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

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

The School of Education maintains a curriculum resources center for the use of USC Upstate students, faculty, staff and area public school teachers. This facility provides curriculum aids for instructors at all levels. The Burroughs Child Development Center gives students an opportunity to observe and to work with children ages three months to six years in a laboratory setting. It offers high quality child care to students and citizens of the community.

USC Upstate School of Education Conceptual Framework Summary

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

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

The USC Upstate School of Education Vision

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

The USC Upstate School of Education Mission

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

The USC Upstate School of Education Goals

- The faculty and candidates of the USC Upstate Professional Program demonstrate reflective teaching practice.
- The faculty and candidates of the USC Upstate Professional Program demonstrate learner-centered pedagogy.
- The faculty and candidates of the USC Upstate Professional Program demonstrate performance-based assessment.
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to diversity.
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment 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 in-
struclional 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 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:
• demonstrate reflective teaching practice.
• demonstrate learner-centered pedagogy.
• demonstrate performance-based assessment.
• demonstrate a commitment to and affirm diversity.
• demonstrate a commitment to professional responsibility

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;
• to promote justice, empathy and tolerance.

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 200: Teacher Education Colloquium, 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.

Technology in the School of Education Professional Program

Guided by the standards of the International Society for Technology in Education (ISTE) USC Upstate teacher education majors at both the undergraduate and graduate levels:
• Demonstrate a sound understanding of technology operations and concepts;
• Plan and design effective learning environments supported by technology;
• Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
• Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
• Understand the social, ethical, and legal implications of technology

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 Math 121;
• successful completion of SEDF 200: Teacher Education Colloquium;
• grade of C or better in support courses completed;
• cumulative GPA of at least 2.5 on at least 60 hours earned;
• the achievement of passing scores on the Praxis Pre-professional skills test (PPST) or received a South Carolina State Board of Education approved score on the SAT or ACT examination;
• Standards for Professional Conduct & Dispositions form signed
• two satisfactory recommendations with one coming from the general faculty and one from the School of Education faculty; and
• personal affirmation of non-criminal background.

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

Students who plan to meet the requirements for a teaching certificate in secondary education while enrolled in another school of the University should consult with the dean of the School of Education. The dean assigns an advisor in the School of Education to guide the student through the professional sequence of courses. Such consultation should be held as early as possible in the student’s undergraduate career to ensure adequate familiarity with teacher education requirements. Students enrolled in other schools of the University should take particular care to inquire about the School of Education and state certification requirements.
Students who wish to enroll in directed teaching must apply a year in advance of the intended semester of student teaching. The following are requirements for all students admitted to directed teaching:

- prior admission to the professional program;
- completion of at least three-fourths of all content concentration course work with a grade of C or better in each course completed;
- grade of C or better in support courses completed;
- completion of 90 semester hours;
- 2.5 cumulative GPA;
- completion of all education methods courses with a grade of C or better in each; and
- completion of Mathematics 231, 232 and 233 with a grade of C or better for early childhood education majors, elementary education majors and special education: learning disabilities majors;
- successful presentation of portfolio;
- submission of an FBI fingerprint card and receive clearance prior to student teaching;
- completion of a South Carolina Department of Education application for teacher certification.

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

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

### Transfer Admission

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

### Undergraduate Transfer Credit

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

### Continuation Standards

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

### Academic Requirements

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

A minimum grade of C is required for any course submitted for fulfillment of professional education, major concentration and support course requirements.

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

**Evaluation**

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

**Degree Programs**

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

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

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

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

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

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

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

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

Practicum experiences begin the first semester of the professional program and continue throughout the program. Content disabilities instructors and their students collaborate with regular education content methods instructors and their students, modeling the collaboration expected in professional settings. 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 degree in physical education that is not oriented toward K-12 classroom teaching, the School of Education offers the concentration in Exercise and Sport Science. Students choosing the Exercise and Sport Science concentration are trained for a variety of careers, including fitness specialist, personal training, and strength and conditioning specialist. With graduate training, students can pursue careers in sport nutrition, exercise physiology, cardiac rehabilitation, and physical therapy. Preparation for both the NSCA’s Certified Strength and Conditioning Specialist exam and the ACSM’s Health Fitness Specialist exam is built into the curriculum, and students passing one of these national exams can expect enhanced job opportunities. See www.acsm.org or www.nsca-lift.org for more information.
Bachelor of Arts in Education  
Major in Early Childhood Education  
Student Worksheet

General Education Requirements

I. Communication 9  
     ______ SEGL 101 and SEGL 102  
     ______ SSPH 201

II. Mathematics and Logic 6  
     ______ SMTH 121 and 231  

III. Information Technology 3  
     ______ SCSC 138

IV. Natural Sciences 8  
     ______ SBIO 110/L  
     ______ SPHS 101/L or SCHM 101/L, 105, 106, 107/L, 109/L

V. Arts and Humanities 6  
    One course selected from:  
     ______ SATH 101, 105, 106; SMUS 110; STHE 161  
    One course from the following:  
     ______ SPHL 102, 211; SAMS 101, 102; SREL 103; or SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291

VI. Foreign Language/Culture 3  
     ______ SCHI 102; SFRN 102; SGRM 102; or SSPN 102  
     Placement in a 201 or higher level language course  
     (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3  
     ______ SHST 101 or 102

VIII. Social and Behavioral Sciences 6  
     ______ SGIS 101  
     ______ SSOC 101

Professional Education  
     ______ SEDF 200: Teacher Education 0  
     ______ Colloquium  
     ______ SEDF 210: Foundations of Education 3  
     ______ SEDF 333: Educational Development of the Life-long Learner 3  
     ______ SEDF 341: Introduction to Exceptional Learners/Special Education 3  
     ______ SEDF 485: Diversity, Management and Assessment 3  
     ______ SEDC 300: Resources and Technology in Teaching 3  
     ______ SEDE 410: Clinical I in Early Childhood Education 2  
     ______ SEDE 420: The Young Child: Behavior and Development in Early Childhood 3  
     ______ SEDE 422: Survey of Early Childhood Education 3  
     ______ SEDE 424: Parent Family Involvement in Early Childhood Education 3  
     ______ SEDE 440: Clinical II in Early Childhood Education 2  
     ______ SEDE 445: Language Development and Communicative Skill 3  
     ______ SEDE 446: Math for the Young Child 3  
     ______ SEDE 447: Social Studies for the Young Child 3  
     ______ SEDE 448: Science for the Young Child 3  
     ______ SEDE 449: Creativity and Play 3  
     ______ SEDR 414: Emergent and Early Literacy 3  
     ______ SEDE 468 Education of the Young Child: An Ecological Approach 3  
     ______ SEDE 469: Directed Teaching in Early Childhood Education 12

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

Total Hours Required 123

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
General Education Requirements

I. Communication 9
   ____ SEGL 101 and SEGL 102
   ____ SSPH 201

II. Mathematics and Logic 6
    ____ SMTH 121 and 231

III. Information Technology 3
     ____ SCSC 138

IV. Natural Sciences 8
    ____ SBIO 110/L
    ____ SPHS 101/L or SCHM 101/L, 105, 106, 107/L, 109/L

V. Arts and Humanities 6
   One course selected from:
   ____ SATH 101, 105, 106; SMUS 110; STHE 161
   One course from the following:
   ____ SPHL 102, 211; SAMS 101, 102; SREL 103; or SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291

VI. Foreign Language/Culture 3
     ____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102
     Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
     ____ SHST 101 or 102

VIII. Social and Behavioral Sciences 6
      ____ SGIS 101
      ____ SSOC 101 or SPSY 101

Professional Education

____ SEDF 200: Teacher Education 0
   Colloquium
____ SEDF 210: Foundations of Education 3
____ SEDF 333: Educational Development 3 of the Life-long Learner
____ SEDF 341: Introduction to Exceptional Learners/Special Education
____ SHED 331: Health and Physical Education for the Elementary School Child
____ SEDL 441: Elementary School Curriculum and Organization
____ SEDC 300: Resources and Technology in Teaching
____ SEDF 483: Organization and Management of the Diverse Classroom
____ SEDL 447: Teaching Social Studies in the Elementary School
____ SEDL 450: Fine Arts in the Curriculum
____ SEDL 455: Clinical I in Elementary Education
____ SEDR 442: Literacy I: Learning to Read and Write
____ SEDF 487: Student, Teacher, and School Assessment
____ SEDL 446: Teaching Math in the Elementary School
____ SEDL 448: Teaching Science in the Elementary School
____ SEDL 460: Clinical II in Elementary Education
____ SEDR 443: Literacy II: Reading and Writing to Learn
____ SEDR 444: Literacy III: Addressing Reading & Writing Problems
____ SEDL 468: Directed Teaching in the Elementary School

Support Courses

____ SMTH 232 and SMTH 233 6
____ Geology or Astronomy 4
____ SEGL 484: Children's Literature 3
____ One additional arts and humanities course, not repeating discipline selected from general ed. requirements (SATH 101, 105 or 106; SMUS 110; or STHE 161)

Total Hours Required 124

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
Bachelor of Arts in Education  
Major in Middle Level Education  

**Student Worksheet**

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### General Education Requirements

**I. Communication**  
9 credits
- SEGL 101 and SEGL 102  
- SSPH 201

**II. Mathematics and Logic**  
6-7 credits
- SMTH 120, 121, 122, 126, 127, 141, 142  
- SMTH 102; SPSY 225; or SSOC 201

**III. Information Technology**  
3 credits
- SCSC 138 or SIMS 101

**IV. Natural Sciences**  
8 credits
- SBIO 110/L  
- SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L; 211/L, 212/L

**V. Arts and Humanities**  
6 credits
- One course selected from:
  - SATH 101, 105, 106; SMUS 110, 140; or STHE 161  
  - SPHL 102 or SPHL 211

**VI. Foreign Language/Culture**  
3 credits
- SCHI 102; SFRN 102; SGRM 102; or SSPN 102  
*Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).*

**VII. History**  
3 credits
- SHST 101 or 102

**VIII. Social and Behavioral Sciences**  
6 credits
- SPSY 101  
- SSOC 101

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### Professional Education

- SEDF 200: Teacher Ed. Colloquium 0  
- SEDC 300: Resources and Technology in Teaching  
- SEDF 210: Foundations of Education  
- SEDF 333: Educational Development of the Lifelong Learner  
- SEDF 341: Introduction to Exceptional Learners/Special Education  
- SEDS 342: Clinical I in Middle Grades/Secondary Education  
- SEDR 418: Literacy in the Middle and Secondary Schools  
- SEDS 440: Clinical II in Middle Grades/Secondary Education  
- SEDS 441: Middle School Curriculum and Methodology Middle School Methods #1*  
- SEDS 442: Middle School Methods #2*  
- SEDS 450: Clinical III in Middle Grades/Secondary Education  
- SEDS 480: Directed Teaching in Middle School

### Content Concentration

1. **Area #1**  
   - 3 credits  
   - 3 credits  
   - 3 credits  
   - 3 credits  
   - 3 credits

2. **Area #2**  
   - 3 credits  
   - 3 credits  
   - 3 credits  
   - 3 credits  
   - 3 credits

### Support Courses

- SHED 221: Lifelong Health and Wellness  
3 credits

### Elective

3 credits

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**Total Hours Required**  
123-124 credits

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

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1. Math 102 required for students with math concentration.  
2. Coursework is determined in accordance with requirements available from student’s academic advisor.  
3. For Social Studies concentration, SHST 101 and 102 are required. Course may not duplicate VII History general education course.
Bachelor of Arts or Science in Education  
Major in Secondary Education (English)  

Student Worksheet

General Education Requirements

I. Communication  9
   _____ SEGL 101 and SEGL 102
   _____ SSPH 201

II. Mathematics and Logic  6-7
   _____ SMTH 120, 121, 126, 127, 141, 142
   _____ SMTH 102; SPSY 225; or SSOC 201

III. Information Technology  3
   _____ SCSC 138 or SIMS 101

IV. Natural Sciences  8
   _____ SBIO 110/L
   _____ SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; 
   _____ SEGL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 
   _____ 211/L, 212/L

V. Arts and Humanities  6
   _____ SATH 101, 105, 106; SMUS 110, 140; 
   _____ or STHE 161
   _____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture  3
   _____ SCHI 102; SFRN 102; SGRM 102; or 
   _____ SSPN 102
   Placement in a 201 or higher level language course
   (Students placing into 201 or higher level of a language
   have satisfied this requirement but will have additional
   hours in electives, if hours are required in the major).

VII. History  3
   _____ SHST 101 or 102

VIII. Social and Behavioral Sciences  6
   _____ SPSY 101
   _____ SSOC 101

Professional Education

_____ SEDF 200: Teacher Ed. Colloquium  0
_____ SEDC 300: Resources and  3
   Technology in Teaching
_____ SEDF 210: Foundations of Education  3
_____ SEDF 333: Educational Development  3
   of the Lifelong Learner
_____ SEDF 341: Introduction to  3
   Exceptional Learners/Special Education
_____ SEDS 342: Clinical I in Middle  1
   Grades/Secondary Education
_____ SEDS 440: Clinical II in Middle  1
   Grades/Secondary Education
_____ SEDS 442: Secondary School  4
   Curriculum and Methodology
_____ SEDR 418: Literacy in the Middle  3
   and Secondary School
_____ SEDS 445: Teaching Middle and  3
   Secondary English/Language Arts
_____ SEDS 450: Clinical III in Middle  1
   Grades/Secondary Education
_____ SEDS 473: Directed Teaching  15
   in Secondary School English

Content Concentration

_____ SEGL 275: Masterpieces
   of World Literature  3
_____ SEGL 291: African American
   Literature or other approved
   course in minority literature
   Genre or period elective  3
   (300 level or above)

_____ SEGL 300: Introduction to the
   Study of Literature
   American Literature  6
   (300 level or above)

   British literature  3
   (300 level or above)

_____ SEGL 405: Shakespeare's Early
   Plays or SEGL 406:
   Shakespeare's Late Plays
_____ SEGL 451: Introduction to the
   Study of Language, SEGL 455:
   Language Study Applications,
   or SEGL 252: English Grammar
_____ SEGL 453: Development of the
   English Language
   Writing course  3
   (200 level or above)

_____ SEGL 485: Adolescent Literature  3
_____ SEGL 490: Senior Seminar  3

Electives

3

Total Hours Required  126-128

Final responsibility for satisfying degree requirements
as outlined in the USC Upstate Academic Catalog rests
with the student.
## General Education Requirements

### I. Communication 9
- SEGL 101 and SEGL 102
- SSPH 201

### II. Mathematics and Logic 6-7
- SMTH 120, 121, 126, 141, 142
- SMTH 102; SPSY 225; or SSOC 201

### III. Information Technology 3
- SCSC 138 or SIMS 101

### IV. Natural Sciences 8
- SBIO 110/L
- SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SHEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

### V. Arts and Humanities 6
- SATH 101, 105, 106; SMUS 110, 140; or STHE 161
- SPHL 102 or SPHL 211

### VI. Foreign Language/Culture 3
- SCHI 102; SFRN 102; SGRM 102; or SSPN 102
  Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

### VII. History 3
- SHST 101 or 102

### VIII. Social and Behavioral Sciences 6
- SPsy 101
- SSOC 101

## Professional Education

- SEDF 200: Teacher Education 0
  Colloquium
- SEDC 300: Resources and Technology in Teaching 3
- SEDF 210: Foundations of Education 3
- SEDF 333: Educational Development of the Lifelong Learner 3
- SEDF 341: Introduction to Exceptional Learners/Special Education 3
- SEDS 342: Clinical I in Middle Grades/Secondary Education 1
- SEDS 440: Clinical II in Middle Grades/Secondary Education 1
- SEDS 442: Secondary School Curriculum and Methodology 4
- SEDR 418: Literacy in the Middle and Secondary Schools 3
- SEDS 449: Teaching Foreign Language in Secondary Schools 3
- SEDS 450: Clinical III in Middle Grades/Secondary Education 1
- SEDS 474: Directed Teaching in Secondary School Foreign Language 15

## Content Concentration

- SSPN 321: Latin American Civilization 3
- SSPN 202: Intermediate Spanish or a Spanish literature course 3
- One or two courses selected from the following: SSPN 310: Spanish Conversation 3
  SSPN 315: Spanish for Professions
  SSPN 250 or 350: Selected Studies Abroad
- SSPN 309: Spanish Grammar and Composition 3
- SSPN 301: Introduction to Spanish Lit 3

Two Spanish literature courses 6

- SSPN 320: Spanish Civilization 3
- SSPN 451: Second Language Acquisition 3
- SSPN 453: Introduction to Romance Linguistics or SSPN 454: Introduction to Spanish Linguistics 3
- SSPN 490: Senior Seminar 3

## Support Courses

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

## Total Hours Required 123-127

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
Bachelor of Science in Education  
Major in Secondary Education (Biology)  
*Student Worksheet*

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### General Education Requirements

**I. Communication**  
- SEGL 101 and SEGL 102  
- SSPH 201  

**II. Mathematics and Logic**  
- SMTH 126  
- SMTH 102; SPSY 225; or SSOC 201  

**III. Information Technology**  
- SCSC 138 or SIMS 101  

**IV. Natural Sciences**  
- SBIO 101/L  
- SCHM 111/L  

**V. Arts and Humanities**  
- SATH 101, 105, 106; SMUS 110, 140; or STHE 161  
- SPHL 102 or SPHL 211  

**VI. Foreign Language/Culture**  
- SCHI 102; SFRN 102; SGRM 102; or SSPN 102  
- Placement in a 201 or higher level language course  
(Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).  

**VII. History**  
- SHST 101 or 102  

**VIII. Social and Behavioral Sciences**  
- SPSY 101  
- SSOC 101  

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### Content Concentration

- SBIO 102: Biological Science II  
- SBIO 301: Introduction to Ecology & Evolutionary Biology  
- SBIO 302: Introduction to Cell & Molecular Biology  
- SBIO 310: Invertebrate Zoology  
- SBIO 315: Comparative Vertebrate Anatomy  
- SBIO 320: Botany or SBIO 380: Plant Geography or SBIO 525: Plant Taxonomy  
- SBIO 330: Microbiology  
- SBIO 350: Genetics  

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### Support Courses

- SPHS 201: General Physics I  
- SGEL 101: Physical Geology  
- SCHM 112: General Chemistry and Quantitative Analysis  

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### Total Hours Required 128

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Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
Bachelor of Science in Education  
Major in Secondary Education (Chemistry)  

*Student Worksheet*

Legend:  
- _____ Required Courses  
- ___________ Non-required Courses  
- _________ Elective Courses

_________ General Education Requirements

**I. Communication**  
9  
_____ SEGL 101 and SEGL 102  
_____ SSPH 201  

**II. Mathematics and Logic**  
7  
_____ SMTH 142  
_____ SMTH 102; SPSY 225; or SSOC 201  

**III. Information Technology**  
3  
_____ SCSC 138 or SIMS 101  

**IV. Natural Sciences**  
8  
_____ SBIO 101/L or SBIO 110/L  
_____ SPHS 201/L  

**V. Arts and Humanities**  
6  
_____ SATH 101, 105, 106; SMUS 110, 140; or STHE 161  
_____ SPHL 102 or SPHL 211  

**VI. Foreign Language/Culture**  
3  
_____ SCHI 102; SFRN 102; SGRM 102; or SSPN 102  
Placement in a 201 or higher level language course  
(Students placing into 201 or higher level of a language  
have satisfied this requirement but will have additional  
hours in electives, if hours are required in the major).  

**VII. History**  
3  
_____ SHST 101 or 102  

**VIII. Social and Behavioral Sciences**  
6  
_____ SPSY 101  
_____ SSOC 101  

_________ Professional Education  

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

_________ Content Concentration  

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

_________ Support Courses  

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

_________ Total Hours Required  
129

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
Bachelor of Science in Education
Major in Secondary Education (Mathematics)

Student Worksheet

General Education Requirements

I. Communication 9
   _____ SEGL 101 and SEGL 102
   _____ SSPH 201

II. Mathematics and Logic 6
   _____ SMTH 127
   _____ SMTH 174

III. Information Technology 3
     _____ SCSC 138 or SIMS 101

IV. Natural Sciences 8
    _____ SBIO 110/L
    _____ SAST 111/L; SCHM 101/L
    105, 106, 107/L, 109/L; SGEL 101/L,
    102/L, 103/L; SPHS 101/L, 201/L,
    202/L, 211/L, 212/L

V. Arts and Humanities 6
    _____ SATH 101, 105, 106; SMUS 110, 140;
    or STHE 161
    _____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3
    _____ SCHI 102; SFRN 102; SGRM 102; or
    SSPN 102
    Placement in a 201 or higher level language course
    (Students placing into 201 or higher level of a language
    have satisfied this requirement but will have additional
    hours in electives, if hours are required in the major).

VII. History 3
     _____ SHST 101 or 102

VIII. Social and Behavioral Sciences 6
      _____ SPSY 101
      _____ SSOC 101

Professional Education

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

Content Concentration

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

Support Course

_____ SEGL 275: Masterpieces of World Literature 3

Electives 3

Total Hours Required 123

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
# Bachelor of Arts or Science in Education

## Major in Secondary Education (Social Studies/History)

### Student Worksheet

<table>
<thead>
<tr>
<th>General Education Requirements</th>
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<tbody>
<tr>
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<td>SEGL 101 and SEGL 102</td>
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<td>SSPH 201</td>
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<td>SMTH 120, 121, 122 or 127</td>
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<td>SMTH 102; SPSY 225 or SSOC 201</td>
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<td>SCSC 138 or SIMS 101</td>
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<td>IV. Natural Sciences</td>
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<tr>
<td>SBIO 110/L</td>
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<td>SAST 111/L; SCHM 101/L</td>
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<tr>
<td>105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L</td>
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<td>V. Arts and Humanities</td>
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<td>SATH 101, 105, 106; SMUS 110, 140; or STHE 161</td>
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<td>SCHI 102; SFRN 102; SGRM 102; or SSPN 102</td>
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<tr>
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<td>SHST 101</td>
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<td>VII. Social and Behavioral Sciences</td>
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<td>SPSY 101</td>
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<td>SSOC 101</td>
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<tr>
<td>Professional Education</td>
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<td>SEDF 200: Teacher Ed. Colloquium</td>
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<td>SEDC 300: Resources and Technology in Teaching</td>
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<tr>
<td>SEDF 210: Foundations of Education</td>
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<tr>
<td>SEDF 333: Educational Development of the Lifelong Learner</td>
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<tr>
<td>SEDF 341: Introduction to Exceptional Learners/Special Education</td>
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<tr>
<td>SEDS 342: Clinical I in Middle Grades/Secondary Education</td>
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<td>SEDS 440: Clinical II in Middle Grades/Secondary Education</td>
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<td>Support Course</td>
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Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
Bachelor of Science in Education
Major in Physical Education

Physical Education Teacher Education

Student Worksheet

General Education Requirements

I. Communication 9
   ______ SEGL 101 and SEGL 102
   ______ SSPH 201

II. Mathematics and Logic 6
   ______ SMTH 120
   ______ SMTH 102

III. Information Technology 3
   ______ SCSC 138

IV. Natural Sciences 8
   ______ SBIO 110/L
   ______ SAST 111/L; SBIO 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107/L, 111/L, 112/L; SGEF 201; SGEF 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6
   One course selected from:
   ______ SAAS 204; SATH 101, 105, 106;
   ______ SMUS 110, 140; STHE 161, 170
   One course from the following (no more than 3 credit hours from a specific discipline)
   ______ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SGEF 250, 252, 275, 279, 280, 283, 289, 290, 291; SMUS 110, 140; SPHL 102, 211; SREL 103, STHE 161, 170

VI. Foreign Language/Culture 3
   ______ SCHI 102; SFRN 102; SGRM 102; or SSPN 102
   Placement in a 201 or higher level language course (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
   ______ SHST 101, 102, 105, or 106

VIII. Social and Behavioral Sciences 6
   ______ SPSY 101
   ______ One course from the following:
   ______ SAAS 201; SANT 102; SECO 221, 222; SGEF 101, 103; SGIS 101, 200, 320; SSOC 101; SWST 101

Professional Education

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

Content Concentration

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

Support Course

______ SBIO 232: Human Anatomy 4

Total Hours Required 125

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.
Bachelor of Science in Education
Major in Physical Education: Exercise and Sport Science Concentration*

**Student Worksheet**

<table>
<thead>
<tr>
<th>General Education Requirements</th>
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<tbody>
<tr>
<td><strong>I. Communication</strong></td>
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<td>SSPH 201</td>
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<td>SMTH 120</td>
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<td>SMTH 102</td>
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<td>SCSC 138</td>
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<td>SCHM 109/L or SCHM 111/L</td>
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<td>One course selected from:</td>
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<td>SAAS 204; SATH 101, 105, 106; SMUS 110, 140; STHE 161, 170</td>
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<td>SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SMUS 110, 140; SPHL 102, 211; SREL 103, STHE 161, 170</td>
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<th>Major Requirements</th>
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<td>SPED 128: Aerobics</td>
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<td>or SPED 180: Swimming</td>
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<td>or SPED 280: Swimming/Water Safety</td>
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<td>SPED 301: Exercise Physiology</td>
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<td>SPED 302: Biomechanics</td>
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<td>SPED 320: Team Sports I</td>
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<td>SPED 390: Field Experience</td>
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<td>SPED 415: Individual/Dual Sports</td>
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<td>SPED 455: Fitness Assessment and Prescription</td>
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<td>SPED 457: Ess. Strength &amp; Conditioning</td>
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<td>SPED 459: Sport Nutrition</td>
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<td>SREC 480: Internship</td>
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<td>SREC 485: Senior Seminar</td>
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<th>Supporting Courses</th>
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<tr>
<td>SPED 270: Introduction to Athletic Training</td>
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<td>SHED 170: First Aid</td>
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<td>SHED 221: Lifelong Health &amp; Wellness</td>
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<td>SBIO 232: Human Anatomy</td>
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<td>SBIO 242: Human Physiology</td>
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<th>Total Hours Required</th>
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</table>

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

*Pending Approval by CHE

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

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

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

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

5** Students completing a minor in business may not take more than 6 hours of electives in Johnson College of Business and Economics courses.
Bachelor of Science in Special Education  
Major in Learning Disabilities  
*Student Worksheet*

### General Education Requirements  

<table>
<thead>
<tr>
<th>Section</th>
<th>Requirement</th>
<th>Hours</th>
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<td>I.</td>
<td>Communication</td>
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<td>II.</td>
<td>Mathematics and Logic</td>
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<td>III.</td>
<td>Information Technology</td>
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<td>IV.</td>
<td>Natural Sciences</td>
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<td>V.</td>
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### Professional Education

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<td>SEDF 210: Foundations of Education</td>
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<tr>
<td>SEDF 341: Introduction to Exceptional Learners/Special Education</td>
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<tr>
<td>SELD 410: Methods of Teaching</td>
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<td>SELD 412: Characteristics of Students with LD</td>
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<td>SELD 411: Practicum in Learning Disabilities I</td>
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<td>SEDC 300: Resources and Technology in Teaching</td>
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<tr>
<td>SELD 414: Individualized Curriculum Students with Disabilities</td>
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<td>SELD 415: Reading Disorders and Reading Methods</td>
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<td>SEDR 442: Literacy I: Learning to Read and Write</td>
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<tr>
<td>SELD 440: Practicum in the Instruction of Students with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>SELD 445: Language Disorders and Language Arts Methods</td>
<td>2</td>
</tr>
<tr>
<td>SELD 425: Practicum in Reading and Language</td>
<td>1</td>
</tr>
<tr>
<td>SELD 446: Math Disabilities and Math Methods</td>
<td>3</td>
</tr>
<tr>
<td>SELD 449: Issues and Trends in Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>SELD 483: Assessment of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SELD 485: Behavior Management in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SEDF 483: Organization and Management of the Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SELD 470: Directed Teaching of Learners with Learning Disabilities</td>
<td>12</td>
</tr>
</tbody>
</table>

### Concentration

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY 302: Developmental Psychology</td>
<td>9</td>
</tr>
<tr>
<td>SPSY 303; SPSY 304; SPSY 305; SPSY 310; SPSY 351; SCAS 301; SEDL 448 or 447</td>
<td></td>
</tr>
</tbody>
</table>

### Supporting Courses

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEGL 484: Children's Literature or SEGL 485: Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>SMTH 232: Basic Concepts of Elementary Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>SMTH 233: Geometry and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>One additional arts and humanities course not repeating the discipline selected from the general education requirement: SATH 101, 105, or 106; SMUS 110; STHE 161</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Hours Required  

123

Final responsibility for satisfying degree requirements as outlined in the USC Upstate Academic Catalog rests with the student.

1Required for add-on Elementary Education certification.
### Minor in Sport Strength and Conditioning\textsuperscript{1,2,3}

#### Student Worksheet

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBIO 232</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>SPED 120</td>
<td>Strength and Conditioning Techniques</td>
<td>1</td>
</tr>
<tr>
<td>SPED 301</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>SPED 302</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 390</td>
<td>Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPED 457</td>
<td>Essentials of Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 459</td>
<td>Sport Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**Total Hours Required** 21

1. Completion of the minor does NOT guarantee certification.
2. Up to 6 hours of General Education (\(<300\) level) may be used to satisfy requirements of a minor.
3. Minimum grade of C is required for all coursework.