



## **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 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:

- 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 EDFO U200: 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 U101 and U102 and Speech U201 or their equivalents, with grades of C or better;
- successful completion of the prerequisites for Math U121;
- successful completion of EDFO U200: Teacher Education Colloquium;
- grade of C or better in support courses completed;
- overall 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.

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 level 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 an overall undergraduate GPA of 2.5 and have passed all parts of PRAXIS I.

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

### **ADMISSION TO DIRECTED TEACHING**

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

- prior admission to the professional program;
- completion of all content concentration course work with a grade of C or better in each course completed (exceptions approved by the dean with faculty advisor’s recommendation);
- grade of C or better in support courses completed;
- completion of 90 semester hours;
- 2.5 overall GPA;
- completion of all education methods courses with a grade of C or better in each; and
- completion of Mathematics U231, U232 and U233

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 reap-

ply 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 level, 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 (EDEL 468), they spend all of each school day for a period of fifteen weeks in the elementary school to which they are assigned.

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

school settings, and intensive coursework in two areas of academic concentration.

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

**Special Education: Learning Disabilities.** The Bachelor of Science in Special Education/Learning Disabilities prepares future teachers to serve the needs of special education students with learning disabilities in both regular classrooms and special education resource rooms. Preparation for teaching students with learning disabilities emphasizes appropriate services, curricula, assessment, and instruction required by students with special needs to facilitate their participation in the K-12 general education curriculum. Technology, collaborative and consultation skills, applications of research, and parent consultation skills are stressed throughout the program. Practicum experiences begin the first semester of the professional program and continue throughout the program. Content disabilities instructors and their students collaborate with regular education content methods instructors and their students, modeling the collaboration expected in professional settings. 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](http://www.acsm.org) or [www.nscs-lift.org](http://www.nscs-lift.org) for more information.

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

**General Education Requirements**

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6</b>
_____ MATH U121	
_____ MATH U231	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U110/L	
_____ PHYS U101/L or CHEM U101/L, U106, U106L, U109/L	
<b>V. Arts and Humanities</b>	<b>6</b>
<i>One course selected from:</i>	
_____ ARTH U101, U105, U106; MUSC U110; THEA U161	
<i>One course from the following:</i>	
_____ PHIL U102, U211; AMST U101, U102; RELG U103; or ENGL U250, U252, U275, U279, U280, U283, U289, U290, U291	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101 or U102	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ POLI U101	
_____ SOCY U101	

**Professional Education**

_____ EDFO U200: Teacher Education Colloquium	0
_____ EDFO U210: Foundations of Edu.	3
_____ EDFO U333: Educational Development of the Life-long Learner	3

_____ EDFO U341: Introduction to Exceptional Learners/Special Education	3
_____ EDFO U485: Diversity, Management and Assessment	3
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDEC U410: Clinical I in Early Childhood Education	2
_____ EDEC U420: The Young Child: Behavior and Development in Early Childhood	3
_____ EDEC U422: Survey of Early Childhood Education	3
_____ EDEC U424: Parent Family Involvement in Early Childhood Education	3
_____ EDEC U440: Clinical II in Early Childhood Education	2
_____ EDEC U445: Language Development and Communicative Skill	3
_____ EDEC U446: Math for the Young Child	3
_____ EDEC U447: Social Studies for the Young Child	3
_____ EDEC U448: Science for the Young Child	3
_____ EDEC U449: Creativity and Play	3
_____ EDRE U414: Emergent and Early Literacy	3
_____ EDEC U468 Education of the Young Child: An Ecological Approach	3
_____ EDEC U469: Directed Teaching in Early Childhood Education	12

**Support Courses**

_____ MATH U232 and MATH U233	6
_____ ENGL U484: Children's Literature	3
_____ EDHL U221	3
_____ PSYC U101	3
_____ One additional arts and humanities course, not repeating discipline selected from general ed. requirements (ARTH U101, U105 or U106; MUSC U110; or THEA U161)	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 in Education

## Major in Elementary Education

### Student Worksheet

#### General Education Requirements

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6</b>
_____ MATH U121	
_____ MATH U231	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U110/L	
_____ PHYS U101/L or CHEM U101/L, U106, U106L, U109/L	
<b>V. Arts and Humanities</b>	<b>6</b>
<i>One course selected from:</i>	
_____ ARTH U101, U105, U106; MUSC U110; THEA U161	
<i>One course from the following:</i>	
_____ PHIL U102, U211; AMST U101, U102; RELGU103; or ENGLU250, U252, U275, U279, U280, U283, U289, U290, U291	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101 or U102	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ POLI U101	
_____ SOCY U101 or PSYC U101	

#### Professional Education

_____ EDFO U200: Teacher Education Colloquium	0
_____ EDFO U210: Foundations of Education	3
_____ EDFO U333: Educational Development of the Life-long Learner	3
_____ EDFO U341: Introduction to Exceptional Learners/Special Education	3

_____ EDHL U331: Health and Physical Education for the Elementary School Child	3
_____ EDEL U441: Curriculum and Teaching in the Elementary School	3
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U483: Organization and Management of the Diverse Classroom	3
_____ EDEL U447: Teaching Social Studies in the Elementary School	3
_____ EDEL U450: Fine Arts in the Curriculum	3
_____ EDEL U455: Clinical I in Elementary Education	2
_____ EDRE U442: Literacy I: Learning to Read and Write	3
_____ EDFO U487: Student, Teacher, and School Assessment	3
_____ EDEL U446: Teaching Math in the Elementary School	3
_____ EDEL U448: Teaching Science in the Elementary School	3
_____ EDEL U460: Clinical II in Elementary Education	2
_____ EDRE U443: Literacy II: Reading and Writing to Learn	3
_____ EDRE U444: Literacy III: Addressing Reading & Writing Problems	3
_____ EDEL U468: Directed Teaching in the Elementary School	12
_____ EDEL U469: Elementary Education Issues and Trends	3

#### Support Courses

_____ MATH U232 and MATH U233	6
_____ Geology or Astronomy	4
_____ ENGL U484: Children's Literature	3
_____ One additional arts and humanities course, not repeating discipline selected from general ed. requirements (ARTH U101, U105 or U106; MUSC U110; or THEA U161)	3

**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

#### General Education Requirements

- I. Communication 9**  
 \_\_\_\_\_ ENGL U101 and ENGL U102  
 \_\_\_\_\_  
 \_\_\_\_\_ SPCH U201
- II. Mathematics and Logic 6-7**  
 \_\_\_\_\_ MATH U120, U121, U122, U126, U127,  
 U141, U142  
 \_\_\_\_\_ MATH U102<sup>1</sup>; PSYC U225; or SOCY  
 U201
- III. Information Technology 3**  
 \_\_\_\_\_ CSCI U138 or INMS U101
- IV. Natural Sciences 8**  
 \_\_\_\_\_ BIOL U110/L  
 \_\_\_\_\_ ASTR U111/L; CHEM U101/L, U106,  
 U106L, U109/L; GEOL U101/L, U102/L,  
 U103/L; PHYS U101/L, U201/L, U202/L;  
 U211/L, U212/L
- V. Arts and Humanities 6**  
*One course selected from:*  
 \_\_\_\_\_ ARTH U101, U105, U106; MUSC U110,  
 U140; or THEA U161  
 \_\_\_\_\_ PHIL U102 or PHIL U211
- VI. Foreign Language/Culture 3**  
 \_\_\_\_\_ CHIN U102; FREN U102; GERM  
 U102; or SPAN U102; ASLG U102  
 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**  
 \_\_\_\_\_ HIST U101 or U102
- VIII. Social and Behavioral Sciences 6**  
 \_\_\_\_\_ PSYC U101  
 \_\_\_\_\_ SOCY U101

#### Professional Education

- \_\_\_\_\_ EDFO U200: Teacher Ed. Colloquium 0
- \_\_\_\_\_ EDCI U300: Resources and Technology in Teaching 3
- \_\_\_\_\_ EDFO U210: Foundations of Education 3
- \_\_\_\_\_ EDSC U333: Middle Level/Secondary Education Adolescent Development 3
- \_\_\_\_\_ EDFO U341: Introduction to Exceptional Learners/Special Education 3
- \_\_\_\_\_ EDSC U342: Clinical I in Middle Level/Secondary Education 1

- \_\_\_\_\_ EDRE U418: Literacy in the Middle and Secondary Schools 3
- \_\_\_\_\_ EDSC U440: Clinical II in Middle Level/Secondary Education 1
- \_\_\_\_\_ EDSC U441: Middle Level Curriculum and Methodology 3
- \_\_\_\_\_ Middle Level Methods #1\* 3
- \_\_\_\_\_ Middle Level Methods #2\* 3
- \*Select from EDSC U445 (language arts), EDSC U446 (mathematics), EDSC U447 (social studies) and EDSC U448 (science) to match Concentration Area #1 and Concentration Area #2
- \_\_\_\_\_ EDSC U443: Middle Level/Secondary Educational Assessment 2
- \_\_\_\_\_ EDSC U444: Middle Level/Secondary Managing the Classroom Environmt. 2
- \_\_\_\_\_ EDSC U450: Clinical III in Middle Level/Secondary Education 1
- \_\_\_\_\_ EDSC U485: Senior Seminar 3
- \_\_\_\_\_ EDSC U480: Directed Teaching in Middle Level 12

#### Content Concentration<sup>2,3</sup> 15

- Area #1 \_\_\_\_\_ 3
- \_\_\_\_\_ 3
- \_\_\_\_\_ 3
- \_\_\_\_\_ 3
- \_\_\_\_\_ 3

#### Content Concentration<sup>2,3</sup> 15

- Area #2 \_\_\_\_\_ 3
- \_\_\_\_\_ 3
- \_\_\_\_\_ 3
- \_\_\_\_\_ 3
- \_\_\_\_\_ 3

#### Support Courses

- \_\_\_\_\_ EDHL U221: Lifelong Health and Wellness 3

#### Total Hours Required 123-124

<sup>1</sup>Math 102 required for students with math concentration.

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

<sup>3</sup>For Social Studies concentration, HIST U101 and U102 are required. Course may not duplicate VII History general education course.

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 (English)**  
*Student Worksheet*

**General Education Requirements**

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6-7</b>
_____ MATH U120, U121, U126, U127, U141, U142	
_____ MATH U102; PSYC U225; or SOCY U201	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138 or INMS U101	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U110/L	
_____ ASTR U111/L; CHEM U101/L, U106, U106L, U109/L; GEOL U101/L, U102/L, U103/L; PHYS U101/L, U201/L, U202/L, U211/L, U212/L	
<b>V. Arts and Humanities</b>	<b>6</b>
_____ ARTH U101, U105, U106; MUSC U110, U140; or THEA U161	
_____ ENGL U275	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101 or U102	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ PSYC U101	
_____ SOCY U101	

**Professional Education**

_____ EDFO U200: Teacher Ed. Colloquium	0
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U210: Foundations of Education	3
_____ EDSC U333: Middle Level / Secondary Adolescent Development	3
_____ EDFO U341: Introduction to Exceptional Learners/Special Education	3
_____ EDSC U342: Clinical I in Middle Level/Secondary Education	1
_____ EDSC U440: Clinical II in Middle Level/Secondary Education	1
_____ EDSC U442: Secondary School Curriculum and Methodology	3

_____ EDSC U443: ML/Sec. Ed. Assessment	2
_____ EDSC U444: Managing the Middle Level / Secondary Classroom Environ.	2
_____ EDRE U418: Literacy in the Middle and Secondary School	3
_____ EDSC U445: Teaching Middle and Secondary English/Language Arts	3
_____ EDSC U450: Clinical III in Middle Level/Secondary Education	1
_____ EDSC U473: Directed Teaching in Secondary School English	12
_____ EDSC U485: Middle Level / Secondary Education Issues and Trends	3

**Content Concentration**

_____ ENGL U291: African American Literature; ENGL U387: Topics in Literature, Culture and Difference; or other approved course in minority literature	3
_____ Genre or period elective	3
_____ ENGL U300: Introduction to the Study of Literature	3
_____ American Literature (300-level or above)	3
_____ American Literature (300-level or above)	3
_____ British Literature (300-level or above)	3
_____ ENGL U405: Shakespeare Survey, or ENGL U406: Studies in Shakespeare	3
_____ ENGL U451: Introduction to Linguistics, or ENGL U455: Intro to Sociolinguistics, or ENGL U252: Understanding English Grammar	3
_____ ENGL U453: Development of the English Language	3
_____ ENGL U208: Introduction to Creative Writing, ENGL U373: Writing Workshop for Teachers, or ENGL U459: Theories of Composition	3
_____ ENGL U485: Adolescent Literature	3
_____ ENGL U490: Senior Seminar	3

**Electives**

_____ _____	<b>3</b>
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**Total Hours Required 126-127**

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 Secondary Education (Spanish)**  
*Student Worksheet*

**General Education Requirements**

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6-7</b>
_____ MATH U120, U121, U126, U127, U141, U142	
_____ MATH U102; PSYC U225; or SOCY U201	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138 or INMS U101	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U110/L	
_____ ASTR U111/L; CHEM U101/L, U106, U106L, U109/L; GEOL U101/L, U102/L, U103/L; PHYS U101/L, U201/L, U202/L, U211/L, U212/L	
<b>V. Arts and Humanities</b>	<b>6</b>
_____ ARTH U101, U105, U106; MUSC U110, U140; or THEA U161	
_____ ENGL U275	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101 or U102	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ PSYC U101	
_____ SOCY U101	

**Professional Education**

_____ EDFO U200: Teacher Education Colloquium	0
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U210: Foundations of Education	3
_____ EDSC U333: Middle Level/Secondary Adolescent Development	3
_____ EDFO U341: Introduction to Exceptional Learners/Special Edu.	3
_____ EDSC U342: Clinical I in Middle Level/Secondary Education	1

_____ EDSC U440: Clinical II in Middle Level/Secondary Education	1
_____ EDSC U442: Secondary School Curriculum and Methodology	3
_____ EDSC U443: ML/Sec. Ed. Assessment	2
_____ EDSC U444: Managing the Middle Level / Secondary Classroom Environ.	2
_____ EDRE U418: Literacy in the Middle and Secondary Schools	3
_____ EDSC U449: Teaching Foreign Language in Secondary Schools	3
_____ EDSC U450: Clinical III in Middle Level/Secondary Education	1
_____ EDSC U474: Directed Teaching in Secondary School Foreign Language	12
_____ EDSC U485: Middle Level and Secondary Education Issues & Trends	3

**Content Concentration**

_____ SPAN U321: Latin American Civilization	3
_____ SPAN U202: Intermediate Spanish or a Spanish literature course	3
_____ One or two courses selected from the following:	3-6
_____ SPAN U310: Advanced Oral Practice	
_____ SPAN U315: Spanish for Professions	
_____ SPAN U250 or U350: Selected Studies Abroad	
_____ SPAN U309: Advanced Spanish Language I	3
_____ SPAN U301: Introduction to Hispanic Literature	3
_____ Two Spanish literature courses	6

_____ SPAN U320: Spanish Civilization	3
_____ SPAN U451: Second Language Acquisition	3
_____ SPAN U453: Introduction to Romance Linguistics or	3
_____ SPAN U454: Introduction to Spanish Linguistics	
_____ SPAN U490: Senior Seminar in Spanish	3

**Support Courses**

_____ ENGL U451: Introduction to Linguistics	3
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**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*

**General Education Requirements**

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6</b>
_____ MATH U126	
_____ MATH U102; PSYC U225; or SOCY U201	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138 or INMS U101	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U101/L	
_____ CHEM U111/L	
<b>V. Arts and Humanities</b>	<b>6</b>
_____ ARTH U101, U105, U106; MUSC U110, U140; or THEA U161	
_____ PHIL U102 or PHIL U211	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101 or U102	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ PSYC U101	
_____ SOCY U101	

**Professional Education**

_____ EDFO U200: Teacher Ed. Colloquium	0
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U210: Foundations of Education	3
_____ EDSC U333: Middle Level/Secondary Education Adolescent Development	3
_____ EDFO U341: Introduction to Exceptional Learners/Special Edu.	3
_____ EDSC U342: Clinical I in Middle Level/Secondary Education	1

_____ EDSC U440: Clinical II in Middle Level/Secondary Education	1
_____ EDSC U442: Secondary School Curriculum and Methodology	3
_____ EDSC U443: Educational Assessment	2
_____ EDSC U444: Managing the Classroom Environment	2
_____ EDRE U418: Literacy in the Middle and Secondary School	3
_____ EDSC U448: Teaching Middle and Secondary Science	3
_____ EDSC U450: Clinical III in Middle Level/Secondary Education	1
_____ EDSC U481: Directed Teaching in Secondary School Natural Science	12
_____ EDSC U485: Middle Level and Secondary Education Issues & Trends	3

**Content Concentration**

_____ BIOL U102: Biological Science II	4
_____ BIOL U301: Introduction to Ecology & Evolutionary Biology	4
_____ BIOL U302: Introduction to Cell & Molecular Biology	4
_____ BIOL U310: Invertebrate Zoology	4
_____ BIOL U315: Comparative Vertebrate Anatomy	4
_____ BIOL U320: Botany or	4
_____ BIOL U380: Plant Geography or	
_____ BIOL U525: Plant Taxonomy	
_____ BIOL U330: Microbiology	4
_____ BIOL U350: Genetics	4

**Support Courses**

_____ PHYS U201: General Physics I	4
_____ GEOL U101: Physical Geology	4
_____ CHEM U112: General Chemistry and Quantitative Analysis	4

**Total Hours Required** **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 (Chemistry)**  
*Student Worksheet*

**General Education Requirements**

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>7</b>
_____ MATH U142	
_____ MATH U102; PSYC U225; or _____ SOCY U201	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138 or INMS U101	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U101/L or BIOL U110/L	
_____ PHYS U201/L	
<b>V. Arts and Humanities</b>	<b>6</b>
_____ ARTH U101, U105, U106; MUSC _____ U110, U140; or THEA U161	
_____ PHIL U102 or PHIL U211	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM _____ U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101 or U102	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ PSYC U101	
_____ SOCY U101	

**Professional Education**

_____ EDFO U200: Teacher Ed. Colloquium	0
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U210: Foundations of Education	3
_____ EDSC U333: Middle Level/Secondary Education Adolescent Development	3
_____ EDFO U341: Introduction to Exceptional Learners/Special Edu.	3
_____ EDSC U342: Clinical I in Middle Level/Secondary Education	1
_____ EDSC U440: Clinical II in Middle Level/Secondary Education	1

_____ EDSC U442: Secondary School Curriculum and Methodology	3
_____ EDSC U443: Educational Assessment	2
_____ EDSC U444: Managing the Classroom Environment	2
_____ EDRE U418: Literacy in the Middle and Secondary Schools	3
_____ EDSC U448: Teaching Middle and Secondary Science	3
_____ EDSC U450: Clinical III in Middle Level/Secondary Education	1
_____ EDSC U481: Directed Teaching in Secondary School Natural Science	12
_____ EDSC U485: Middle Level and Secondary Ed. Issues & Trends	3

**Content Concentration**

_____ CHEM U111: General Chemistry	4
_____ CHEM U112: General Chemistry and Qualitative Analysis	4
_____ CHEM U321: Quantitative Analysis	3
_____ CHEM U321/L: Quantitative Analysis Lab	1
_____ CHEM U331: Organic Chemistry I	3
_____ CHEM U331/L: Organic Chemistry I Lab	1
_____ CHEM U332: Organic Chemistry II	3
_____ CHEM U332/L: Organic Chemistry II Lab	1
_____ CHEM U541: Physical Chemistry I	3
_____ CHEM U541/L: Physical Chemistry I Lab	1
_____ Chemistry U581: Biochemistry	3

**Support Courses**

_____ PHYS U202: General Physics II	4
_____ MATH U241: Calculus III	4

\_\_\_\_\_ **CHEM ELECTIVE** **4**

\_\_\_\_\_ **Total Hours Required** **128**

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

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6</b>
_____ MATH U127	
_____ MATH U174	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138 or INMS U101	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U110/L	
_____ ASTR U111/L; CHEM U101/L	
_____ U106, U106L, U109/L; GEOL U101/L,	
_____ U102/L, U103/L; PHYS U101/L, U201/L,	
_____ U202/L, U211/L, U212/L	
<b>V. Arts and Humanities</b>	<b>6</b>
_____ ARTH U101, U105, U106; MUSC	
_____ U110, U140; or THEA U161	
_____ PHIL U102 or PHIL U211	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM	
_____ U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101 or U102	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ PSYC U101	
_____ SOCY U101	

#### Professional Education

_____ EDFO U200: Teacher Ed. Colloquium	0
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U210: Foundations of Education	3
_____ EDFO U341: Introduction to Exceptional Learners/Special Edu.	3
_____ EDSC U333: Middle Level/Secondary Education Adolescent Development	3
_____ EDSC U342: Clinical I in Middle Level/Secondary Education	1
_____ EDSC U440: Clinical II in Middle Level/Secondary Education	1

_____ EDSC U442: Secondary School Curriculum and Methodology	3
_____ EDSC U443: Educational Assessment	2
_____ EDSC U444: Managing the Classroom Environment	2
_____ EDRE U418: Literacy in the Middle and Secondary Schools	3
_____ EDSC U446: Teaching Middle and Secondary Mathematics	3
_____ EDSC U450: Clinical III in Middle Level/Secondary Education	1
_____ EDSC U478: Directed Teaching in Secondary School Mathematics	12
_____ EDSC U485: Middle Level and Secondary Education Issues & Trends	3

#### Content Concentration

_____ MATH U141: Calculus I	4
_____ MATH U142: Calculus II	4
_____ MATH U241: Calculus III	4
_____ MATH U315: Statistical Methods or MATH U512: Probability and Statistics	3
_____ MATH U340: Mathematical Structures and Proof	3
_____ MATH U531: Geometry	3
_____ MATH U344: Linear Algebra I	3
_____ MATH U346: Introduction to Modern Algebra	3
_____ MATH U501: History of Mathematics	3
_____ MATH U599: Senior Seminar	3

#### Support Course

_____ ENGL U275: Masterpieces of World Literature	3
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#### Electives

_____ _____	3
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**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*

**General Education Requirements**

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6</b>
_____ MATH U120, U121, U122 or U127	
_____ MATH U102; PSYC U225 or SOCY U201	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138 or INMS U101	
<b>IV. Natural Sciences</b>	<b>8</b>
_____ BIOL U110/L	
_____ ASTR U111/L; CHEM U101/L, U106, U106L, U109/L; GEOL U101/L, U102/L, U103/L; PHYS U101/L, U201/L, U202/L, U211/L, U212/L	
<b>V. Arts and Humanities</b>	<b>6</b>
_____ ARTH U101, U105, U106; MUSC U110, U140; or THEA U161	
_____ ENGL U275	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ PSYC U101	
_____ SOCY U101	

**Professional Education**

_____ EDFO U200: Teacher Ed. Colloquium	0
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U210: Foundations of Education	3
_____ EDSE U333: Middle Level/ Secondary Adolescent Development	3
_____ EDFO U341: Introduction to Exceptional Learners/Special Edu.	3
_____ EDSC U342: Clinical I in Middle Level/Secondary Education	1
_____ EDSC U440: Clinical II in Middle Level/Secondary Education	1
_____ EDSC U442: Secondary School Curriculum and Methodology	3

_____ EDSC U443: Middle Level/Sec. Educational Assessment	2
_____ EDSC U444: Managing the Classroom Environment	2
_____ EDRE U418: Literacy in the Middle and Secondary Schools	3
_____ EDSC U447: Teaching Middle and Secondary Social Studies	3
_____ EDSC U450: Clinical III in Middle Level/Secondary Education	1
_____ EDSC U475: Directed Teaching in Secondary School Social Studies	12
_____ EDSC U485: Middle Level and Secondary Education Issues & Trends	3

**Content Concentration**

_____ HIST U102: World History II	3
_____ HIST U360: Africa to 1800 or HIST U361: Africa Since 1800 or HIST U310: African American History to 1865	3
_____ HIST U370: History of China or HIST U371: History of Japan or HIST U372: History of India	3
_____ American history (300 level or above)	3
_____ HIST U105: American History I	3
_____ HIST U106: American History II	3
_____ European History (300-level or above)	3
_____ GEOG U103: Introduction to Geography or GEOG U121: Principles of Regional Geography	3
_____ Economics U221: Principles of Macroeconomics or Economics U222: Principles of Microeconomics	3
_____ SOCY U329: Social Change; or SOCY U330: Social Inequality; or SOCY U333: Race and Ethnic Relations or SOCY 337: Gender and Society	3
_____ POLI U101	3
_____ Psychology or Sociology elective	3
_____ History U500: Senior Seminar	3

**Total Hours Required** **126**

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: Teacher Education**  
*Student Worksheet*

**General Education Requirements**

<b>I. Communication</b>	<b>9</b>
_____ ENGL U101 and ENGL U102	
_____ SPCH U201	
<b>II. Mathematics and Logic</b>	<b>6</b>
_____ MATH U120	
_____ MATH U102	
<b>III. Information Technology</b>	<b>3</b>
_____ CSCI U138	
<b>IV. Natural Sciences</b>	<b>7-8</b>
_____ BIOL U110/L	
_____ ASTR U111/L; BIOL U206, U240, U242/L, U270; CHEM U101/L, U106, U106L, U109/L, U111/L, U112/L; GEOG U201; GEOL U101/L, U102/L, U103/L, U104, U120, U121, U123/L, U131; PHYS U101/L, U201/L, U202/L, U211/L, U212/L	
<b>V. Arts and Humanities</b>	<b>6</b>
<i>One course selected from:</i>	
_____ AFAM U204; ARTH U101, U105, U106; MUSC U110, U140; THEA U161, U170	
<i>One course from the following (no more than 3 credit hours from a specific discipline)</i>	
_____ AFAM U204; AMST U101, U102; ARTH U101, U105, U106; ENGL U250, U252, U275, U279, U280, U283, U289, U290, U291; MUSC U110, U140; PHIL U102, U211; RELG U103, THEA U161, U170	
<b>VI. Foreign Language/Culture</b>	<b>3</b>
_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
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).	
<b>VII. History</b>	<b>3</b>
_____ HIST U101, U102, U105, or U106	
<b>VIII. Social and Behavioral Sciences</b>	<b>6</b>
_____ PSYC U101	
_____ One course from the following: AFAM U201; ANTH U102; ECON U221, U222; GEOG U101, U103; POLI U101, U200, U320; SOCY U101; WGST U101	

**Professional Education**

_____ EDFO U200: Teacher Ed. Colloq.	0
_____ EDCI U300: Resources and Technology in Teaching	3
_____ EDFO U210: Found. of Education	3
_____ EDFO U333: Educational Development of the Lifelong Learner or PSYC U302: Developmental Psychology	3
_____ EDPH U460: Issues and Trends in Physical Education	3
_____ EDPH U312: Teaching Secondary Physical Education	4
_____ EDRE U418: Reading in Secondary Schools	3
_____ EDPH U405: Teaching Elementary Physical Education	4
_____ EDPH U462: Physical Education for the Exceptional Child	3
_____ EDPH U479: Directed Teaching in Physical Education	12

**Content Concentration**

_____ EDHL U170: First Aid	1
_____ EDHL U221: Lifelong Health and Wellness	3
_____ EDHL U334: The School Health Program	3
_____ EDPH U175: Teaching Team Activ. or EDPH U180: Swimming	1
_____ EDPH U200: Found. of Phys. Ed.	3
_____ EDPH U235: Dance and Gymnastics	3
_____ EDPH U301: Exercise Physiology	4
_____ EDPH U302: Biomechanics	3
_____ EDPH U304: Motor Learning	3
_____ EDPH U320: Team Sports I	3
_____ EDPH U415: Individual Sports	3
_____ EDPH U420: Team Sports II	3
_____ EDPH U445: Measurement and Evaluation	3
_____ EDPH U453: Organization and Administration of Physical Ed.	3

**Support Course**

_____ BIOL U232: Human Anatomy	4
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**Total Hours Required 124-125**

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

#### General Education Requirements

<b>I. Communication</b> <span style="float: right;">9</span> _____ ENGL U101 and ENGL U102 _____ _____ SPCH U201	<b>II. Mathematics and Logic</b> <span style="float: right;">6</span> _____ MATH U120 _____ MATH U102	<b>III. Information Technology</b> <span style="float: right;">3</span> _____ CSCI U138	<b>IV. Natural Sciences</b> <span style="float: right;">8</span> _____ BIOL U110/L or BIOL U101/L _____ CHEM U109/L or CHEM U111/L	<b>V. Arts and Humanities</b> <span style="float: right;">6</span> <i>One course selected from:</i> _____ AFAM U204; ARTH U101, U105, U106; _____ MUSC U110, U140; THEA U161, U170  <i>One course from the following (no more than 3 credit hours from a specific discipline)</i> _____ AFAM U204; AMST U101, 102; ARTH U101, U105, U106; ENGL U250, U252, U275, U279, U280, U283, U289, U290, U291; MUSC U110, U140; PHIL U102, U211; RELG U103, THEA U161, U170	<b>VI. Foreign Language/Culture</b> <span style="float: right;">3</span> _____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102  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).	<b>VII. History</b> <span style="float: right;">3</span> _____ HIST U101, U102, U105, or U106	<b>VIII. Social and Behavioral Sciences</b> <span style="float: right;">6</span> _____ PSYC U101 _____ One course from the following: _____ AFAM U201; ANTH U102; ECON U221, U222; GEOG U101, U103; POLI U101, U200, U320; SOCY U101; WGST U101
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#### Major Requirements<sup>1</sup>

_____ EDPH U120: Conditioning	1
_____ EDPH U128: Aerobics	1
_____ or EDPH U180: Swimming	
_____ or EDPH U280: Swimming/Water Safety	
_____ EDPH U301: Exercise Physiology	4
_____ EDPH U302: Biomechanics	3
_____ EDPH U320: Team Sports I	3

_____ EDPH U390: Field Experience	3
_____ EDPH U415: Individual/Dual Sports	3
_____ EDPH U455: Fitness Assess. & Prescrip.	4
_____ EDPH U457: Ess. Strength & Conditioning	3
_____ EDPH U459: Sport Nutrition	3
_____ EDPH U480: Internship	6
_____ EDPH U485: Senior Seminar	1

#### Supporting Courses

_____ EDPH U270: Intro to Athletic Training	3
_____ EDHL U170: First Aid	1
_____ EDHL U221: Lifelong Health & Wellness	3
_____ BIOL U232: Human Anatomy	4
_____ BIOL U242: Human Physiology	4

#### Minor Option<sup>1,2,3</sup>

18-24

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OR

#### Cognate Option<sup>1,4</sup>

12

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Electives<sup>5</sup>

2-14

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Total Hours Required

**120**

<sup>1</sup>A minimum grade of C is required in all coursework.

<sup>2</sup>Approved minors include: Biology, Business Administration, Chemistry, Sociology, or Psychology.

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

<sup>4</sup>Cognates must be approved by the program coordinator in advance of their implementation.

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

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



## Minor in Sport Strength and Conditioning<sup>1,2,3</sup> *Student Worksheet*

_____ BIOL U232: Human Anatomy	4
_____ EDPH U120: Strength and Conditioning Techniques	1
_____ EDPH U301: Exercise Physiology	4
_____ EDPH U302: Biomechanics	3
_____ EDPH U390: Field Experience	3
_____ EDPH U457: Essentials of Strength and Conditioning	3
_____ EDPH U459: Sport Nutrition	3

Register for CSCS<sup>4</sup> Certification Exam

\_\_\_\_\_ (verify with P.E. department)

\_\_\_\_\_ **Total Hours Required** **21**

<sup>1</sup>Completion of the minor does NOT guarantee certification.

<sup>2</sup>Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.

<sup>3</sup>Minimum grade of C is required for all coursework.

<sup>4</sup>Certified Strength and Conditioning Specialist exam offered by the National Strength and Conditioning Association.

# Bachelor of Science in Special Education

## Major in Learning Disabilities

### Student Worksheet

#### General Education Requirements

<b>I.</b>	<b>Communication</b>	<b>9</b>
	_____ ENGL U101 and ENGL U102	
	_____ SPCH U201	
<b>II.</b>	<b>Mathematics and Logic</b>	<b>6</b>
	_____ MATH U121	
	_____ MATH U231	
<b>III.</b>	<b>Information Technology</b>	<b>3</b>
	_____ CSCI U138	
<b>IV.</b>	<b>Natural Sciences</b>	<b>8</b>
	_____ BIOL U110/L	
	_____ PHYS U101/L; CHEM U101/L, U106, U106L, U109/L	
<b>V.</b>	<b>Arts and Humanities</b>	<b>6</b>
	_____ ARTH U101, U105, U106; MUSC U110; or THEA U161	
	_____ PHIL U102, U211; AMST U101, U102; RELG U103; ENGL U250, U252, U275, U279, U280, U283, U289, U290, U291	
<b>VI.</b>	<b>Foreign Language/Culture</b>	<b>3</b>
	_____ CHIN U102; FREN U102; GERM U102; or SPAN U102; ASLG U102	
	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).	
<b>VII.</b>	<b>History</b>	<b>3</b>
	_____ HIST U101 or U102	
<b>VIII.</b>	<b>Social and Behavioral Sciences</b>	<b>6</b>
	_____ PSYC U101	
	_____ POLI U101	

#### Professional Education

_____	EDFO U200: Teacher Ed. Colloquium	0
_____	EDFO U210: Foundations of Edu.	3
_____	EDFO U341: Introduction to Exceptional Learners/Special Edu.	3
_____	SELD U410: Methods of Teaching Students with LD	3
_____	SELD U412: Characteristics of Students with LD	3
_____	SELD U411: Practicum in Learning Disabilities I	1
_____	EDCI U300: Resources and Technology in Teaching	3
_____	SELD U414: Individualized Curriculum Students with Disabilities	3
_____	SELD U415: Reading Disorders and Reading Methods	3

_____	EDRE U442: Literacy I: Learning to Read and Write	3
_____	EDRE U443: Literacy II: Reading and Writing to Learn	3
_____	SELD U440: Practicum in the Instruct. of Students with Disabilities	2
_____	SELD U445: Language Disorders and Language Arts Methods	2
_____	SELD U425: Practicum in Reading and Language	1
_____	SELD U446: Math Disabilities and Math Methods	3
_____	SELD U449: Issues and Trends in Exceptionalities	3
_____	SELD U483: Assessment of Students with Disabilities	3
_____	SELD U485: Behavior Management in Special Education	1
_____	EDFO U483: Organization and Managemt. of the Diverse Classroom	3
_____	SELD U470: Directed Teaching of Learners with Learning Disabilities	12

#### Concentration

_____	PSYC U302: Developmental Psychology	9
The remaining 6 hours must be from the follow- ing courses: PSYC U303; PSYC U304; PSYC U305; PSYC U307; PSYC U310; PSYC U351; CHAD U301; EDEL 448 <sup>1</sup> or 447 <sup>1</sup>		
_____	_____	
_____	_____	

#### Supporting Courses

_____	ENGL U484: Children's Literature or ENGL U485: Adolescent Literature	3
_____	MATH U232: Basic Concepts of Elementary Mathematics II	3
_____	MATH U233: Geometry and Measurement	3
_____	One additional arts and humanities course not repeating the discipline selected from the general education requirement: ARTH U101, U105, or U106; MUSC U110; THEA U161	3

**Total Hours Required** **123**

<sup>1</sup>Required for add-on Elementary Education certification.

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