Offered fall and spring terms.

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

See Educable Mental Disabilities.

SPECIAL EDUCATION: DEAF AND HARD OF HEARING

075. DEVELOPMENTAL/REMEDIAL MATH/ NO CREDITS

See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIAL WRITING/ NO CREDITS

See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIAL READING/ NO CREDITS

See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN AND YOUTH/THREE CREDITS

See Special Education: Educable Mental Disabilities.

350. EDUCATIONAL PERSPECTIVES: DEAF AND HARD OF HEARING/THREE CREDITS

Major credit. An introductory course on the history, philosophies, current trends and issues, and models of education for students who are deaf and hard of hearing. The course focuses on the impact of deafness on the psychological, sociological, and vocational development of individuals with hearing losses. It includes methods of guidance, support, and referral for parents. The course includes a practicum. Offered fall and summer terms.

353. AUDIOLOGY AND SPEECH SCIENCE/ THREE CREDITS

Major credit. This course is an introduction to the fundamentals of hearing, hearing disorders, and the administration and interpretation of tests for auditory acuity which focuses on the physics of sound, physical characteristics of the speech and hearing mechanisms, and the pathology, etiology, and treatment of hearing loss. The course includes practical preparation in the use and care of hearing aids and amplification systems and involves a practicum. Offered fall term.

354. SPEECH AND AUDITORY DEVELOPMENT/ THREE CREDITS

Major credit. This course introduces students to the development of audition and speech. It includes a study of speech and hearing assessments, strategies for maximizing the use of residual hearing and educational planning for students who are deaf and hard of hearing. The course includes a practicum. Offered fall term.

355. TEACHING LANGUAGE: DEAF AND HARD OF HEARING/THREE CREDITS

Major credit. Prerequisites: SED 350, 382e. This course acquaints the student with the nature and problems of language acquisition in students who are deaf and hard of hearing. It includes various theories, methods, and materials for the teaching of language and involves a practicum. Offered spring term.

358. CURRICULUM: D/HH/THREE CREDITS

*Major Credit. Prerequisites: SED 350, SED 385. This course introduces D/HH majors to the principles of curriculum design and best practices in instructional programming for students who are deaf and hard of hearing. Focus on academic content includes an examination of *South Carolina Standards* and curricular adaptations needed to meet the cognitive, cultural, and communicative needs of students. Classroom environment, media, materials, and educational resources will also be covered. To be taken concurrently with SED 382e. Offered winter term.*

375. BEGINNING MANUAL COMMUNICATION/ THREE CREDITS

Elective credit. This course introduces the various methods and techniques of manual communication. Students will be acquainted with fingerspelling, signing, and simultaneous communication. It includes a practicum.

376. EDUCATIONAL DIAGNOSTICS FOR EXCEPTIONAL CHILDREN/ THREE CREDITS

Major credit. See Special Education: Educable Mental Disabilities.

Department of Education

382e. PRACTICUM IN THE INSTRUCTION OF EXCEPTIONAL CHILDREN: DEAF AND HARD OF HEARING/THREE CREDITS

Major credit. Prerequisites: SED 350, 385. This course provides students, during their junior year, an opportunity to observe and teach in the classroom with students who are deaf and hard of hearing in residential and/or public school settings. Grading is on a pass/fail basis. *Offered winter term at the SC School for the Deaf and the Blind.*

385. AMERICAN SIGN LANGUAGE I/THREE CREDITS

Major credit. This introductory sign language course develops knowledge and skills for reading and executing a basic vocabulary of manual signs and fingerspelling. The use of American Sign Language (ASL) conceptual signs within the framework of the ASL grammar system is also emphasized. The course includes a study of the cultural aspects of the Deaf community. The course includes a practicum. *Offered fall term.*

390. AMERICAN SIGN LANGUAGE II/THREE CREDITS

Major credit. Prerequisite: SED 385. This course offers a study of American Sign Language linguistics. There is focus on general communicative competence in ASL with emphasis on both receptive and expressive signing skills. The course includes a practicum. *Offered spring term.*

391. AMERICAN SIGN LANGUAGE III/THREE CREDITS

Elective credit. Prerequisites: SED 385, SED 390. This second-year course includes development of expressive and receptive sign skills, as well as an overview of syntax, phonologic structure, and non-manual markers. *Offered fall term.*

392. AMERICAN SIGN LANGUAGE IV/THREE CREDITS

Elective credit. Prerequisites: SED 385, SED 390, SED 391. This course focuses on an advanced level of the development of receptive and expressive skills, as well as the affective parameters of American Sign Language. There is emphasis on conversational competence using conceptual signs and semantic appropriateness. *Offered spring term.*

393. MANUALLY CODED ENGLISH/THREE CREDITS

Major credit. This course emphasizes the development of receptive and expressive communication skills using conceptually-accurate sign language and fingerspelling in English word order. Various manually coded English systems for communication in the educational setting will be covered. The course which includes a practicum is appropriate as an elective for any major. *Offered winter term.*

405. CLASSROOM MANAGEMENT/THREE CREDITS

See Special Education: Educable Mental Disabilities. Offered winter term.

412d. DIRECTED STUDENT TEACHING: DEAF AND HARD OF HEARING/TWELVE CREDITS

Special fee of \$35. Students normally take this course, which integrates theory and practice, during the senior year. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public—school. There are required conferences with the College supervisor and the cooperating teachers, demonstration of computer-assisted instruction, and attendance at such required seminars as training sessions, orientation sessions, and oral communication workshops. The College supervisor visits the student teacher during the semester. Students must apply for student teaching by April 15 for spring term

placement in the following year or by November 15 for fall term placement in the following year. A student normally must secure admission to a teacher education program at least one semester prior to student teaching. Grading is pass/fail. *Offered fall and spring terms.*

458. METHODS OF INSTRUCTION: D/HH/THREE CREDITS

Major credit. Prerequisites: SED 350, SED 382e, SED 358, SED 385, SED 390. This course for senior D/HH majors focuses on educational practices in both public and residential school programs for students who are deaf and hard of hearing. Specific research-supported instructional strategies and organization as well as the *SC Standards*, are examined and practiced. Emphasis is placed on the roles and responsibilities of the teacher as decision-maker, facilitator of cognitive and communicative development, multidisciplinary team member, collaborator with parents and other professionals, and advocate for students. The course includes a practicum. *Offered all term.*

490. DIRECTED INDEPENDENT STUDY IN SPECIAL TOPICS/THREE CREDITS

See Educable Mental Disabilities.

SPECIAL EDUCATION: DEAF AND HARD OF HEARING—FOCUS ON EDUCATIONAL INTERPRETING

075. DEVELOPMENTAL/REMEDIATION MATH/NO CREDITS
See Elementary and Early Childhood.

076. DEVELOPMENTAL/REMEDIATION WRITING/NO CREDITS
See Elementary and Early Childhood.

077. DEVELOPMENTAL/REMEDIATION READING/NO CREDITS
See Elementary and Early Childhood.

300. INTRODUCTION TO EXCEPTIONAL CHILDREN AND YOUTH/THREE CREDITS
See Special Education: Educable Mental Disabilities.

350. EDUCATIONAL PERSPECTIVES/THREE CREDITS
Major credit. See Special Education: Deaf and Hard of Hearing. Offered fall term.

355. TEACHING LANGUAGE: DEAF AND HARD OF HEARING/THREE CREDITS
Major credit. Prerequisites: SED 350, 382e. See Special Education: Deaf and Hard of Hearing. Offered spring term.

385. AMERICAN SIGN LANGUAGE I/THREE CREDITS
Major credit. See Special Education: Deaf and Hard of Hearing. Offered fall term.

390. AMERICAN SIGN LANGUAGE II/THREE CREDITS
Major credit. Prerequisite: SED 385 or approval of instructor. See Special Education: Deaf and Hard of Hearing. Offered spring term.

458. METHODS OF INSTRUCTION: DEAF AND HARD OF HEARING/THREE CREDITS
Major credit. Prerequisites: SED 350, 355, 385, 390. See Special Education: Deaf and Hard of Hearing. Offered fall term.