



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 task 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 services to the educational 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. The School of Education also collaborates with the Spartanburg Housing Authority to operate the Henderson Child Development Center.

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 tenants 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 antidiscriminatory;

- 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;
- 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);
- 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 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 no later than the last working day of September (if they wish to teach in the spring) or the last working day of February (if they wish to teach in the fall). The following are general 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;
- 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.

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 course of studies 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 wishing to transfer courses into any of the education programs must have all transcripts evaluated by the dean or a division chair in the School of Education. The dean and division chairs following closely 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 five years of matriculating at USC Upstate. Professional education courses more than five 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 and major concentration requirements.

Evaluation

In addition to evaluations described in course syllabi, students' competencies relative to 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 studies for each semester or summer session.

The School of Education reserves the right to change requirements and modify programs as necessary to fulfill state certification and national accreditation 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. A content concentration in sociology or psychology provides related course work in a subject specialization. The professional sequence provides content and direct opportunities for field 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 training, and preparation in a content concentration.

During the semester in which students are enrolled in directed teaching (SEDL 470), they spend all of each school day for a period of fifteen weeks in the elementary or middle school to which they are assigned. For both the early childhood and the elementary education degrees, students spend one half of their directed teaching experience at one grade level and half at another.

Middle Grades Education. The program in middle grades 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 signature practices of the middle school. This is achieved through the 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, French, mathematics, social studies—history, social studies—political science 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 program 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 physical education 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 corporate fitness concentration.

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

_____ **General Education Requirements**

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 121 and 231	6
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III. Arts and Humanities

_____ Two courses selected from art history, Music 110, or Theatre 161 or 162	6
_____ History 111	3
_____ Any philosophy	3

IV. Social and Behavioral Sciences

_____ Government 201 or American Studies 101	3
_____ Sociology 101	3
_____ Psychology 101	3

V. Natural Sciences

_____ Biology 110	4
_____ Physical Science or Chemistry	4

VI. Foreign Culture

_____ History 112; Religion 103; or Government 420	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar in Education: *see directed teaching*

_____ **Professional Education**

_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Life-long Learner	3
_____ SEDF 341: Education Procedures for Exceptional Children	3
_____ SEDF 485: Diversity, Management and Assessment	3
_____ SEDC 400: Resources and Technology in Teaching	1
_____ SEDE 410: Clinical I in Early Childhood Education	2
_____ SEDE 420: The Young Child: Behavior and Development in Early	3

_____ Childhood SEDE 422: Survey of 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 233	6
_____ SEGL 484: Children's Literature	3
_____ SHED 221: Lifelong Health and Wellness	3
_____ Foreign Language 102 or 121	3-4

_____ **Electives** 3

_____ **Total Hours Required** **124-125**

Bachelor of Arts in Education
Major in Elementary Education
Student Worksheet

_____ **General Education Requirements**

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 121 and 231	6
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III. Arts and Humanities

_____ Two courses selected from art history, Music 110 or Theatre 161 or 162	6
_____ History 111	3
_____ Any philosophy	3

IV. Social and Behavioral Sciences

_____ Government 201 or American Studies 101	3
_____ Sociology 101 or Psychology 101 or Women's Studies 101	3
_____ Geography 103 or Anthropology 102	3

V. Natural Sciences

_____ Biology 110	4
_____ Physical Science or chemistry	4

VI. Foreign Culture

_____ History 112; Religion 103; or Government 420	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar in Education: *see directed teaching*

_____ **Professional Education**

_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Life-long Learner	3
_____ SEDF 341: Education Procedures for Exceptional Learners	3
_____ SHED 331: Health and Physical Education for the Elementary School Child	3
_____ SEDL 441: Elementary School Curriculum and Organization	3
_____ SEDC 400: Resources and Technology in Teaching	1
_____ SEDF 483: Organization and Management of the Diverse Classroom	3

_____ SEDL 447: Teaching Social Studies in the Elementary and Middle School	3
_____ SEDL450: Fine Arts in the Curriculum	3
_____ SEDL 455: Clinical I in Elementary Education	2
_____ SEDR 442: The Emergent Reader: Learning to Read and Write	3
_____ SEDF 487: Student, Teacher, and School Assessment	3
_____ SEDL446: Teaching Math in the Elementary and Middle School	3
_____ SEDL 448: Teaching Science in the Elementary and Middle School	3
_____ SEDL 460: Clinical II in Elementary Education	3
_____ SEDR 443: The Fluent Reader: Reading and Writing to Learn	3
_____ SEDR444: The Struggling Reader: Addressing Literacy Problems	3
_____ SEDL 468: Directed Teaching in the Elementary School	15

_____ **Support Courses**

_____ Mathematics 232	3
_____ Mathematics 233	3
_____ Geology or Astronomy	4
_____ Foreign Language 102 or 121	3-4
_____ SEGL 484: Children's Literature	3

_____ **Total Hours Required** **128-129**

Bachelor of Arts in Education

Major in Middle Grades Education

Student Worksheet

_____ General Education Requirements

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 120 or higher level mathematics	3
_____ Statistics (Mathematics 201 ¹ or Psychology 225 or Sociology 201)	3

III. Arts and Humanities

_____ One from Art history, Music History and Literature 110 or Theatre History	
_____ History 111	3
_____ Philosophy	3

IV. Social and Behavioral Sciences

_____ Government and International Studies 201; American Studies 101 or 102	3
_____ Psychology 101	3
_____ Sociology 101	3

V. Natural Sciences

_____ Biology 110	4
_____ Physical science elective (astronomy, chemistry, geology or physics)	4

VI. Foreign Culture

_____ History 112 ² ; Religion 103;	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar in Education: *see directed teaching*

_____ Professional Education

_____ SEDC 400: Resources and Technology in Teaching	1
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Educational Procedures for Exceptional Learners	3

¹Math 201 recommended for students with math concentration.

²History 112 is required for student with social studies concentration.

_____ SEDR 443: The Fluent Reader: Reading/Writing to Learn	3
_____ SEDS 441: Middle and Secondary School Curriculum	3
_____ SEDS 442: Middle and Secondary School Teaching Methodology	3
_____ 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	
_____ SEDF 485: Diversity, Management, and Assessment	3
_____ SEDL 480: Directed Teaching in Middle School	12

_____ Content Concentration³ 15

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

_____ Content Concentration³ 15

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

_____ Support Courses

_____ SHED 221: Lifelong Health and Wellness	3
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_____ Electives 3

_____	3
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_____ Total Hours Required 123

³Coursework is determined in accordance with requirements available from student's academic advisor.

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

General Education Requirements

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 120 or higher level mathematics	3
_____ Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

_____ Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
_____ History 111	3
_____ Philosophy	3

IV. Social and Behavioral Sciences

_____ Government and International Studies 201	3
_____ Sociology 101 or Anthropology 102 or Women's Studies 101	3
_____ Psychology 101	3

V. Natural Sciences

_____ Biology 110	4
Physical science elective (geology, chemistry, physics, or astronomy)	4

VI. Foreign Culture

_____ History 112; Religion 103; Government 420	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

_____ SEDC 400: Resources and Technology in Teaching	1
_____ SEDF 210: Foundations of Education	3

_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Educational Procedures for Exceptional Learners	3
_____ SEDF 485: Diversity, Management and Assessment	3
_____ SEDR 418: Reading in the Secondary Schools	3
_____ SEDS 441: Middle and Secondary School Curriculum	3
_____ SEDS 442: Middle and Secondary School Teaching Methodology	3
_____ SEDS 449: Teaching Foreign Language in Secondary Schools	3
_____ SEDS 474: Directed Teaching in Secondary School Foreign Language	12

Content Concentration¹

_____ French 204: French Culture	3
_____ French 202: Intermediate French or a French Literature course	3
_____ One or two courses selected from the following: French 210: French Oral Communication	3-6
_____ French 310: French Conversation	
_____ French 250 or 350: Selected Studies Abroad	
_____ French 308: Business French or French 309: French Grammar and Composition	3
_____ Three French literature courses	9
_____ French 320: French Civilization	3
_____ French 450: Foreign Language Technology	3
_____ French 453: Introduction to Romance Linguistics	3
_____ French 490: Senior Seminar	3

Support Courses

_____ English 275: Masterpieces of World Literature or	3
_____ English 451: Introduction to the Study of Language	3

Total Hours Required 123-126

¹Assumes language proficiency at the level of French 201.
If the student starts at the 101 level, the total number of
hours required in the program is 132-135.

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

_____ **General Education Requirements**

I. Communication

- _____ English 101 and 102 6
- _____ Speech 201 3

II. Mathematics

- _____ Mathematics 120 or higher level mathematics 3
- _____ Mathematics 201, Psychology 225, or Sociology 201 3

III. Arts and Humanities

- _____ Art history, Music History and Literature 110, Theatre 161, or Theatre 162 3
- _____ History 111 3
- _____ Philosophy 3

IV. Social and Behavioral Sciences

- _____ Government and International Studies 201 3
- _____ Sociology 101 or Anthropology 102 or Women's Studies 101 3
- _____ Psychology 101 3

V. Natural Sciences

- _____ Biology 110 4
- _____ Physical science elective (geology, chemistry, physics, or astronomy) 4

VI. Foreign Culture

- _____ History 112; Religion 103; Government 420 3

VII. Computer Studies

- _____ Computer Science 138 3

VIII. Senior Seminar in Education: see directed teaching

_____ **Professional Education**

- _____ SEDC 400: Resources and Technology in Teaching 1
- _____ SEDF 210: Foundations of Education 3
- _____ SEDF 333: Educational Development of the Lifelong Learner 3
- _____ SEDF 341: Educational Procedures for Exceptional Learners 3
- _____ SEDF 485: Diversity, Management and Assessment 3

- _____ SEDR 418: Reading in the Secondary Schools 3
- _____ SEDS 441: Middle and Secondary School Curriculum 3
- _____ SEDS 442: Middle and Secondary School Teaching Methodology 3
- _____ SEDS 449: Teaching Foreign Language in Secondary Schools 3
- _____ SEDS 474: Directed Teaching in Secondary School Foreign Language 12

_____ **Content Concentration¹**

- _____ Spanish 321: Latin American Civilization 3
- _____ Spanish 202: Intermediate Spanish or a Spanish literature course 3
- _____ One or two courses selected from the following: 3-6
- _____ Spanish 210: Spanish Oral Communication
- _____ Spanish 310: Spanish Conversation
- _____ Spanish 315: Spanish for Professions
- _____ Spanish 250 or 350: Selected Studies Abroad
- _____ Spanish 308: Business Spanish or Spanish 309: Spanish Grammar and Composition 3
- _____ Three Spanish literature courses 9
- _____ _____
- _____ _____
- _____ _____
- _____ Spanish 320: Spanish Civilization 3
- _____ Spanish 450: Foreign Language Technology 3
- _____ Spanish 453: Introduction to Romance Linguistics 3
- _____ Spanish 490: Senior Seminar 3

_____ **Support Courses**

- _____ English 275: Masterpieces of World Literature 3
- _____ English 451: Introduction to the Study of Language 3

_____ **Total Hours Required** **123-126**

¹Assumes language proficiency at the level of Spanish 201. If the student starts at the 101 level, the total number of hours required in the program is 132-135.

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

_____ **General Education Requirements**

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 126	3
_____ Mathematics 127	3

III. Arts and Humanities

_____ Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
_____ History 111	3
_____ Philosophy	3

IV. Social and Behavioral Sciences

_____ Government and International Studies 201	3
_____ Sociology 101, Anthropology 102 or Women's Studies 101	3
_____ Psychology 101	3

V. Natural Sciences

_____ Biology 101	4
_____ Chemistry 111	4

VI. Foreign Culture

_____ English 275; Religion 103; Government 420	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar in Education: *see directed teaching*

_____ **Professional Education**

_____ SEDC 400: Resources and Technology in Teaching	1
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Educational Procedures for Exceptional Learners	3

_____ SEDF 485: Diversity, Management and Assessment	3
_____ SEDR 418: Reading in the Secondary Schools	3
_____ SEDS 441: Middle and Secondary School Curriculum	3
_____ SEDS 442: Middle and Secondary School Teaching Methodology	3
_____ SEDS 448: Teaching Science in Secondary Schools	3
_____ SEDS 481: Directed Teaching in Secondary School Natural Science	12

_____ **Content Concentration**

_____ Biology 102: Biological Science II	4
_____ Biology 310: Invertebrate Zoology	4
_____ Biology 315: Comparative Vertebrate Anatomy	4
_____ Biology 320: Botany or Biology 380: Plant Geography or Biology 525: Plant Taxonomy	4
_____ Biology 330: Microbiology	4
_____ Biology 350: Genetics	4
_____ Biology 201: Introduction to Ecology and Evolutionary Biology	4
_____ Biology 202: Introduction to Cell and Molecular Biology	4

_____ **Support Courses**

_____ Physics 201: General Physics I	4
_____ Geology 101: Physical Geology	4
_____ Chemistry 112: General Chemistry and Quantitative Analysis	4

_____ **Total Hours Required** **128**

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

General Education Requirements

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 143	3
_____ Mathematics 144	3

III. Arts and Humanities

_____ Art history, Music History and Literature 110, Theatre 161 or Theatre 162	3
_____ History 111	3
_____ Philosophy	3

IV. Social and Behavioral Sciences

_____ Government and International Studies 201	3
_____ Sociology 101 or Anthropology 102 or Women's Studies 101	3
_____ Psychology 101	3

V. Natural Sciences

_____ Biology 101 or 110	4
_____ Physics 201 or 211	4

VI. Foreign Culture

_____ English 275; Religion 103; Government 420	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar in Education: see directed teaching

Professional Education

_____ SEDC 400: Resources and Technology in Teaching	1
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Educational Procedures for Exceptional Learners	3
_____ SEDF 485: Diversity, Management and Assessment	3

_____ SEDR 418: Reading in the Secondary Schools	3
_____ SEDS 441: Middle and Secondary School Curriculum	3
_____ SEDS 442: Middle and Secondary School Teaching Methodology	3
_____ SEDS 448: Teaching Science in Secondary Schools	3
_____ SEDS 481: Directed Teaching in Secondary School Natural Science	12

Content Concentration

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

Support Courses

_____ Physics 202: General Physics II	4
_____ Geology 101: Physical Geology, Geology 102: Historical Geology, or Geology 103: Environmental Earth Science	4
_____ Mathematics 243: Calculus III	3
_____ Mathematics 244: Calculus IV	3

Total Hours Required 130

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

General Education Requirements

I. Communication		
_____ English 101 and 102	6	
_____ Speech 201	3	
II. Mathematics		
_____ Mathematics 127	3-6	
_____ (or Mathematics 126 and 127)		
_____ Mathematics 174	3	
III. Arts and Humanities		
_____ Art history, Music History	3	
_____ and Literature 110, Theatre 161,		
_____ or Theatre 162		
_____ History 111	3	
_____ Philosophy	3	
IV. Social and Behavioral Sciences		
_____ Government and	3	
_____ International Studies 201		
_____ Sociology 101, Anthropology 102	3	
_____ or Women's Studies 101		
_____ Psychology 101		
V. Natural Sciences		
_____ Biology 110	4	
Physical science elective (geology, chemistry,	4	
physics, or astronomy)		
VI. Foreign Culture		
_____ History 112; Religion 103;	3	
_____ Government 420		
VII. Computer Studies		
_____ Computer Science 141	3	
VIII. Senior Seminar in Education:		
<i>see directed teaching</i>		
Professional Education		
_____ SEDC 400: Resources and	1	
_____ Technology in Teaching		
_____ SEDF 210: Foundations	3	
_____ of Education		
_____ SEDF 333: Educational	3	
_____ Development of the Lifelong Learner		

_____ SEDF341: Educational Procedures	3
_____ for Exceptional Learners	
_____ SEDF 485: Diversity, Management	3
_____ and Assessment	
_____ SEDR 418: Reading in the	3
_____ Secondary Schools	
_____ SEDS 441: Middle and	3
_____ Secondary School Curriculum	
_____ SEDS 442: Middle and Secondary	3
_____ School Teaching Methodology	
_____ SEDS 446: Teaching Mathematics	3
_____ in Secondary Schools	
_____ SEDS 478: Directed Teaching	12
_____ in Secondary School Mathematics	

Content Concentration

_____ Mathematics 143: Calculus I	3
_____ Mathematics 144: Calculus II	3
_____ Mathematics 198: Seminar in	1
_____ Strategies of Problem Solving	
_____ Mathematics 243: Calculus III	3
_____ Mathematics 244: Calculus IV	3
_____ Mathematics 315: Statistical	3
_____ Methods or Mathematics 512:	
_____ Probability and Statistics	
_____ Mathematics 340: Mathematical	
_____ Structures and Proof	3
_____ Mathematics 531: Geometry	3
_____ Mathematics 344:	3
_____ Matrix Algebra	
_____ Mathematics 346: Introduction	3
_____ to Modern Algebra	
_____ Mathematics 501: History	3
_____ of Mathematics	
_____ Mathematics 599: Senior Seminar	3

Support Courses

_____ English 275: Masterpieces	3
_____ of World Literature	

Electives

_____	3
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Total Hours Required 124-127

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

General Education Requirements		_____ SEDS 441: Middle and Secondary School Curriculum	3
I. Communication	_____ English 101 and 102	_____ SEDS 442: Middle and Secondary School Teaching Methodology	3
	_____ Speech 201	_____ SEDS 445: Teaching English in Secondary Schools	3
II. Mathematics	_____ Mathematics 120 or higher level mathematics	_____ SEDS 473: Directed Teaching in Secondary School English	12
	_____ Mathematics 201, Psychology 225, or Sociology 201		
III. Arts and Humanities	_____ Art history, Music History and Literature 110, Theatre 161, or Theatre 162		
	_____ History 111		
	_____ Philosophy		
IV. Social and Behavioral Sciences	_____ Government and International Studies 201		
	_____ Sociology 101, Anthropology 102 or Women's Studies 101		
	_____ Psychology 101		
V. Natural Sciences	_____ Biology 110		
	Physical science elective (geology, chemistry, physics, or astronomy)		
VI. Foreign Culture	_____ History 112; Religion 103; Government 420		
VII. Computer Studies	_____ Computer Science 138		
VIII. Senior Seminar in Education: see directed teaching			
Professional Education	_____ SEDC 400: Resources and Technology in Teaching		
	_____ SEDF 210: Foundations of Education		
	_____ SEDF 333: Educational Development of the Lifelong Learner		
	_____ SEDF 341: Educational Procedures for Exceptional Learners		
	_____ SEDF 485: Diversity, Management and Assessment		
	_____ SEDR 418: Reading in the Secondary Schools		
		Content Concentration	
		_____ English 275: Masterpieces of World Literature	3
		_____ English 291: Black American Literature or other approved course in minority literature	3
		Genre or period elective (300 level or above)	3
		_____ English 295: Introduction to the Study of Literature	3
		American Literature (300 level or above)	6
		_____ _____	
		British literature (300 level or above)	3
		_____ _____	
		_____ English 405: Shakespeare's Early Plays or English 406: Shakespeare's Late Plays	3
		_____ English 451: Introduction to the Study of Language, English 455: Language Study Applications, or English 252: English Grammar	3
		_____ English 453: Development of the English Language	3
		_____ Writing course (200 level or above)	3
		_____ _____	
		_____ English 485: Adolescent Literature	3
		_____ English 490: Senior Seminar	3
		Support Courses	
		_____ Foreign language (required for Bachelor of Arts only)	3-4
		Electives (for Bachelor of Arts, this must be a foreign language)	3-4
		_____ _____	
		Total Hours Required for Bachelor of Science	126
		Total Hours Required for Bachelor of Arts	129-131

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

General Education Requirements

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 120 or higher level mathematics	3
_____ Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

_____ Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
_____ History 111	3
_____ Philosophy	3

IV. Social and Behavioral Sciences

_____ Government and International Studies 201	3
_____ Sociology 101	3
_____ Psychology 101	3

V. Natural Sciences

_____ Biology 110	4
_____ Physical science elective (geology, chemistry, physics, or astronomy)	4

VI. Foreign Culture

_____ History 112; Religion 103; Government 420	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

_____ SEDC 400: Resources and Technology in Teaching	1
_____ SEDF 210: Foundations of Education	3
_____ SEDF 333: Educational Development of the Lifelong Learner	3
_____ SEDF 341: Educational Procedures for Exceptional Learners	3
_____ SEDF 485: Diversity, Management and Assessment	3
_____ SEDR 418: Reading in the Secondary Schools	3
_____ SEDS 441: Middle and Secondary School Curriculum	3

_____ SEDS 442: Middle and Secondary School Teaching Methodology	3
_____ SEDS 447: Teaching Social Studies in Secondary Schools	3
_____ SEDS 475: Directed Teaching in Secondary School Social Studies	12

Content Concentration

_____ History 360 or 361: History of Africa	3
_____ History 370: History of China, History 372: History of India, or History 371: History of Japan	3
_____ American history, pre-1865 (300 level or above)	3
_____ American history, post-1865 (300 level or above)	3
_____ European history (300 level or above, two countries represented)	6
_____ Geography 103: Introduction to Geography or Geography 121: Principles of Regional Geography	3-4
_____ Economics 221: Principles of Macroeconomics or Economics 222: Principles of Microeconomics	3
_____ Sociology 329: Social Change, or Sociology 330: Social Inequality, or Sociology 333: Race and Ethnic Relations, or Sociology 335: Sociology of Women	3
_____ Government and International Studies elective (300 level or above)	3
_____ Psychology or Sociology elective	3
_____ History 500: Senior Seminar	3

Support Courses

_____ English 275: Masterpieces of World Literature	3
_____ Foreign language (required for Bachelor of Arts only)	3-4

_____ **Electives** (for Bachelor of Arts, this must be a foreign language) 3-4

_____ **Total Hours Required for Bachelor of Science** 126-127

_____ **Total Hours Required for Bachelor of Arts** 129-131

History elective (300 level or above)	3
Psychology or Sociology elective	3
Government and International Studies 500: Senior Seminar	3
Support Courses	
English 275: Masterpieces of World Literature	3
Foreign language (required for Bachelor of Arts only)	3-4

Electives (for Bachelor of Arts, this must be a foreign language)	3-4
Total Hours Required for Bachelor of Science	129-130
Total Hours Required for Bachelor of Arts	132-134

Bachelor of Science in Education
Major in Physical Education
Student Worksheet

General Education Requirements

I. Communication

- _____ English 101 and 102 6
- _____ Speech 201 3

II. Mathematics

- _____ Mathematics 120 3
- _____ Mathematics 201, Economics 291, Psychology 225 or Sociology 201 3

III. Arts and Humanities

- _____ Art history, Music History and Literature 110, Theatre 161, or Theatre 162 3
- _____ Philosophy 3
- _____ History 112 3

IV. Social and Behavioral Sciences

- _____ Government and International Studies 201 3
- _____ Psychology 101 3
- _____ Anthropology 102, Geography 103, or any sociology (except 201); or Women's Studies 101 3

V. Natural Sciences

- _____ Biology 110 4
- _____ Physics 101 4

VI. Foreign Culture

- _____ English 275; Religion 103; Government 420 3

VII. Computer Studies

- _____ Computer Science 138 3

VIII. Senior Seminar in Education: see directed teaching

Professional Education

- _____ SEDC 400: Resources and Technology in Teaching 1
- _____ SEDF 210: Foundations of Education 3
- _____ SEDF 333: Educational Development of the Lifelong Learner or Psychology 302: Developmental Psychology 3
- _____ SEDR 418: Reading in the Secondary School 3

- _____ SPED 410: Movement Education 3
- _____ SPED 412: Teaching of Physical Education 3
- _____ SPED 462: Physical Education for the Exceptional Child or SEDF 341: Education Procedures for Exceptional Children 3
- _____ SPED 479: Directed Teaching in Physical Education 12

Content Concentration

- _____ SHED 221: Lifelong Health and Wellness 3
- _____ SHED 334: The School Health Program 3
- _____ SPED 100 series: Physical Education Activity Courses 4
- _____ SPED 200: Foundations of Physical Education 3
- _____ SPED 235: Dance and Gymnastics 3
- _____ SPED 270: Introduction to Athletic Training 3
- _____ SPED 301: Exercise Physiology 3
- _____ SPED 302: Biomechanics 3
- _____ SPED 325: Sports Skills 3
- _____ SPED 445: Measurement and Evaluation of Physical Education 3
- _____ SPED 453: Organization and Administration of Physical Education 3
- _____ SPED 455: Physical Fitness: Assessment and Prescription 3

Support Courses

- _____ Biology 232: Human Anatomy 4
- _____ Biology 270: Environmental Science, Chemistry 105: Chemistry and Society I, Chemistry 106: Chemistry and Society II, or Geology 103 Environmental Earth Science 3-4

Electives

5-6

Total Hours Required

127-129

Bachelor of Science in Education
Major in Physical Education
Corporate Fitness Concentration
Student Worksheet

_____ **General Education Requirements**

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 120 (or higher)	3
_____ Mathematics 201, Psychology 225, or Sociology 201 or Economics 291	3

III. Arts and Humanities

_____ Art history, Music History and Literature 110 or theatre history	3
_____ Philosophy	3
_____ History 111	3

IV. Social and Behavioral Sciences

_____ Government and International Studies 201	3
_____ Psychology 101	3
_____ Sociology 101 or Women's Studies 101	3

V. Natural Sciences

_____ Biology 232	4
Physical science elective (chemistry or physics)	4

VI. Foreign Culture

_____ English 275; History 112; Religion 103; Government 420	3
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VII. Computer Studies

_____ Computer Science 138	3
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VIII. Senior Seminar

_____ SREC 485: Senior Seminar	1
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_____ **Major Requirements**

_____ SPED 200: Foundations of Physical Education or SREC 101: Introduction to Recreation	3
_____ SPED 120: Conditioning	1
_____ SPED 128: Aerobics	1
_____ SPED 140: Adult Recreation Sports	1
_____ SPED 180: Swimming or SPED 280: Swimming and Water Safety	1

_____ SPED 265: Officiating	3
_____ SPED 325: Sports Skills	3
_____ SPED 235: Dance and Gymnastics	3
_____ SPED 390: Field Experience	3
_____ SPED 301: Exercise Physiology	3
_____ SPED 302: Biomechanics	3
_____ SPED 445: Measurement and Evaluation of Physical Education	3
_____ SPED 455: Fitness Assessment and Prescription	3
_____ SREC 201: Programming in Recreation	3
_____ SREC 301: Administration of Recreation or SPED 553: Organization and Administration of Physical Education	3
_____ SREC 401: Leisure and Aging	3
_____ SREC 462: Special Populations	3
_____ SREC 480: Internship	6

_____ **Related Cognates** **9**

_____ Six semester hours must be from one area and among the following listed courses: Psychology 224: Experimental Psychology or higher; Business Administration 225: Financial Accounting; 226: Managerial Accounting; 290: Business Systems; or any upper division business course with consent of instructor; Science: any upper division biology course or any chemistry, geology, or physics course; Sociology: any upper division course

_____ **Supporting Courses**

_____ SNUR 301: Normal Nutrition	3
_____ SPSY 302: Growth and Development	3
_____ SPED 270: Introduction to Athletic Training	3
_____ SHED 170: First Aid	3
_____ SHED 221: Lifelong Health and Wellness	3
_____ SHED 400: Wellness: Diagnosis and Prescription	3

_____ **Electives** 4

_____ **Total Hours Required** **128**

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

_____ **General Education Requirements**

I. Communication

- _____ English 101 and 102 6

 _____ Speech 201 3

II. Mathematics

- _____ Mathematics 121 3
 _____ Mathematics 231 3

III. Arts and Humanities

- _____ Six hours selected from two 6
 _____ different areas of art history,
 Music 110; theatre (161 or 162)
 _____ History 111 or History 112 3
 _____ Philosophy or comparative 3
 _____ religion

IV. Social and Behavioral Sciences

- _____ Government and 3
 _____ International Studies 201
 _____ Psychology 101 (prerequisite for 3
 _____ concentration courses)
 _____ Geography 103, Anthropology 102 3
 _____ Sociology 101 or Women's Studies 101

V. Natural Sciences

- _____ Biology 110 4
 _____ Physics or chemistry 4

VI. Foreign Culture

- _____ Foreign Language 102 or 121 3-4

VII. Computer Studies

- _____ Computer Science 138 3

VIII. Senior Seminar: see *directed teaching*

_____ **Professional Education**

- _____ SEDF 210: Foundations of 3
 _____ Education
 _____ SEDF 341: Educational 3
 _____ Procedures for Exceptional Learners
 _____ SELD 410: Methods of Teaching 3
 _____ Students with LD
 _____ SELD 412: Characteristics of 3
 _____ Students with LD
 _____ SEDC 400: Resources and 1
 _____ Technology in Teaching
 _____ SELD 414: Individualized 3
 _____ Curriculum for Students with Disabilities
 _____ SELD 415: Reading Disorders and 3
 _____ Reading Methods
 _____ SEDR 442: Emergent Reader 3
 _____ SEDR 443: Fluent Reader 3

- _____ SELD 440: Practicum in the 3
 _____ Instruction of Students with Disabilities
 _____ SELD 445: Language Disorders and 3
 _____ Language Arts Methods
 _____ SELD 446: Math Disabilities 3
 _____ and Math Methods
 _____ SELD 449: Issues and Trends 3
 _____ in Exceptionalities
 _____ SELD 483: Assessment of Students 3
 _____ with Disabilities
 _____ SEDF 483: Organization and 3
 _____ Management of the Diverse Classroom
 _____ the Inclusive Classroom
 _____ SELD 470: Directed Teaching 12
 _____ of Learners with Learning Disabilities

_____ **Concentration**

- _____ Psychology (300 level or above) 9

 _____ SPSY 302: Developmental Psychology

The remaining 6 hours must be from the following listed 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: 3
 _____ SMTH 233: 3

_____ **Total Hours Required 120**

Certification Program for Teaching English to Speakers of Other Languages *Student Worksheet*

TESOL Certificate (P-12) 21

I. Prerequisites for TESOL Core Courses

- _____ Admission to the professional program in Teacher Education
- _____ 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 120 or higher
- _____ Cumulative GPA of at least 2.5 on at least 60 hours earned
- _____ Achievement of passing scores on the Praxis Pre-professional skills test (PPST)
- _____ Two satisfactory recommendations with one coming from the general faculty and one from the School of Education faculty.

Or current P-12 teacher certification

II. Each applicant must also fulfill the following requirements:

- _____ Completion of a minimum of 6 semester hours in one foreign language, with a minimum grade of C, or second language learning experience, as specified by South Carolina state requirements, documented by:
 - Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
 - or*
 - Placement by the language department of an accredited institution in a third semester level,
 - or*
 - Demonstration of second language proficiency as verified in writing by an official designated by the SDE for languages unavailable at accredited institutions.

III: Requirements: Completion of 21 semester hours in upper division TESOL and linguistics courses, with a grade of C or better

1. TESOL Professional Education Core Courses 12

- _____ STSL 410: Principles and Strategies of Teaching English to P-12 Speakers of Other Languages 3
- _____ STSL 420: Teaching Reading and Writing to P-12 Speakers of Other Languages 3
- _____ STSL 430: Linguistic and Cultural Diversity in Education 3
- _____ STSL 440¹: Practicum in the Instruction of English to Speakers of Other Languages in P-12 Schools 3

2. Content Concentration 9

- _____ SEGL 451: Introduction to Linguistics 3
- _____ SEGL 455: Introduction to Sociolinguistics 3
- _____ SEGL 453: Development of the English Language 3

¹Prerequisites for STSL 440 are STSL 410, STSL 420, and SEGL 451; prerequisite or corequisite is STSL 430.