



School of Education

The School of Education is a nationally accredited professional school with the chief responsibility of preparing teachers for early childhood, elementary, middle and secondary school certification. The School of Education exercises responsibility for decisions directly affecting the teacher education curriculum and each major aspect of the teacher education process. The School of Education offers programs in early childhood education, elementary education and middle grades education leading to the Bachelor of Arts degree, in physical education and special education leading to a Bachelor of Science degree, and in secondary education leading to either the Bachelor of Arts or Bachelor of Science degree. The unit offers Master's of Education degrees in early childhood education, elementary education and special education with a concentration in visual impairment. In addition to their basic responsibility of teaching professional education coursework, the faculty of the school undertake research projects that contribute to improvement in the theory and practice of teacher education. Faculty members conduct research, publish scholarly articles, and engage in service activities designed to assist teachers, students, administrators, and other educators. They sponsor various workshops and conferences planned specifically for the staffs of elementary, middle and secondary schools; often these are cooperative efforts with other agencies. They also cooperate with a number of bureaus and clinics developed to augment public school programs and to provide specialized educational services to the community.

USC Upstate has formed a partnership with USC Sumter to serve students in the Sumter area who are interested in pursuing a baccalaureate degree in either early childhood or elementary education. Students interested in becoming certified teachers will complete their first two years of general education at USC Sumter and then complete the professional education program of USC Spartanburg. Junior- and senior-level professional education courses will be offered either on the USC Sumter campus via distance education technology or in the public schools in the Sumter area.

The School of Education maintains a curriculum resources center for the use of USC Upstate students, faculty, staff and area public school teachers. This facility provides curriculum aids for instructors at all levels.

The Burroughs Child Development Center gives students an opportunity to observe and to work with children ages three months to six years in a laboratory setting. It offers high quality child care to students and citizens of the community.

USC Upstate School of Education Conceptual Framework Summary

According to the National Council for the Accreditation of Teacher Education (NCATE), a conceptual framework is: "...an underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability."

The following are components of the USC Upstate School of Education conceptual framework:

The USC Upstate School of Education Vision

The USC Upstate School of Education aims to be recognized nationally for its outstanding teacher preparation programs whose graduates are excellent, learner-centered practitioners and professionals.

The USC Upstate School of Education Mission

- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the upstate, working collaboratively with K-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

The USC Upstate School of Education Core Dispositions

- The faculty and candidates of the USC Upstate School of Education value reflective teaching practice.
- The faculty and candidates of the USC Upstate School of Education value learner-centered pedagogy.
- The faculty and candidates of the USC Upstate School of Education value performance-based assessment.
- The faculty and candidates of the USC Upstate School of Education are committed to and affirm diversity.
- The faculty and candidates of the USC Upstate School of Education are committed to professional responsibility.

The USC Upstate School of Education Philosophy

The faculty members and administrators of the SOE have developed a set of consistent principles and values that serves as the foundation of the school's approach to curriculum, pedagogy and program development.

- A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions.
- A specific exposure to the most up-to-date pedagogical theories and practices.
- A set of ethical principles, values, and dispositions.
- A commitment to the principle of equality of educational opportunity for all students regardless of group or individual differences.
- A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other.

Theoretical Underpinnings of the USC Upstate School of Education Program

The philosophy of the SOE is consistent with the tenets of progressivism and constructivism. Practices and behaviors consistent with these approaches include:

- Application of problem-solving and scientific inquiry;
- Use of cooperative learning experiences and self-discipline;
- Emphasis on how to think not what to think with the teacher serving as a guide;
- Appreciation of the interdisciplinary nature of learning;
- Preparation of all students for full participation in a democracy.

Guiding Principles of the USC Upstate School of Education

In accordance with its mission, philosophy, and theoretical orientation, the SOE follows these guiding principles based on the Interstate New Teacher Assessment and Support Consortium (INTASC) and the South Carolina Assistance, Development and Evaluation of Professional Teaching (ADEPT) standards. Teachers prepared at USC Upstate:

- demonstrate competence as effective long-range instructional planners;
- demonstrate competence as effective daily instructional planners;
- demonstrate competence in the areas of student assessment and reflective self-assessment;
- establish high expectations for all learners;
- are knowledgeable of and capable of implementing a variety of instructional strategies which utilize state of art instructional technology;
- possess thorough and accurate knowledge of the content they teach;
- effectively monitor student learning and provide meaningful feedback to students;
- maintain a classroom environment that promotes and facilitates learning;
- manage their classrooms effectively with equity, firmness, and fairness;
- strive to develop as a teacher both professionally and personally.

Guiding Principles of USC Upstate Graduate Education Programs

Using the model teacher paradigm captured in the propositions of the National Board for Professional Teaching Standards, USC Upstate graduate programs are built around these propositions. Teachers completing USC Upstate graduate programs:

- are committed to students and their learning;
- are knowledgeable of their subject matter and related pedagogy;
- manage and monitor student learning;
- reflect on their practice;
- participate in learning communities.

Multicultural/Diversity Perspectives in USC Upstate Teacher Education Programs

Its mission, philosophy, principles and organizing themes serve as the root of the USC Upstate School of Education's commitment to multicultural education. Graduates of SOE programs as reflective teachers:

- believe that all children can learn;
- create a learning environment that is anti discriminatory;
- understand, respect, and accommodate for group and individual differences;
- instruct for empathy and tolerance;
- instruct for altruism;
- promote justice.

Performance Assessment in USC Upstate Teacher Education Programs

The USC Upstate SOE assessment systems monitor and measure candidate progress through both the undergraduate and graduate programs on a continuous

basis. At both levels, portfolios are the major tool used to assess both the performance of the candidates and the quality of programs. Portfolios for undergraduate students, introduced in SEDF 210: Foundations of Education, are aligned with INTASC and ADEPT standards; undergraduate portfolios are developed over the course of programs and finally completed during the student teaching semester. Graduate portfolios, introduced during the Portfolio Introduction and Training Session, are aligned with propositions of the National Board for Professional Teaching Standards (NBPTS). Graduate portfolios are presented and defended before a five-member panel during the respective seminar classes; a successful defense is required for graduation.

Admission to the Professional Program

Students must apply to the School of Education for admission to the professional program, which covers the junior and senior years. The professional program application form may be obtained from the school office and must be filed with that office at the conclusion of the term in which students complete 60 semester hours of study.

Admission of applicants is based on individual consideration. Each applicant must fulfill the following requirements:

- completion of English 101 and 102 and Speech 201 or their equivalents, with grades of C or better;
- successful completion of the prerequisites for Mathematics 121;
- successful completion of SEDF 200: Teacher Education Colloquium;
- grade of C or better in support courses completed;
- cumulative GPA of at least 2.5 on at least 60 hours earned;
- the achievement of passing scores on the Praxis Pre-professional skills test (PPST) or received a South Carolina State Board of Education approved score on the SAT or ACT examination;
- two satisfactory recommendations with one coming from the general faculty and one from the School of Education faculty; and
- personal affirmation of non-criminal background

Action is taken on a student's application for admission to the professional program as soon as the academic records are available. Students who are accepted enter the professional program. Students whose applications are denied are advised of their alternatives.

Students who plan to meet the requirements for a teaching certificate in secondary education while enrolled in another school of the University should consult with the dean of the School of Education. The dean assigns an advisor in the School of Education to guide the student through the professional sequence of courses. Such consultation should be held as early as possible in the student's undergraduate career to ensure adequate familiarity with teacher education requirements. Students enrolled in other schools of the University should take particular care to inquire about the School of Education and state certification requirements.

Education courses at the 400-level and above may be taken only after admission to the professional program. Students who complete the professional program, pass the Praxis II Content Area Examination, complete observations using the Assistance, Development, and Evaluation of Professional Teaching (ADEPT) instrument, and receive FBI fingerprint clearance fulfill initial certification requirements of the South Carolina State Board of Education.

Post-Baccalaureate Work toward Teacher Certification

Students with a baccalaureate degree attending USC Upstate to complete South Carolina requirements for initial teacher certification (referred to as “certification only students”) have their record of college/university coursework evaluated by the Associate Dean of the School of Education. Credit is granted for all general education courses (with the exception of general education mathematics coursework for the Early Childhood, Elementary, and Special Education programs). For all students evidence of a “C” or better must appear on the student’s transcript for a two-course English composition sequence and public speaking. All Early Childhood and Elementary majors must satisfactorily complete a course in Children’s Literature. All Special Education: LD majors must satisfactorily complete a course in Children’s Literature or Adolescent Literature. In addition “certification only students” must complete ALL specific requirements in professional education and, for middle grades and secondary majors, ALL specific requirements in the area(s) of academic content concentration. The Dean may exercise his/her prerogative in accepting coursework.

An individual holding a baccalaureate degree who wishes to earn certification through the USC Upstate “certification only” program, must have a cumulative undergraduate GPA of 2.5 and have passed all parts of PRAXIS I.

An individual holding a baccalaureate degree with a cumulative GPA between 2.0 and 2.5 may be considered for conditional admission to the “certification only” program if (1) the degree was awarded three or more years earlier and (2) the individual has passed all three parts of PRAXIS I. To gain full admission, the individual must earn a 2.5 GPA on the first 12 hours of coursework and complete all other requirements for admission to the professional program. To continue in the professional program, candidates must maintain a minimum GPA of 2.5.

Admission to Directed Teaching

Students who wish to enroll in directed teaching must apply a year in advance of the intended semester of student teaching. The following are requirements for all students admitted to directed teaching:

- prior admission to the professional program;
- completion of at least three-fourths of all content concentration course work with a grade of C or better in each course completed;
- grade of C or better in support courses completed;
- completion of 90 semester hours;
- 2.5 cumulative GPA;
- completion of all education methods courses

- with a grade of C or better in each; and
- completion of Mathematics 231, 232 and 233 with a grade of C or better for early childhood education majors, elementary education majors and special education: learning disabilities majors;
- successful presentation of portfolio;
- submission of an FBI fingerprint card and receive clearance prior to student teaching;
- completion of a South Carolina Department of Education application for teacher certification.

In addition to these general requirements, there are specific course prerequisites for each major field. No education course may serve as a prerequisite for a subsequent education course until it has been completed with a grade of C or better. These prerequisites may be changed from time to time at the discretion of the school.

Students are responsible for enrolling in the appropriate corequisite coursework with directed teaching. It is the responsibility of students to secure from the school office an updated list of prerequisites for directed teaching in their major and to arrange their courses of study with their education advisor so as to meet those prerequisites.

Transfer Admission

Transfer students with fewer than 60 semester hours of credit may take courses in the School of Education if they meet all university admission requirements. Transfer students who have earned 60 hours or more must meet the admission criteria for the professional program at the time of their initial application for admission to the School of Education as a major. Criteria are available in the school office. Only 64 semester hours of credit may be accepted for transfer from a two-year institution and applied toward the professional degree.

Undergraduate Transfer Credit

Education majors from other colleges and universities wishing to transfer courses into any of the education programs must have all transcripts evaluated by the dean or associate dean in the School of Education. The dean and associate dean, following the USC Upstate School of Education Policy Manual guidelines, determine the courses accepted to fulfill requirements of any undergraduate education program. Any professional education courses considered for transfer must have been completed within seven years of matriculating at USC Upstate. Professional education courses more than seven years old will not be accepted for transfer.

Continuation Standards

After being admitted to the professional program, students must maintain at least a 2.5 GPA for retention in the program; this is in excess of the minimum GPA required by the University for continuing enrollment. Students who do not maintain a 2.5 GPA cannot enroll in any education courses above the 400-level.

Academic Requirements

No education course may serve as a prerequisite for a subsequent education course until it has been successfully completed with a grade of C or better.

A minimum grade of C is required for any course

submitted for fulfillment of professional education, major concentration and support course requirements.

Students who fail to achieve a minimum grade of C in any professional education course will be dismissed from the program. Students may reapply to the program by submitting a letter of petition for readmission to the Dean of the School of Education for consideration by the School of Education Appeals Committee. Readmitted students who subsequently receive a second grade of below C in any professional education course will be permanently dismissed from the program.

Evaluation

In addition to evaluations described in course syllabi, students' competencies relative to national, state, and School of Education objectives and criteria are evaluated both in professional education courses and during directed teaching. Every applicant for admission to the professional program undergoes an appraisal by the advisor. This appraisal provides a source of evaluation on non-academic as well as academic factors relative to teaching potential. Portfolio assessment provides further evidence of each student's professional growth and development over time.

Degree Programs

The School of Education has developed curricula leading to the baccalaureate in six broad fields: early childhood, elementary, middle grades, secondary, physical, and special education. Although the number of credit hours required for graduation varies to some extent with the subject that the student prepares to teach, a minimum of 120 hours is required for any baccalaureate in the School of Education. Students are assigned an advisor with whom they should plan in advance their program of study for each semester or summer session.

The School of Education reserves the right to change requirements and modify programs as necessary to fulfill national accreditation and state certification requirements. Students must periodically request updated information from the school.

Early Childhood Education. The early childhood education program provides preparation for teaching in four- and five-year kindergartens and in the primary grades (PK-3). A substantial portion of the curriculum consists of course work in the liberal arts to establish a broad educational background prior to the professional sequence of courses. The professional sequence provides content and direct opportunities for field clinical experience. The final experience is a semester-long student teaching assignment of which half is in a pre-primary (4K or 5K) setting and half in a primary setting (grades 1, 2 or 3).

Elementary Education. The program prepares students to teach in grades 2-6. The program consists of a general liberal arts background, professional educational coursework and clinical field experiences.

During the semester in which students are enrolled in directed teaching (SEDL 468), they spend all of each school day for a period of fifteen weeks in the elementary school to which they are assigned.

Middle Level Education. The program in middle level

education prepares students to teach in grades 5-8. The program emphasizes the particular physical, emotional, attitudinal, and intellectual needs of adolescents as well as the organizational, curricular, and pedagogical practices of the middle school. This is achieved through a core of general liberal arts coursework, professional education coursework (which includes field-based practicum experiences in middle schools), student teaching in middle school settings, and intensive coursework in two areas of academic concentration.

Secondary Education. The program in secondary education prepares students to teach in grades 9-12 and does so through a core of general liberal arts course work, professional education course work, including field-based clinical experiences, a student teaching experience, and intensive course work in a specific area of subject specialization. The secondary education curriculum may lead to either a Bachelor of Arts or Bachelor of Science degree, depending upon the chosen area of subject specialization. The Bachelor of Arts degrees in English and in social studies education require two semesters of foreign language study. Areas of subject specialization in secondary education at USC Upstate include biology, chemistry, English, history, mathematics and Spanish.

Special Education: Learning Disabilities. The Bachelor of Science in Special Education/Learning Disabilities prepares future teachers to serve the needs of special education students with learning disabilities in both regular classrooms and special education resource rooms. Preparation for teaching students with learning disabilities emphasizes appropriate services, curricula, assessment, and instruction required by students with special needs to facilitate their participation in the K-12 general education curriculum. Technology, collaborative and consultation skills, applications of research, and parent consultation skills are stressed throughout the program.

Practicum experiences begin the first semester of the professional program and continue throughout the program. Content disabilities instructors and their students collaborate with regular education content methods instructors and their students, modeling the collaboration expected in professional settings. In addition to working with individual students with specific disabilities and working as aides in special education settings, students have two seven-week field placements: one placement in a special education resource setting, the other placement in a regular education classroom that includes students with learning disabilities.

Physical Education. The Physical Education major has two areas of concentration. The Physical Education Teacher Education (PETE) concentration prepares students to teach physical education in grades K-12. In addition to a core program in the liberal arts, students undertake studies in the professional education area as well as in-depth study in physical education. Directed teaching for PETE majors is arranged at both the elementary and secondary levels.

For students desiring a program in physical education that is not oriented toward K-12 classroom teaching, the School of Education offers the Exercise and Sport Science concentration.

Bachelor of Arts in Education
Major in Early Childhood Education
Student Worksheet

General Education Requirements

I. Communication	9
_____ SEGL 101 and SEGL 102	
_____ SSPH 201	
II. Mathematics and Logic	6
_____ SMTH 121 and 231	
III. Information Technology	3
_____ SCSC 138	
IV. Natural Sciences	8
_____ SBIO 110/L	
_____ SPHS 101/L or SCHM 101/L, 105, 106, 107/L, 109/L	
V. Arts and Humanities	6
<i>One course selected from:</i>	
_____ SATH 101, 105, 106; SMUS 110; STHE 161	
<i>One course from the following:</i>	
_____ SPHL 102, 211; SAMS 101, 102; SREL 103; or SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291	
VI. Foreign Language/Culture	3
_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102	
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	
VII. History	3
_____ SHST 101 or 102	
VIII. Social and Behavioral Sciences	6
_____ SGIS 201	
_____ SSOC 101	

Professional Education

_____ SEDF 200: Teacher Education Colloquium	0
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Life-long Learner	3

_____ SEDF 341: Introduction to Exceptional Learners/Special Education	3
_____ SEDF 485: Diversity, Management and Assessment	3
_____ SEDC 300: Resources and Technology in Teaching	3
_____ SEDE 410: Clinical I in Early Childhood Education	2
_____ SEDE 420: The Young Child: Behavior and Development in Early Childhood	3
_____ SEDE 422: Survey of Early Childhood Education	3
_____ SEDE 424: Parent Family Involvement in Early Childhood Education	3
_____ SEDE 440: Clinical II in Early Childhood Education	2
_____ SEDE 445: Language Development and Communicative Skill	3
_____ SEDE 446: Math for the Young Child	3
_____ SEDE 447: Social Studies for the Young Child	3
_____ SEDE 448: Science for the Young Child	3
_____ SEDE 449: Creativity and Play	3
_____ SEDR 414: Emergent and Early Literacy	3
_____ SEDE 468 Education of the Young Child: An Ecological Approach	3
_____ SEDE 469: Directed Teaching in Early Childhood Education	12

Support Courses

_____ SMTH 232 and SMTH 233	6
_____ SEGL 484: Children's Literature	3
_____ SHED 221	3
_____ SPSY 101	3
_____ One additional arts and humanities course, not repeating discipline selected from general ed. requirements (SATH 101, 105 or 106; SMUS 110; or STHE 161)	3

Total Hours Required **123**

Bachelor of Arts in Education
Major in Elementary Education
Student Worksheet

General Education Requirements

I. Communication	9	_____ SEGL 101 and SEGL 102 _____ _____ SSPH 201	_____ SEDF 341: Introduction to Exceptional Learners/Special Education 3 _____ SHED 331: Health and Physical Education for the Elementary School Child 3
II. Mathematics and Logic	6	_____ SMTH 121 and 231 _____	_____ SEDL 441: Elementary School Curriculum and Organization 3 _____ SEDC 300: Resources and Technology in Teaching 3
III. Information Technology	3	_____ SCSC 138	_____ SEDF 483: Organization and Management of the Diverse Classroom 3 _____ SEDL 447: Teaching Social Studies in the Elementary School 3
IV. Natural Sciences	8	_____ SBIO 110/L _____ SPHS 101/L or SCHM 101/L, 105, 106, 107/L, 109/L	_____ SEDL 450: Fine Arts in the Curriculum 3 _____ SEDL 455: Clinical I in Elementary Education 2
V. Arts and Humanities	6	<i>One course selected from:</i> _____ SATH 101, 105, 106; SMUS 110; STHE 161 <i>One course from the following:</i> _____ SPHL 102, 211; SAMS 101, 102; SREL 103; or SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291	_____ SEDR 442: Literacy I: Learning to Read and Write 3 _____ SEDF 487: Student, Teacher, and School Assessment 3 _____ SEDL 446: Teaching Math in the Elementary School 3 _____ SEDL 448: Teaching Science in the Elementary School 3 _____ SEDL 460: Clinical II in Elementary Education 2
VI. Foreign Language/Culture	3	_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102 Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	_____ SEDR 443: Literacy II: Reading and Writing to Learn 3 _____ SEDR 444: Literacy III: Addressing Reading & Writing Problems 3 _____ SEDL 468: Directed Teaching in the Elementary School 15
VII. History	3	_____ SHST 101 or 102	Support Courses
VIII. Social and Behavioral Sciences	6	_____ SGIS 201 _____ SSOC 101 or SPSY 101	_____ SMTH 232 and SMTH 233 6 _____ Geology or Astronomy 4 _____ SEGL 484: Children's Literature 3 _____ One additional arts and humanities course, not repeating discipline selected from general ed. requirements (SATH 101, 105 or 106; SMUS 110; or STHE 161) 3

Professional Education

_____ SEDF 200: Teacher Education Colloquium	0
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Life-long Learner	3

_____ **Total Hours Required** **124**

Bachelor of Arts in Education

Major in Middle Level Education

Student Worksheet

General Education Requirements

<p>I. Communication 9</p> <p>_____ SEGL 101 and SEGL 102</p> <p>_____ SSPH 201</p> <p>II. Mathematics and Logic 6-7</p> <p>_____ SMTH 120, 121, 122, 126, 127, 141, 142</p> <p>_____ SMTH 102¹; SPSY 225; or SSOC 201</p> <p>III. Information Technology 3</p> <p>_____ SCSC 138 or SIMS 101</p> <p>IV. Natural Sciences 8</p> <p>_____ SBIO 110/L</p> <p>_____ SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPSH 101/L, 201/L, 202/L; 211/L, 212/L</p> <p>V. Arts and Humanities 6</p> <p><i>One course selected from:</i></p> <p>_____ SATH 101, 105, 106; SMUS 110, 140; or STHE 161</p> <p>_____ SPHL 102 or SPHL 211</p> <p>VI. Foreign Language/Culture 3</p> <p>_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102</p> <p style="padding-left: 20px;">Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).</p> <p>VII. History 3</p> <p>_____ SHST 101 or 102</p> <p>VIII. Social and Behavioral Sciences 6</p> <p>_____ SPSY 101</p> <p>_____ SSOC 101</p>

_____ SEDR 418: Literacy in the Middle and Secondary Schools	3
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 441: Middle School Curriculum and Methodology	4
_____ Middle School Methods #1*	3
_____ Middle School Methods #2*	3
*Select from SEDS 445 (language arts), SEDS 446 (mathematics), SEDS 447 (social studies) and SEDS 448 (science) to match Concentration Area #1 and Concentration Area #2	
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ SEDS 480: Directed Teaching in Middle School	15

Content Concentration^{2,3} **15**

Area #1 _____	3
_____	3
_____	3
_____	3
_____	3
_____	3

Content Concentration^{2,3} **15**

Area #2 _____	3
_____	3
_____	3
_____	3
_____	3

Support Courses

_____ SHED 221: Lifelong Health and Wellness	3
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Elective **3**

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Total Hours Required **123-124**

Professional Education

_____ SEDF 200: Teacher Ed. Colloquium	0
_____ SEDC 300: Resources and Technology in Teaching	3
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Introduction to Exceptional Learners/Special Education	3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education	1

¹Math 102 required for students with math concentration.

²Coursework is determined in accordance with requirements
available from student's academic advisor.

³For Social Studies concentration, SHST 101 and 102 are
required. Course may not duplicate VII History general
education course.

Bachelor of Arts or Science in Education
Major in Secondary Education (English)
Student Worksheet

General Education Requirements

I. Communication	9
_____ SEGL 101 and SEGL 102	
_____ SSPH 201	
II. Mathematics and Logic	6-7
_____ SMTH 120, 121, 126, 127, 141, 142	
_____ SMTH 102; SPSY 225; or SSOC 201	
III. Information Technology	3
_____ SCSC 138 or SIMS 101	
IV. Natural Sciences	8
_____ SBIO 110/L	
_____ SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L	
V. Arts and Humanities	6
_____ SATH 101, 105, 106; SMUS 110, 140; or STHE 161	
_____ SPHL 102 or SPHL 211	
VI. Foreign Language/Culture	3
_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102	
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	
VII. History	3
_____ SHST 101 or 102	
VIII. Social and Behavioral Sciences	6
_____ SPSY 101	
_____ SSOC 101	

Professional Education

_____ SEDF 200: Teacher Ed. Colloquium	0
_____ SEDC 300: Resources and Technology in Teaching	3
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Introduction to Exceptional Learners/Special Education	3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 442: Secondary School	4

_____ Curriculum and Methodology SEDR 418: Literacy in the Middle and Secondary School	3
_____ SEDS 445: Teaching Middle and Secondary English/Language Arts	3
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ SEDS 473: Directed Teaching in Secondary School English	15

Content Concentration

_____ SEGL 275: Masterpieces of World Literature	3
_____ SEGL 291: African American Literature or other approved course in minority literature	3
Genre or period elective (300 level or above)	3
_____ SEGL 300: Introduction to the Study of Literature	3
American Literature (300 level or above)	6
_____ British literature (300 level or above)	3
_____ SEGL 405: Shakespeare's Early Plays or SEGL 406: Shakespeare's Late Plays	3
_____ SEGL 451: Introduction to the Study of Language, SEGL 455: Language Study Applications, or SEGL 252: English Grammar	3
_____ SEGL 453: Development of the English Language Writing course (200 level or above)	3
_____ SEGL 485: Adolescent Literature	3
_____ SEGL 490: Senior Seminar	3

Electives **3**

Total Hours Required **126-128**

Bachelor of Arts in Education
Major in Secondary Education (Spanish)
Student Worksheet

General Education Requirements

I. Communication	9
_____ SEGL 101 and SEGL 102	
_____ SSPH 201	
II. Mathematics and Logic	6-7
_____ SMTH 120, 121, 126, 127, 141, 142	
_____ SMTH 102; SPSY 225; or SSOC 201	
III. Information Technology	3
_____ SCSC 138 or SIMS 101	
IV. Natural Sciences	8
_____ SBIO 110/L	
_____ SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPSH 101/L, 201/L, 202/L, 211/L, 212/L	
V. Arts and Humanities	6
_____ SATH 101, 105, 106; SMUS 110, 140; or STHE 161	
_____ SPHL 102 or SPHL 211	
VI. Foreign Language/Culture	3
_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102	
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	
VII. History	3
_____ SHST 101 or 102	
VIII. Social and Behavioral Sciences	6
_____ SPSY 101	
_____ SSOC 101	

Professional Education

_____ SEDF 200: Teacher Education Colloquium	0
_____ SEDC 300: Resources and Technology in Teaching	3
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Introduction to Exceptional Learners/Special Education	3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education	1

_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 442: Secondary School Curriculum and Methodology	4
_____ SEDR 418: Literacy in the Middle and Secondary Schools	3
_____ SEDS 449: Teaching Foreign Language in Secondary Schools	3
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ SEDS 474: Directed Teaching in Secondary School Foreign Language	15

Content Concentration

_____ SSPN 321: Latin American Civilization	3
_____ SSPN 202: Intermediate Spanish or a Spanish literature course	3
_____ One or two courses selected from the following:	3-6
_____ SSPN 310: Spanish Conversation	
_____ SSPN 315: Spanish for Professions	
_____ SSPN 250 or 350: Selected Studies Abroad	
_____ SSPN 309: Spanish Grammar and Composition	3
_____ SSPN 301: Introduction to Spanish Lit	3
_____ Two Spanish literature courses	6
_____ SSPN 320: Spanish Civilization	3
_____ SSPN 451: Second Language Acquisition	3
_____ SSPN 453: Introduction to Romance Linguistics or SSPN 454: Introduction to Spanish Linguistics	3
_____ SSPN 490: Senior Seminar	3

Support Courses

_____ SEGL 275: Masterpieces of World Literature	3
_____ SEGL 451: Introduction to Linguistics	3

Total Hours Required 123-127

Bachelor of Science in Education
Major in Secondary Education (Biology)
Student Worksheet

General Education Requirements

I. Communication 9

_____ SEGL 101 and SEGL 102

_____ SSPH 201

II. Mathematics and Logic 6

_____ SMTH 126

_____ SMTH 102; SPSY 225; or SSOC 201

III. Information Technology 3

_____ SCSC 138 or SIMS 101

IV. Natural Sciences 8

_____ SBIO 101/L

_____ SCHM 111/L

V. Arts and Humanities 6

_____ SATH 101, 105, 106; SMUS 110, 140;
or STHE 161

_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3

_____ SCHI 102; SFRN 102; SGRM 102; or
SSPN 102

Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 101 or 102

VIII. Social and Behavioral Sciences 6

_____ SPSY 101

_____ SSOC 101

Professional Education

_____ SEDF 200: Teacher Ed. Colloquium 0

_____ SEDC 300: Resources and
Technology in Teaching 3

_____ SEDF 210: Foundations
of Education 3

_____ SEDF 333: Educational
Development of the Lifelong Learner 3

_____ SEDF 341: Introduction to
Exceptional Learners/Special Education 3

_____ SEDS 342: Clinical I in Middle
Grades/Secondary Education 1

_____ SEDS 440: Clinical II in Middle
Grades/Secondary Education 1

_____ SEDS 442: Secondary School
Curriculum and Methodology 4

_____ SEDR 418: Literacy in the Middle
and Secondary School 3

_____ SEDS 448: Teaching Middle and
Secondary Science 3

_____ SEDS 450: Clinical III in Middle
Grades/Secondary Education 1

_____ SEDS 481: Directed Teaching
in Secondary School Natural Science 15

Content Concentration

_____ SBIO 102: Biological Science II 4

_____ SBIO 201: Introduction to
Ecology & Evolutionary Biology 4

_____ SBIO 202: Introduction to
Cell & Molecular Biology 4

_____ SBIO 310: Invertebrate Zoology 4

_____ SBIO 315: Comparative
Vertebrate Anatomy 4

_____ SBIO 320: Botany or 4

_____ SBIO 380: Plant Geography or

_____ SBIO 525: Plant Taxonomy

_____ SBIO 330: Microbiology 4

_____ SBIO 350: Genetics 4

Support Courses

_____ SPSH 201: General Physics I 4

_____ SGEL 101: Physical Geology 4

_____ SCHM 112: General 4

Chemistry and Quantitative Analysis

Total Hours Required 128

Bachelor of Science in Education
Major in Secondary Education (Chemistry)
Student Worksheet

General Education Requirements

I. Communication	9
_____ SEGL 101 and SEGL 102	
_____ SSPH 201	
II. Mathematics and Logic	7
_____ SMTH 142	
_____ SMTH 102; SPSY 225; or SSOC 201	
III. Information Technology	3
_____ SCSC 138 or SIMS 101	
IV. Natural Sciences	8
_____ SBIO 101/L or SBIO 110/L	
_____ SPHS 201/L	
V. Arts and Humanities	6
_____ SATH 101, 105, 106; SMUS 110, 140; or STHE 161	
_____ SPHL 102 or SPHL 211	
VI. Foreign Language/Culture	3
_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102	
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	
VII. History	3
_____ SHST 101 or 102	
VIII. Social and Behavioral Sciences	6
_____ SPSY 101	
_____ SSOC 101	

Professional Education

_____ SEDF 200: Teacher Ed. Colloquium	0
_____ SEDC 300: Resources and Technology in Teaching	3
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Introduction to Exceptional Learners/Special Education	3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 442: Secondary School Curriculum and Methodology	4

_____ SEDR 418: Literacy in the Middle and Secondary Schools	3
_____ SEDS 448: Teaching Middle and Secondary Science	3
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ SEDS 481: Directed Teaching in Secondary School Natural Science	15

Content Concentration

_____ SCHM 111: General Chemistry	4
_____ SCHM 112: General Chemistry and Qualitative Analysis	4
_____ SCHM 321: Quantitative Analysis	3
_____ SCHM 321/L: Quantitative Analysis Lab	1
_____ SCHM 331: Organic Chemistry I	3
_____ SCHM 331/L: Organic Chemistry I Lab	1
_____ SCHM 332: Organic Chemistry II	3
_____ SCHM 332/L: Organic Chemistry II Lab	1
_____ SCHM 541: Physical Chemistry I	3
_____ SCHM 541/L: Physical Chemistry I Lab	1
_____ Chemistry 581: Biochemistry	3
_____ Chemistry 583/L: Biochemistry Lab	1
_____ Chemistry elective (499 or higher)	4

Support Courses

_____ SPHS 202: General Physics II	4
_____ SGEL 101: Physical Geology, SGEL 102: Historical Geology, or SGEL 103: Environmental Earth Science	4
_____ SMTH 241: Calculus III	4

Total Hours Required **129**

Bachelor of Science in Education
Major in Secondary Education (Mathematics)
Student Worksheet

General Education Requirements

I. Communication 9

- _____ SEGL 101 and SEGL 102
- _____ SSPH 201

II. Mathematics and Logic 6

- _____ SMTH 127
- _____ SMTH 174

III. Information Technology 3

- _____ SCSC 138 or SIMS 101

IV. Natural Sciences 8

- _____ SBIO 110/L
- _____ SAST 111/L; SCHM 101/L,
105, 106, 107/L, 109/L; SGEL 101/L,
102/L, 103/L; SPSH 101/L, 201/L,
202/L, 211/L, 212/L

V. Arts and Humanities 6

- _____ SATH 101, 105, 106; SMUS 110, 140;
or STHE 161
- _____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3

- _____ SCHI 102; SFRN 102; SGRM 102; or
SSPN 102

Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

- _____ SHST 101 or 102

VIII. Social and Behavioral Sciences 6

- _____ SPSY 101
- _____ SSOC 101

Professional Education

- _____ SEDF 200: Teacher Ed. Colloquium 0
- _____ SEDC 300: Resources and
Technology in Teaching 3
- _____ SEDF 210: Foundations
of Education 3
- _____ SEDF 333: Educational
Development of the Lifelong Learner 3
- _____ SEDF 341: Introduction to
Exceptional Learners/Special Education 3
- _____ SEDS 342: Clinical I in Middle
Grades/Secondary Education 1
- _____ SEDS 440: Clinical II in Middle 1

- _____ Grades/Secondary Education
SEDS 442: Secondary School
Curriculum and Methodology 4
- _____ SEDR 418: Literacy in the Middle
and Secondary Schools 3
- _____ SEDS 446: Teaching Middle
and Secondary Mathematics 3
- _____ SEDS 450: Clinical III in Middle
Grades/Secondary Education 1
- _____ SEDS 478: Directed Teaching
in Secondary School Mathematics 15

Content Concentration

- _____ SMTH 141: Calculus I 4
- _____ SMTH 142: Calculus II 4
- _____ SMTH 241: Calculus III 4
- _____ SMTH 315: Statistical
Methods or SMTH 512:
Probability and Statistics 3
- _____ SMTH 340: Mathematical
Structures and Proof 3
- _____ SMTH 531: Geometry 3
- _____ SMTH 344:
Matrix Algebra 3
- _____ SMTH 346: Introduction
to Modern Algebra 3
- _____ SMTH 501: History
of Mathematics 3
- _____ SMTH 599: Senior Seminar 3

Support Course

- _____ SEGL 275: Masterpieces
of World Literature 3

Electives 3

Total Hours Required 123

Bachelor of Arts or Science in Education
Major in Secondary Education (Social Studies/History)
Student Worksheet

General Education Requirements

I. Communication	9
_____ SEGL 101 and SEGL 102	
_____ SSPH 201	
II. Mathematics and Logic	6
_____ SMTH 120, 121, 122 or 127	
_____ SMTH 102; SPSY 225 or SSOC 201	
III. Information Technology	3
_____ SCSC 138 or SIMS 101	
IV. Natural Sciences	8
_____ SBIO 110/L	
_____ SAST 111/L; SCHM 101/L	
_____ 105, 106, 107/L, 109/L; SGEL 101/L,	
_____ 102/L, 103/L; SPSH 101/L, 201/L,	
_____ 202/L, 211/L, 212/L	
V. Arts and Humanities	6
_____ SATH 101, 105, 106; SMUS 110, 140;	
_____ or STHE 161	
_____ SPHL 102 or SPHL 211	
VI. Foreign Language/Culture	3
_____ SCHI 102; SFRN 102; SGRM 102; or	
_____ SSPN 102	
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	
VII. History	3
_____ SHST 101	
VIII. Social and Behavioral Sciences	6
_____ SPSY 101	
_____ SSOC 101	

Professional Education

_____ SEDF 200: Teacher Ed. Colloquium	0
_____ SEDC 300: Resources and	3
_____ Technology in Teaching	
_____ SEDF 210: Foundations	3
_____ of Education	
_____ SEDF 333: Educational	3
_____ Development of the Lifelong Learner	
_____ SEDF 341: Introduction to	3
_____ Exceptional Learners/Special Education	
_____ SEDS 342: Clinical I in Middle	1
_____ Grades/Secondary Education	
_____ SEDS 440: Clinical II in Middle	1
_____ Grades/Secondary Education	

_____ SEDS 442: Secondary School	4
_____ Curriculum and Methodology	
_____ SEDR 418: Literacy in the Middle	3
_____ and Secondary Schools	
_____ SEDS 447: Teaching Middle	3
_____ and Secondary Social Studies	
_____ SEDS 450: Clinical III in Middle	1
_____ Grades/Secondary Education	
_____ SEDS 475: Directed Teaching	15
_____ in Secondary School Social Studies	

Content Concentration

_____ SHST 102: World History II	3
_____ SHST 360 or 361: History of Africa	3
_____ SHST 370: History of China or	3
_____ SHST 372: History of India or	
_____ or SHST 371: History of Japan	
_____ American history (300 level or above)	3
_____ SHST 105: American History I	3
_____ SHST 106: American History II	3
_____ European History (300-level or	3
_____ above)	
_____ SGEG 103: Introduction	3
_____ to Geography or SGEG 121:	
_____ Principles of Regional Geography	
_____ Economics 221: Principles	3
_____ of Macroeconomics or Economics	
_____ 222: Principles of Microeconomics	
_____ SSOC 329: Social Change;	3
_____ SSOC 330: Social Inequality;	
_____ SSOC 333: Race and Ethnic Relations	
_____ or SSOC 335: Sociology of Women	

_____ SGIS 201	3
_____ Psychology or Sociology elective	3
_____ History 500: Senior Seminar	3

Support Course

_____ SEGL 275: Masterpieces	3
_____ of World Literature	

Total Hours Required **126**

Bachelor of Science in Education
Major in Physical Education
Physical Education Teacher Education
Student Worksheet

General Education Requirements

I. Communication	9
_____ SEGL 101 and SEGL 102	
_____ SSPH 201	
II. Mathematics and Logic	6
_____ SMTH 120	
_____ SMTH 102	
III. Information Technology	3
_____ SCSC 138	
IV. Natural Sciences	8
_____ SBIO 110/L	
_____ SAST 111/L; SBIO 206, 240, 242/L, 270; SCHM 101/L 105, 106, 107/L, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPSH 101/L, 201/L, 202/L, 211/L, 212/L	
V. Arts and Humanities	6
<i>One course selected from:</i>	
_____ SAAS 204; SATH 101, 105, 106; SMUS 110, 140; STHE 161, 170	
<i>One course from the following (no more than 3 credit hours from a specific discipline)</i>	
_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SMUS 110, 140; SPHL 102, 211; SREL 103, STHE 161, 170	
VI. Foreign Language/Culture	3
_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102	
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	
VII. History	3
_____ SHST 101, 102, 105, or 106	
VIII. Social and Behavioral Sciences	6
_____ SPSY 101	
_____ One course from the following: SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301, 320; SSOC 101; SWST 101	

Professional Education

_____ SEDF 200: Teacher Ed. Colloquium	0
_____ SEDC 300: Resources and Technology in Teaching	3
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner or SPSY 302: Developmental Psychology	3
_____ SPED 460: Issues and Trends in Physical Education	3
_____ SPED 312: Teaching Secondary Physical Education	4
_____ SEDR 418: Reading in Secondary Schools	3
_____ SPED 405: Teaching Elementary Physical Education	4
_____ SPED 462: Physical Education for the Exceptional Child	3
_____ SPED 479: Directed Teaching in Physical Education	12

Content Concentration

_____ SHED 170: First Aid	1
_____ SHED 221: Lifelong Health and Wellness	3
_____ SHED 334: The School Health Program	3
_____ SPED 175: Teaching Team Activities or SPED 180: Swimming	1
_____ SPED 200: Foundations of Physical Education	3
_____ SPED 235: Dance and Gymnastics	3
_____ SPED 301: Exercise Physiology	4
_____ SPED 302: Biomechanics	3
_____ SPED 304: Motor Learning	3
_____ SPED 320: Team Sports I	3
_____ SPED 415: Individual Sports	3
_____ SPED 420: Team Sports II	3
_____ SPED 445: Measurement and Evaluation	3
_____ SPED 453: Organization and Administration of Physical Education	3

Support Course

_____ SBIO 232: Human Anatomy	4
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Total Hours Required 125

Bachelor of Science in Education

Major in Physical Education: Exercise and Sport Science Concentration

Student Worksheet

General Education Requirements

I. Communication	9
_____ SEGL 101 and SEGL 102	
_____ SSPH 201	
II. Mathematics and Logic	6
_____ SMTH 120	
_____ SMTH 102	
III. Information Technology	3
_____ SCSC 138	
IV. Natural Sciences	8
_____ SBIO 110/L or SBIO 101/L	
_____ SCHM 109/L or SCHM 111/L	
V. Arts and Humanities	6
<i>One course selected from:</i>	
_____ SAAS 204; SATH 101, 105, 106;	
_____ SMUS 110, 140; STHE 161, 170	
<i>One course from the following (no more than 3 credit hours from a specific discipline)</i>	
_____ SAAS 204; SAMS 101, 102; SATH 101,	
105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290,	
291; SMUS 110, 140; SPHL 102, 211; SREL 103, STHE	
161, 170	
VI. Foreign Language/Culture	3
_____ SCHI 102; SFRN 102; SGRM 102; or	
_____ SSPN 102	
Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).	
VII. History	3
_____ SHST 101, 102, 105, or 106	
VIII. Social and Behavioral Sciences	6
_____ SPSY 101	
_____ One course from the following:	
SAAS 201; SANT 102; SECO 221,	
222; SGEG 101, 103; SGIS 201, 301,	
320; SSOC 101; SWST 101	

_____ SPED 415: Individual/Dual Sports	3
_____ SPED 455: Fitness Assessment and Prescription	4
_____ SPED 457: Ess. Strength & Conditioning	3
_____ SPED 459: Sport Nutrition	3
_____ SREC 480: Internship	6
_____ SREC 485: Senior Seminar	1

Supporting Courses

_____ SPED 270: Introduction to Athletic Training	3
_____ SHED 170: First Aid	1
_____ SHED 221: Lifelong Health & Wellness	3
_____ SBIO 232: Human Anatomy	4
_____ SBIO 242: Human Physiology	4

Minor Option^{1,2,3} _____ 18-24

OR

_____ Cognate Option^{1,4} _____ 12

_____ Electives⁵ _____ 2-14

_____ Total Hours Required _____ 120

Major Requirements¹	
_____ SPED 120: Conditioning	1
_____ SPED 128: Aerobics	1
or SPED 180: Swimming	
or SPED 280: Swimming/Water Safety	
_____ SPED 301: Exercise Physiology	4
_____ SPED 302: Biomechanics	3
_____ SPED 320: Team Sports I	3
_____ SPED 390: Field Experience	3

¹A minimum grade of C is required in all coursework.

²Approved minors include: Biology, Business Administration, Chemistry, Sociology, or Psychology.

³Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.

⁴Cognates must be approved by the program coordinator in advance of their implementation.

⁵Students completing a minor in business may not take more than 6 hours of electives in Johnson College of Business and Economics courses.

Bachelor of Science in Special Education
Major in Learning Disabilities
Student Worksheet

_____ **General Education Requirements**

I. Communication 9

- _____ SEGL 101 and SEGL 102
- _____ SSPH 201

II. Mathematics and Logic 6

- _____ SMTH 121
- _____ SMTH 231

III. Information Technology 3

- _____ SCSC 138

IV. Natural Sciences 8

- _____ SBIO 110/L
- _____ SPHS 101/L; SCHM 101/L, 105, 106, 107/L, 109/L

V. Arts and Humanities 6

- _____ SATH 101, 105, 106; SMUS 110; or STHE 161
- _____ SPHL 102, 211; SAMS 101, 102; SREL 103; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291

VI. Foreign Language/Culture 3

- _____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

- _____ SHST 101 or 102

VIII. Social and Behavioral Sciences 6

- _____ SPSY 101
- _____ SGIS 201

_____ **Professional Education**

- _____ SEDF 200: Teacher Ed. Colloquium 0
- _____ SEDF 210: Foundations of Education 3
- _____ SEDF 341: Introduction to Exceptional Learners/Special Education 3
- _____ SELD 410: Methods of Teaching Students with LD 3
- _____ SELD 412: Characteristics of Students with LD 3

- _____ SEDC 300: Resources and Technology in Teaching 3
- _____ SELD 414: Individualized Curriculum Students with Disabilities 3
- _____ SELD 415: Reading Disorders and Reading Methods 3
- _____ SEDR 442: Literacy I: Learning to Read and Write 3
- _____ SEDR 443: Literacy II: Reading and Writing to Learn 3
- _____ SEDR 444: Literacy III: Addressing Reading & Writing Problems 3
- _____ SELD 440: Practicum in the Instruction of Students with Disabilities 3
- _____ SELD 445: Language Disorders and Language Arts Methods 3
- _____ SELD 446: Math Disabilities and Math Methods 3
- _____ SELD 449: Issues and Trends in Exceptionalities 3
- _____ SELD 483: Assessment of Students with Disabilities 3
- _____ SEDF 483: Organization and Management of the Diverse Classroom 3
- _____ SELD 470: Directed Teaching of Learners with Learning Disabilities 12

_____ **Concentration 9**

- _____ SPSY 302: Developmental Psychology

The remaining 6 hours must be from the following courses: SPSY 303; SPSY 304; SPSY 305; SPSY 307; SPSY 310; SPSY 351

_____ **Supporting Courses**

- _____ SEGL 484: Children's Literature 3
- _____ or SEGL 485: Adolescent Literature
- _____ SMTH 232: Basic Concepts of Elementary Mathematics II 3
- _____ SMTH 233: Geometry and Measurement 3
- _____ One additional arts and humanities course not repeating the discipline selected from the general education requirement: 3
- _____ SATH 101, 105, or 106; SMUS 110; STHE 161

_____ **Total Hours Required 122**

