



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 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;
- 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 associate dean in the School of Education. The dean and associate dean 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 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 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, 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 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 Fitness-Recreation 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

III. Arts and Humanities

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

IV. Social and Behavioral Sciences

_____ Government 201 or American 3
 _____ Studies 101
 _____ 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 3
 _____ Government 420

VII. Computer Studies

_____ Computer Science 138 3

VIII. Senior Seminar in Education:

see directed teaching

Professional Education

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

_____ SEDE 422: Survey of 3
 _____ Early Childhood Education
 _____ SEDE 440: Clinical II 2
 _____ in Early Childhood Education
 _____ SEDE 445: Language Development 3
 _____ and Communicative Skill
 _____ SEDE 446: Math for the 3
 _____ Young Child
 _____ SEDE 447: Social Studies 3
 _____ for the Young Child
 _____ SEDE 448: Science for the 3
 _____ Young Child
 _____ SEDE 449: Creativity and Play 3
 _____ SEDR 414: Emergent and 3
 _____ Early Literacy
 _____ SEDE 468 Education of the 3
 _____ Young Child: An Ecological
 _____ Approach
 _____ SEDE 469: Directed Teaching 12
 _____ in Early Childhood Education

Support Courses

_____ SMTH 232 and 233 6
 _____ SEGL 484: Children's Literature 3
 _____ SHED 221: 3
 _____ Lifelong Health and Wellness
 _____ 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

III. Arts and Humanities

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

IV. Social and Behavioral Sciences

_____ Government 201 or American 3
 _____ Studies 101
 _____ Sociology 101 or Psychology 101 or 3
 _____ Women's Studies 101
 _____ 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 3
 _____ Government 420

VII. Computer Studies

_____ Computer Science 138 3

VIII. Senior Seminar in Education:

see directed teaching

_____ **Professional Education**

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

_____ SEDL 447: Teaching Social 3
 _____ Studies in the Elementary
 _____ and Middle School
 _____ SEDL450: Fine Arts 3
 _____ in the Curriculum
 _____ SEDL 455: Clinical I in 2
 _____ Elementary Education
 _____ SEDR 442: The Emergent Reader: 3
 _____ Learning to Read and Write
 _____ SEDF 487: Student, Teacher, 3
 _____ and School Assessment
 _____ SEDL 446: Teaching Math 3
 _____ in the Elementary and Middle School
 _____ SEDL 448: Teaching Science 3
 _____ in the Elementary and Middle School
 _____ SEDL 460: Clinical II in 3
 _____ Elementary Education
 _____ SEDR 443: The Fluent Reader: 3
 _____ Reading and Writing to Learn
 _____ SEDR 444: The Struggling Reader: 3
 _____ Addressing Literacy Problems
 _____ SEDL 468: Directed Teaching 15
 _____ in the Elementary School

_____ **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 102 ¹)	3
_____ Psychology 225 or Sociology 201)	

III. Arts and Humanities

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

IV. Social and Behavioral Sciences

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

V. Natural Sciences

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

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 Children	3
_____ 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	
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ SEDS 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

¹Math 102 recommended for students with math concentration.

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

³Coursework is determined in accordance with requirements available from student's academic advi-

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

<hr/>	General Education Requirements		
I. Communication		SEDS 342: Clinical I in Middle Grades/Secondary Education	1
<hr/> English 101 and 102	6	SEDS 440: Clinical II in Middle Grades/Secondary Education	1
<hr/> Speech 201	3	SEDS 450: Clinical III in Middle Grades/Secondary Education	1
II. Mathematics		SEDS 445: Teaching English in Secondary Schools	3
<hr/> Mathematics 120 or higher level mathematics	3	SEDS 473: Directed Teaching in Secondary School English	12
<hr/> Mathematics 102, Psychology 225, or Sociology 201	3		
III. Arts and Humanities		Content Concentration	
<hr/> Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3	<hr/> English 275: Masterpieces of World Literature	3
<hr/> History 111	3	<hr/> English 291: Black American Literature or other approved course in minority literature	3
<hr/> Philosophy	3	Genre or period elective (300 level or above)	3
IV. Social and Behavioral Sciences			
<hr/> Government and International Studies 201	3	<hr/> English 295: Introduction to the Study of Literature	3
<hr/> Sociology 101, Anthropology 102 or Women's Studies 101	3	American Literature (300 level or above)	6
<hr/> Psychology 101	3		
V. Natural Sciences			
<hr/> Biology 110	4	<hr/> British literature (300 level or above)	3
<hr/> Physical science elective (geology, chemistry, physics, or astronomy)	4		
VI. Foreign Culture		<hr/> English 405: Shakespeare's Early Plays or English 406: Shakespeare's Late Plays	3
<hr/> History 112; Religion 103; Government 420	3	<hr/> English 451: Introduction to the Study of Language, English 455: Language Study Applications, or English 252: English Grammar	3
VII. Computer Studies		<hr/> English 453: Development of the English Language	3
<hr/> Computer Science 138	3	<hr/> Writing course (200 level or above)	3
VIII. Senior Seminar in Education: <i>see directed teaching</i>			
Professional Education		<hr/> English 485: Adolescent Literature	3
<hr/> SEDC 400: Resources and Technology in Teaching	1	<hr/> English 490: Senior Seminar	3
<hr/> SEDF 210: Foundations of Education	3		
<hr/> SEDF 333: Educational Development of the Lifelong Learner	3	Support Courses	
<hr/> SEDF 341: Educational Procedures for Exceptional Children	3	<hr/> Foreign language (required for Bachelor of Arts only)	3-4
<hr/> SEDR 418: Reading in the Secondary Schools	3		
<hr/> SEDS 441: Middle and Secondary School Curriculum	3	Electives (for Bachelor of Arts, this must be a foreign language)	3-4
<hr/> SEDS 442: Middle and Secondary School Teaching Methodology	3		
		Total Hours Required for Bachelor of Science	126

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 102, 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 Children	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 342: Clinical I in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ 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 451: Second Language Acquisition	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 Children	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 342: Clinical I in Middle Grades/Secondary Education	1
SEDS 440: Clinical II in Middle Grades/Secondary Education	1
SEDS 450: Clinical III in Middle	1
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	4
Biology 380: Plant Geography	4
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 Children	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 342: Clinical in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ 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 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 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 141	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 Children	3
_____ SEDR 418: Reading in the Secondary Schools	3
_____ SEDS 441: Middle and Secondary School Curriculum	3

_____ SEDS 342: Clinical I in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ SEDS 442: Middle and Secondary School Teaching Methodology	3
_____ SEDS 446: Teaching Mathematics in Secondary Schools	3
_____ SEDS 478: Directed Teaching in Secondary School Mathematics	12

Content Concentration

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

Support Courses

_____ English 275: Masterpieces of World Literature	3
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Electives

_____	3
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Total Hours Required

124-127

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 102, 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
VII. Computer Studies	
_____ Computer Science 138	3
VIII. Senior Seminar in Education: <i>see directed teaching</i>	
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 Children	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 342: Clinical I in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ 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,	3
_____ 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

Bachelor of Arts or Science in Education
Major in Secondary Education
(Social Studies/Political Science)
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 102, 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, 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: <i>see directed teaching</i>		

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
_____ SEDR 418: Reading in the Secondary Schools	3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education	1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education	1
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education	1
_____ 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

_____ Government and International Studies 301: Introduction to Political Science	3
_____ Government and International Studies 310: International Politics	3
_____ Government and International Studies 364: State and Local Government	3
_____ Government and International Studies 320: Comparative Politics or Government and International Studies 403: History of Political Thought	3
_____ Government and International Studies 385: American Political Thought, Government and International Studies 550: Constitutional Law, or Government and International Studies 551: Civil Rights and Civil Liberties	3

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American history, pre-1865 (300 level or above)	3
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American history, post-1865 (300 level or above)	3
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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
Anthropology 102: Understanding Other Cultures or Sociology 433: Race and Ethnic Relations	3
History elective (300 level or above)	3
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Psychology or Sociology elective	3
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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
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Electives (for Bachelor of Arts, this must be a foreign language)	3-4
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Total Hours Required for Bachelor of Science	129-130
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Total Hours Required for Bachelor of Arts	132-134

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

General Education Requirements

I. Communication

_____ English 101 and 102	6
_____ Speech 201	3

II. Mathematics

_____ Mathematics 120	3
_____ Mathematics 102 or Sociology 201	3

III. Arts and Humanities

_____ Art history, Music 110 or Theatre 161	3
_____ Philosophy	3
_____ History 111 or 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, or History 112 if taken 111	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 or Psychology 302: Developmental Psychology	3
_____ SEDF 485: Diversity, Management and Assessment	3

_____ SPED 312: Teaching of Physical Education	4
_____ SPED 405: Teaching Elementary Physical Education	4
_____ SPED 450: Clinical Experience	1
_____ 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 level Physical activity Course	1
_____ SPED 122: Tennis/Badminton	1
_____ SPED 140: Adult Recreational Sports	1
_____ SPED 180: Swimming	1
_____ 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 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
_____ SPED 455: Fitness: Assessment and Prescription	3

Support Courses

_____ Biology 232: Human Anatomy	4
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Total Hours Required 128

Bachelor of Science in Education
Major in Physical Education
Fitness-Recreation Concentration
Student Worksheet

General Education Requirements

I. Communication		
_____ English 101 and 102	6	
_____ Speech 201	3	
II. Mathematics		
_____ Mathematics 120 (or higher)	3	
_____ Mathematics 102 or Sociology 201	3	
III. Arts and Humanities		
_____ Art history, Music 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	
VII. Computer Studies		
_____ Computer Science 138	3	
VIII. Senior Seminar		
_____ SREC 485: Senior Seminar	1	
Major Requirements		
_____ SPED 120: Conditioning	1	
_____ SPED 128: Aerobics	1	
_____ SPED 140: Adult Recreation Sports	1	
_____ SPED 180: Swimming or	1	
_____ SPED 280: Swimming and Water Safety		
_____ SPED 235: Dance and Gymnastics	3	
_____ SPED 265: Officiating of Sports	3	
_____ SPED 301: Exercise Physiology	3	
_____ SPED 302: Biomechanics	3	
_____ SPED 320: Team Sports I	3	
_____ SPED 390: Field Experience	3	
_____ SPED 415: Individual Sports	3	
_____ SPED 445: Measurement and Evaluation of Physical Education	3	

_____ SPED 455: Fitness Assessment and Prescription	3
_____ SREC 200: Introduction to Recreation	3
_____ SREC 201: Programming in Recreation	3
_____ SREC 301: Administration of Recreation	3
_____ SREC 401: Lifetime Leisure	3
_____ SREC 462: Special Populations	3
_____ SREC 480: Internship	6

Related Concentration Courses 9

_____ Six semester hours must be from
 _____ one academic area and three semester
 hours from a different academic area.

Academic Area 1

_____ Psychology 303 or above

Academic Area 2

_____ Financial Accounting 225,
 Managerial Accounting 226,
 Business Systems 290, or any
 upper division business course
 with consent of Advisor

Academic Area 3

_____ Human Physiology 242, Gross Human
 Anatomy 390, or any upper division
 course in Chemistry, Geology, or
 Physics

Academic Area 4

_____ Sociology 301 or above

Supporting Courses

_____ SHED 170: First Aid	3
_____ SHED 221: Lifelong Health and Wellness	3
_____ SNUR 301: Normal Nutrition	3
_____ SPED 270: Introduction to Athletic Training	3
_____ SPSY 302: Growth and Development	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 different areas of art history, Music 110; Theatre 161	6
_____ History 111 or History 112	3
_____ Philosophy or comparative religion	3

IV. Social and Behavioral Sciences

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

V. Natural Sciences

_____ Biology 110	4
_____ Physics or chemistry	4

VI. Foreign Culture

_____ Foreign Language 102 or 121	3-4
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VII. Computer Studies

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

_____ **Professional Education**

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

_____ SPSY 302: Developmental Psychology	9
The remaining 6 hours must be from the follow- ing listed courses: SPSY 303; SPSY 304; SPSY 305; SPSY 307; SPSY 310; SPSY 351	

_____ **Supporting Courses**

_____ SEGL 484: Children's Literature or SEGL 485: Adolescent Literature	3
_____ SMTH 232: Basic Concepts of Elementary Mathematics II	3
_____ SMTH 233: Geometry and Measurement	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.