REPORT: COMMITTEE ON CURRICULA AND COURSES

(For consideration by the Faculty Senate at its December 4, 2002 meeting.)

The Committee requests that any department which has a proposal being recommended by the Committee on Curricula and Courses provide a spokesperson to attend the Faculty Senate meeting in which said proposal is to be recommended. Please contact Gary Blanpied (Physics & Astronomy) in advance if errors are noted, either by phone: 777-2599 or e-mail: blanpied@mail.psc.sc.edu

I. COLLEGE OF EDUCATION

A. Change in curriculum, College of Education:

Undergraduate Bulletin Changes

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<tr>
<td><strong>Overview</strong></td>
<td>The College of Education, in cooperation with other colleges and departments, offers degrees for initial teacher certification.</td>
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<td><strong>Teacher Preparation Programs</strong></td>
<td>Teacher preparation programs are available in the areas of early childhood, elementary, and secondary education and in the K-12 programs of art, music, physical education, health education, and special education.</td>
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**Overview**

The College of Education, in cooperation with other colleges and departments, offers education programs that are systematically designed and continually assessed in relation to their success in developing Professional Educators as Leaders including educators’ commitment to integrity, intellectual spirit, justice, and stewardship of schools. (Information regarding all programs in the College of Education is available in the Office of Student Affairs, College of Education, Wardlaw 113. The MAT and MT Programs for Secondary Education are described in the Graduate Studies Bulletin.)

**Teacher Preparation Programs**

Teacher preparation programs are available in the areas of early childhood, elementary, middle level, and secondary education and in the K-12 areas of art, music, physical education, health education, and special education. Each program supports prospective teachers in developing both in-depth content knowledge and appropriate knowledge, skills, and dispositions of teaching required in today’s classrooms. Extensive clinical experiences in a variety of appropriate
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<th>Early Childhood and Elementary Education</th>
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<td>Students who seek teacher certification in early childhood or elementary education may select any undergraduate degree program at the University as long as they are able to incorporate appropriate course selections and the education minor (see below). Students then complete a fifth-year Master of Arts in Teaching degree. The fifth-year program begins the summer after graduation from the undergraduate degree program.</td>
<td>Undergraduate programs are offered in the areas of art, music, and physical education. Students who wish to become art teachers pursue an undergraduate degree in art education (College of Liberal Arts); those who wish to become music teachers pursue an undergraduate degree in music education (School of Music); and those wishing to become physical education teachers pursue an undergraduate degree in physical education (College of Education). These programs are designed to offer prospective teachers intensive academic study in the subject area in combination with professional training for teaching grades K-12. To receive a recommendation for professional certification, students must complete the baccalaureate degree and the professional program in education* (College of Education).</td>
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<tr>
<td>Early Childhood, Elementary, and Middle Level Teacher Education</td>
<td>Undergraduate/Graduate Programs</td>
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<td>Students seeking teacher certification in early childhood, elementary, or middle level education pursue an undergraduate degree in the College of Education in the area of choice. Certification levels for students graduating after September 2005 are Early Childhood (preK-grade 3), Elementary (grades 2-6), and Middle Level (grades 5-8).</td>
<td>Five-year undergraduate/graduate teacher</td>
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<td>Undergraduate Programs</td>
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preparation programs are offered in the areas of early childhood education, elementary education, and the following areas of secondary education: English, French, Latin, mathematics, science, social studies, and Spanish. (See the Graduate Studies Bulletin for information on the five-year program for school library media specialists).

To receive a recommendation for teacher certification, students must complete both the baccalaureate degree and the master’s degree. Students are not admitted to the master's degree program solely by reason of their completion of the undergraduate degree. Students must apply for and be admitted to the graduate program.*

Secondary Education

Students who seek teacher certification in secondary education must pursue undergraduate degree programs in the subject area they wish to teach. Students should consult an advisor in the appropriate college for information on course work required for teacher certification, which will include both subject-area and education courses. Students then complete a fifth-year Master of Teaching degree, which typically begins the summer after completion of the undergraduate degree. Students are not admitted to the master's degree program solely by reason of their completion of the undergraduate degree. Students must apply for and be admitted to the graduate program.

To receive a recommendation for teacher certification, students must complete both the baccalaureate degree and the master’s degree and meet other requirements (see Certification).

Note: This information was incorporated above before the paragraph on recommendation for certification

Education Cognate and Minor

Fifth-Year Core Courses. Students who wish to pursue initial teacher preparation through one of the fifth-year programs will complete the following undergraduate core courses (12 credit hours) in education. Some community placements may require FBI and SLED checks and fees for same.
EDUC 300, 400, 401, 401P, 402, 402P

Fifth-Year Core Courses. Students who wish to pursue initial teacher preparation through a fifth-year program will complete the following undergraduate core courses (12 credit hours) in education. Some community placements may require FBI and SLED checks and fees for same.
EDUC 300, 400, 401, 401P, 402, 402P
K-12 Programs--Core Courses. Students enrolled in K–12 undergraduate initial teacher preparation programs will complete core courses as follows:

Art and Music: EDUC 300, 401, and 402
Physical Education: EDUC 300 and 401

Specialized Education Minors. In addition to the 12-hour core, students who wish to complete a minor and/or pursue certification in the following areas must complete six hours of specialized course work. Students who wish to obtain a minor must contact their undergraduate dean’s office for prior approval.

Early Childhood: Select two from EDEC 250, 540 and 610
Elementary: EDEL 505, 505P, 506, and 506p
Secondary French: EDSE 575 and EDRD 518
Secondary Latin: EDSE 575 and EDRD 518
Secondary Spanish: EDSE 575 and EDRD 518

General Education Minor. Students who wish to include an education minor other than those previously listed may complete the 12 hours of core courses listed above and select six hours from the following:
ANTH 557; ARTE 520, 530; CLIS 523, 525, 527, 529; CRJU 552; EDCE 510, 600, 601; EDEX 523, 531; EDPY 335; MUED 454, 465, 466; PEDU 575; PSYC 510, 520, 521, 528; SOCY 524; THSP 526

Students must contact their undergraduate dean’s office for prior approval.

K-12 Programs--Core Courses. Students enrolled in K–12 undergraduate initial teacher preparation programs will complete core courses as follows:

Art and Music: EDUC 300, 401, and 402
Physical Education: EDUC 300 and 401

Specialized Education Minors. In addition to the 12-hour core, students who wish to complete a minor in the following areas must complete six hours of specialized course work. A minor is required to be eligible for the fifth-year certification programs in Secondary French, Latin, and Spanish. Students who wish to obtain a minor must contact their undergraduate dean’s office for prior approval.

Early Childhood: Select two from EDEC 250, 540 and 610
Secondary French: EDSE 575 and EDRD 518
Secondary Latin: EDSE 575 and EDRD 518
Secondary Spanish: EDSE 575 and EDRD 518

General Education Minor. Students who wish to include an education minor other than those previously listed may complete the 12 hours of core courses listed above and select six hours from the following:
ANTH 557; ARTE 520, 530; CLIS 523, 525, 527, 529; CRJU 552; EDCE 510, 600, 601; EDEX 540, 610; EDEL 505; EDEX 523, 531; EDPY 335; MUED 454, 465, 466; PEDU 575; PSYC 510, 520, 521, 528; SOCY 524; THEA 526; EDEC 250 or 610; EDEL 505/505P.

Students must contact their undergraduate dean’s office for prior approval.

Certification: In the teacher preparation programs (Early Childhood, Elementary, or Middle Level Education), the degree requirements and certification requirements are linked. Inasmuch as certification requirements are the responsibility of the State Board of Education, if state regulations change, degree requirements are also subject to change. All students seeking a recommendation for certification must:

1. successfully complete the
requirements of the degree program;

2. achieve test scores at or above the level established by the state on the program appropriate exams (Praxis II series);

3. Submit scores earned on the Praxis to the Office of Student Affairs, Wardlaw 113, USC, and to the South Carolina Department of Education;

4. submit to an FBI check for prior felony convictions;

5. pay all certification fees as required;

6. successfully complete ADEPT requirements with a positive recommendation for certification.

B. Change in Admission, Progression and Exit Requirements:
   Early Childhood, Elementary and Middle Level Education

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<td>Admission, Progression and Exit Requirements: Early Childhood, Elementary and Middle Level Education</td>
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**Entrance Requirements**

New freshmen who meet University admissions standards are eligible for admission to early childhood, elementary or middle level degree programs offered by the College of Education. A student who wishes to enter the College of Education from another college on the Columbia campus must be in good standing and have a cumulative GPA of 2.0 or higher if they have completed less than 30 semester hours of credit or a GPA of 2.25 if they have 30 semester hours or more.

A student who wishes to enter the College of Education from another USC campus or a regionally accredited college or university outside the USC System must meet the above requirements and the applicable admission standards of the University. Students may not transfer credit for any course that carries a grade lower than C.

**Progression Requirements**

To remain in either the early childhood, elementary, or middle level degree program offered by the College of Education, a student must make satisfactory academic progress toward the degree. A student who fails to make satisfactory progress may be placed on academic probation or be removed from the College. In addition, all students in the College are subject
to the regulations on probation, suspension, and readmission in the USC Undergraduate Studies Bulletin entitled "Academic Standing."

**Professional Program**

Admission to the Professional Program in Early Childhood, Elementary, or Middle Level Education is granted by the Dean of the College of Education and constitutes the first “midpoint” review in each respective assessment system. Professional Program and Internship admission requirements can be found in the description of each program area.

**Exit Requirements**

1. Successfully meet all degree requirements.
2. Complete and submit an application for graduation to the College of Education Office of Student Affairs early in the last semester of the senior year. Students should consult the official University calendar for the specific date that the application is due.

**C. Early Childhood Education**

**Early Childhood Education**

The Department of Instruction and Teacher Education offers a program leading to a B.A. degree in early childhood education. Students successfully completing all certification requirements are eligible to apply for a professional credential to teach pre-school through grade three.

**The Early Childhood Education Professional Program**

Upon completion of 60 semester hours of course work, including courses specified by the Program Area, the candidate may apply for admission to the Professional Program in Early Childhood Education.

For admission to the Professional Program the candidate must

1. Successfully complete the Praxis I examination.
2. Achieve a GPA of 2.50 or higher.
3. Achieve a GPA of 3.0 or higher and no grade lower than C on education courses and field experiences.
4. Earn a grade of C or better in specific course work as required by the program area.
5. Successfully complete the criminal background check that is required by the College of Education.
6. Provide a written endorsement for admission from an instructor in Education.
7. Provide a written endorsement from an educator outside the University of South Carolina who has worked with the candidate in a practicum setting attesting to the candidate’s character and dispositions.
8. Submit a satisfactory professional portfolio including a “kidwatching” project and an essay addressing the dispositions (stewardship, intellectual spirit, integrity, and justice) of the College of Education Conceptual Framework in the context of Early Childhood Education.

**The Early Childhood Internship Admission Requirements**
For admission to the internship semesters the candidate must:

1. Be admitted to the Professional Program
2. Achieve a continuing GPA of 2.50 or higher overall.
3. Achieve a GPA of 3.0 or higher in all education course work with no grade lower than C.
4. Achieve a grade of C or better in specified course work as required by the program area and completed since entry into the Professional Program.
5. Achieve a grade of B or better in EDEC and EDRD course work as specified by the program area.
6. Comply with the criminal background check and health screening requirements.

In addition to the above, for admission to Internship II (EDTE 590A, B, C) a student must have achieved a grade of B or better in course work specified by the program area.

Curriculum

College of Education
B.A. in Early Childhood Education
Total Semester Hours: 127-128 semester hours

1. General Education (43-44)

   a. Liberal Arts (21):
      • ENGL 101 and 102 (or higher level) (6)
      • HIST 111, 112, 409, or 410 (3)
      • Non-western Civilization: A course in culture other than Western European (3)
      • GEOG 210 or 121 (3)
      • Fine Arts: THEA 522 or 526 and MUSC 140 or other approved course (6)
      • Foreign Languages--students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two (2) or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC. Spanish recommended.

   b. Science and Numerical Analysis/Reasoning (13-14):
      
      Natural Sciences: (6-7)
      • A course in life sciences, BIOL 110 or BIOL 120 recommended (3-4)
      • A course in EITHER physical science,
PHYS 101/101L recommended, or earth science (GEOL 101, 103, 201 or ENVR 101/101L or ENVR 200/200L recommended. (3-4)
At least one science course must include a lab.

Numerical Analysis and Reasoning:
• MATH 122 and STAT 110 or 201 (6)
or two courses in Statistics

c. Electives (9)
Liberal Arts or Science (9)
Recommended selection:
• 6 credits in Spanish at the 200-level or above
• physical or earth science (whichever not already taken)
• GINT 201/202

2. Specialized Content Preparation (18)
• CLIS 523 or ENGL 431 (3)
• MATH 221 and 222 (6)
• PEDU 575 (3)
• ARTE 520 or 530 (3)
• ARTE 360 (3)

3. Education (66)
a. Education Core (18):
• UNIV 101: The Student and the University (3)
• EDEC 201 Inquiry into Early Childhood Education (3)
• EDUC 300 Schools in Communities (3)
• EDUC 401 Learners and the Diversity of Learning (3)
• EDUC 401P Learners and the Diversity of Learning Practicum (1)
• EDRM 423 Introduction to Classroom Assessment (2)
• EDEX 523 Introduction to Exceptional Children (3)
b. Early Childhood Core (29)
• EDEC 250 Play and Early Learning (3)
• EDEC 340 The Young Child: Development, Care, and Education (Birth-3) (3)
• EDEC 342 The Young Child: Development, Care, and Education (3-8 Years) (4)
• EDEC 447 Community of Learners in the Early Childhood Classroom (2)
• EDEC 591 Seminar on Teaching in Early Childhood (3)
• EDEC 610 Parent/Family Dynamics in Education (3)
• EDRD 345 Language and Literacy in Early Childhood Education I (3)
• EDRD 445 Language and Literacy in Early Childhood Education (4)

c. Practicum and Internship Experiences (19)
• EDEC 340P The Young Child: Development, Care, and Education (Birth-3) Practicum (1)
• EDEC 342P The Young Child: Development, Care, and Education (3-8 Years) Practicum (2)
• EDEC 443 Internship in Integrated Curriculum: Mathematics, Science, Social Studies, and Fine Arts (2)
• EDRD 446 Internship in Language and Literacy in Early Childhood Education (2)
• EDTE 570 Internship/Classroom Environments (3)
• EDTE 590A Internship/Teaching (3)
• EDTE 590B Internship/Curriculum Inquiry (3)
• EDTE 590C Internship/Professionalism (3)

D. Elementary Education

Elementary Education

The Department of Instruction and Teacher Education offers a program leading to a B.A. degree in elementary education. Students successfully completing all degree and certification requirements are eligible to apply for a professional credential to teach grades two through six.

The Elementary Education Professional Program

Upon completion of 60 semester hours of course work including courses specified by the Program Area, the candidate may apply for admission to the Professional Program in Elementary Education.

For admission to the Professional Program the candidate must:

1. Successfully complete the Praxis I Examination.
2. Achieve a GPA of 2.5 or higher.
3. Achieve a GPA of 3.0 or higher, and no grade lower than C in education courses and field experiences.
4. Earn a grade of C or better in specific course work as required by the program area.
5. Comply with criminal background check and health screening requirements.
6. Provide a written endorsement for admission from an instructor in education.
7. Provide a written endorsement from an educator outside the University of South Carolina who has worked with the candidate in a practicum setting attesting to the candidate’s professionalism and character.
8. Submit an admission essay addressing the dispositions (Stewardship, Intellectual Spirit, Integrity, and Justice) of the College of Education Conceptual Framework.
9. Submit two work samples with a narrative reflection providing evidence of the student’s knowledge and skills in the following dimensions of the College of Education Conceptual Framework: Human Growth &
Development, Standards, Cultural Influences, Self-knowledge, Technology, Relationship Building, and Communication (To be completed while enrolled in EDEL 505).

### The Elementary Education Internship Admission Requirements

For admission to the internship semesters the candidate must:
1. Be admitted to the Professional Program
2. Achieve a GPA of 2.5 or higher overall.
3. Achieve a GPA of 3.0 or higher in all education coursework.
4. Complete EDEL 505, 505P, 440, 441P, and EDRD 430, with a grade of B or better.
5. Achieve a grade of C or higher in specific coursework as required by the program area.
6. Successfully complete the health screening and the criminal background check that is required for South Carolina Teacher Certification.

In addition to the above, for admission to Internship II (EDTE 590 A, B, C), a GPA of 3.0 or higher is required in EDTE 570, EDEL 450, 460, 571.

### Curriculum

**College of Education**

**B.A. in Elementary Education**

**Total Semester Hours: 127-129 hours**

#### 1. General Education (46 hours)

**Liberal Arts** (30 hours):

- ENGL 101 and 102 (or higher level) and ENGL 282-285 or SPCH 140 (9)
- HIST 111, 112, 409, or 410 (3)
- ARTE 101 or 360, MUSC 110 or 140, or THEA 522 or 526 (3)
- GINT 101 or 201 or other approved course (3)
- ECON 221, 222, or 224 (3)
- GEOG 121, 210 (3)
- Foreign Languages—students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two (2) or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.
- Electives: Recommended areas include anthropology, African American Studies, art, English, geography, sociology, psychology, music, media arts or theater and speech. (6)

**Science and Mathematics** (16 hours)

- Natural Sciences (1 course required from each area, minimum of 10 hours, including at least one course with a laboratory science)
  - Life Science
  - BIOL 110 (4) or BIOL 120 (3)
• Physical Science
  PHYS 101/101L or ASTR 111/111A or CHEM 101 (4) or CHEM 105 (3)
• Earth Science
  GEOL 201, 101, or 103 (4) or ENVR 101/101L (3+1) or ENVR 200/200L (3+1)
• MATH 122 (3)
• STAT 110 or 201 (3)

2. Specialized Content Preparation (18 hours)
• CLIS 220 or equivalent course approved by the advisor (3)
• MATH 221 and 222 (6)
• ENGL 431 or CLIS 525 (3)
• PEDU 575 (3)
• ARTE 520 or 530 or MUED 454 (3)

3. Education (63 hours)

a. Education Core (19 hours):
  • UNIV 101 (3)
  • EDTE 201 Classroom Inquiry and Technology (3)
  • EDUC 300 Schools and Society (3)
  • EDUC 400 Learning Through Community Service (1)
  • EDUC 401, 401P Learners and Diversity of Learning (4)
  • EDRM 423 Introduction to Classroom Assessment (2)
  • EDEX 523 The Exceptional Child (3)

b. Elementary Core and Clinical Experience (25)
  • EDEL 430 Elementary Literacy Instruction I (5)
  • EDEL 440 Elementary Mathematics Instruction (3)
  • EDEL 450 Teaching Science (3)
  • EDEL 460 Teaching Social Studies (3)
  • EDEL 505 Nature and Management of the Elementary Classroom (3)
  • EDEL 506 Integrating Curriculum in Elementary Schools (3)
  • EDEL 591 Internship Seminar (3)
  • EDRD 431 Elementary Literacy Instruction and Assessment II (2)

c. Practicum and Internship Experiences (19)
  • EDEL 505P Inquiry Practicum: Roles of Elementary Teachers (1)
  • EDEL 441P Elementary Practicum (3)
  • EDTE 570 Internship in Environments for Teaching & Learning (3)
  • EDEL 571 Internship in Planning and Motivation (3)
  • EDTE 590B Internship/Teaching and Learning (3)
  • EDTE 590C Internship/Curriculum Inquiry (3)

E. Middle Level Education

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The Department of Teaching and Instruction offers a program leading to a B.A. or B.S. degree in middle level education. Students successfully completing certification requirements are eligible to apply for a professional credential to teach grades five through eight.

**The Middle Level Education Professional Program**

Upon completion of 60 semester hours of course work, including the completion of the 14 semester hour Education Core (UNIV 101, EDTE 201, EDUC 300, 400, 401, and 401P), the candidate may apply for admission to the Professional Education Program in Middle Level Education. For admission to the Professional Program the candidate must have:

1. Successful completion of Praxis I.
2. GPA of 2.5 or higher.
3. GPA of 3.0 or higher in the Education Core.
4. Successful completion of the criminal background check required by the College of Education.
5. A letter of recommendation from an instructor in the Education Core attesting to the candidate’s ability to make a positive contribution to the teaching profession.
6. A letter of recommendation from an educator outside the University of South Carolina who has worked with the candidate in a practicum setting attesting to the candidate’s character and disposition.
8. Two work samples with a narrative reflection providing evidence of the student’s knowledge and skills in the following dimensions of the College of Education Conceptual Framework: Human Growth & Development, Standards, Cultural Influences, Self-knowledge, Technology, Relationship Building, and Communication.

**The Middle Level Internship Admission Requirements**

For admission to the internship a candidate must:

1. Be admitted to the Professional Program.
2. Complete EDTE 521 and EDTE 522.
3. Complete four (4) of the six (6) courses in each of the two content areas.
4. Achieve a GPA of 3.0 or higher in all education course work.
5. Have a satisfactory personal interview with a committee of faculty from the Middle Level Program.
6. Comply with criminal background check and health screening requirements.

**Curriculum**

**B.A. or B.S. in Middle Level Education**

**Total Semester Hours: 129-135**
1. General Education (40-43 hours)

Students pursuing a B.A. degree will complete 27 hours in Liberal Arts and 14 hours in Science and Mathematics and complete concentrations in English and social studies. Students pursuing a B.S. degree will complete 24 hours in Liberal Arts and 19 hours in Science and Mathematics and complete concentrations in science and mathematics. Students completing English/mathematics, English/science, social studies/mathematics, or social studies/science concentrations can choose between pursuing a B.A. or B.S. degree.

**Liberal Arts** (24-27 hours):
- Humanities: ENGL 101, 102, HIST 111 or 112, ARTE 360, and SPCH 140 (15)
- Social Sciences—GINT 201; ECON 221, 222, or 224; and GEOG 121 (9)
- For BA students: EITHER one of the following: ENGL 283, 285, 287, 288, or 289 OR an additional history elective (3)
- Foreign Languages—students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two (2) or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.

**Science and Mathematics** (13-19 hours)
- Natural Sciences—one of the following BIOL 101 and 101L, BIOL 110, or BIOL 120 and 120L (4); and
  - For BA students: one course in EITHER physical science (chosen from the following: PHYS 101 & 101L (4), ASTR 111 & 111A (4), CHEM 102 (4), CHEM 105 (3), CHEM 111 (4), OR one course in earth science (chosen from the following: GEOL 101 (4), GEOL 103 (4), GEOL 201 (4), or ENVR 101& 101L (4). (3-4)
  - For BS students: BOTH a course in physical science AND a course in earth science (chosen from the lists above). (7-8)
- Numerical and Analytical Reasoning—6-7 hours, to be earned in one of the following ways:
  - For BA students: one of the following ways: MATH 122 or 141 plus an additional course from PHIL 110, 111, mathematics (at the next higher level excluding MATH 221 and 222), or statistics; OR STAT 110 and STAT 201. (6-7)
  - For BS students: (1) STAT 201 or higher and (2) MATH 122 or 141. (6-7)

2. Education (50 hours)

a. Education Core (14 hours):
- UNIV 101 The Student and the University (3)
- EDTE 201 Classroom Inquiry with Technology (3)
- EDUC 300 Schools in Communities (3)
- EDUC 400 Learning Through Community Service (1)
• EDUC 401 and 401P Learners and the Diversity of Learning (4)

b. Middle Level Core (18 hours)
• EDTE 521 Middle Level Teaching and Management (3)
• EDTE 522 Integrated Curriculum at the Middle Level (3)
• EDTE 470 Reading and Writing Across the Curriculum (2)
• EDEX 491 Inclusion: Co-Teaching Students with Mild Disabilities (2)
• EDRM 423 Classroom Assessment (2)
• Two Middle Grades Content Specific Methods Courses (500-level) Selected from the following four courses:
  o EDML 553 Methods and Materials for Teaching Science in the Middle Grades (3)
  o EDML 563 Methods and Materials for Teaching Social Studies in the Middle Grades (3)
  o EDML 573 Methods and Materials for Teaching English/Language Arts in the Middle Grades (3)
  o EDML 583 Methods and Materials for Teaching Mathematics in the Middle Grades (3)

c. Clinical Experience (18 hours)
• EDML 598 Internship A (3),
• EDML 599 Internship B (12)
• EDSE 584 Middle and High School Internship Seminar (3)

3. Elective (3 hours)

4. Content Area Specializations (36-41 hours)

   Specialization in TWO different content areas chosen from English, Mathematics, Science, or Social Studies is required.

   a. Specialization A (18-23 hours) to be completed with courses listed below and approved by College of Education advisor in English, Mathematics, Science, or Social Studies

   b. Specialization B (18-23 hours) to be completed with courses listed below and approved by College of Education advisor in English, Mathematics, Science, or Social Studies and different from Specialization A.

Courses for Specializations A and B

English Specialization (18 hours)
• ENGL 432 Adolescent Literature (3)
• ENGL 428 African-American Literature (3)
• ENGL 360 Creative Writing; ENGL 460 Advanced Writing; or ENGL 461 The Teaching of Writing (3)
• ENGL 450 English Grammar; or ENGL 389 The English Language (3)
• Two literature courses chosen from among:
  ENGL 380-386, 400-427, 429, 431, 435-439 (6)
Social Studies Specialization (18 hours)

- HIST 111 or 112, (whichever NOT taken as part of General Education requirement) (3)
- GEOG 561 Geographic Concepts for Teachers (3)
- ANTH 201 Panorama of Prehistory (3) or ANTH 341 Ancient Civilizations (3)
- HIST 300 The Historian’s Craft or HIST 409 The History of South Carolina 1670-1865 (3)
- GEOG 200 Introduction to Physical Geography (3) or GEOG 211 Cultural Geography (3)
- One elective approved by Middle Level Social Studies Advisor (3)

Mathematics Specialization (18-20 hours)

- MATH 172 Mathematical Modeling, or MATH 142 Calculus II (3-4)
- MATH 222 or MATH 531, Geometry (3)
- STAT 201 Elementary Statistics (if not used for General Education) (3)
- MATH 401 Conceptual History of Mathematics or MATH 241 Vector Calculus (3-4)
- Two chosen from among the following (three courses if STAT 201 was used for meeting the General Education requirement) (6-9):
  - MATH 141 (4) (if not used for general education)
  - MATH 142 (4) or MATH 241 (3) (if not used above)
  - MATH 170 Finite Mathematics, (3) or MATH 174 Discrete Mathematics for Computer Science, (3) but not both
  - MATH 511 Probability (3)
  - MATH 544 Linear Algebra (3)
  - MATH 546 Abstract Algebra (3)
  - MATH 574 Discrete Mathematics I (3)
  - MATH 580 Elementary Number Theory (3)
  - STAT 506 Introduction to Experimental Design (3)
  - STAT 515 Statistical Methods (3)

Science Specialization (18-23 hours)

- Life Science, two courses from the following (6-8):
  - BIOL 200 & 200L Plant Science (4),
  - BIOL 206 Genetics and Society (3),
  - BIOL 232 Anatomy (3),
  - BIOL 270* & 270L Environmental Biology (4).

- Physical Science, two courses from the following (6-8):
  - PHYS 201 & 201L General Physics I (4),
  - PHYS 202 & 202L General Physics II (4),
  - PHYS 153 & 153L Physics in the Visual Arts (4),
  - PHYS 155 Musical Acoustics (3),
  - CHEM 102* Fundamental Chemistry (4),
  - CHEM 105* Chemistry and Modern Man (3),
  - CHEM 111* General Chemistry (4).

- Earth Science, two courses from the following (6-7):
  - GEOL 202 Rocks and Minerals (4),
GEOL 205* Earth Resources (3),
MSCI 210 Oceans and Man (3),
GEOL 215 Coastal Environments of the Southeastern U.S. (3) (=MSCI 315)
GEOL 230 Geology of National Parks (3),
GEOL 250 Continental Drift and Ice Ages (3).

* If GEOL 103 was used to meet the General Education requirement, BIOL 270 or GEOL 205 cannot be used. Only CHEM courses NOT used to meet the General Education requirement can be used for the science specialization.

F. Department of Educational Psychology

New courses
EDFN 350 Antiracist Education. [=AFRO 350] (3) Basic concepts, issues and practices of antiracist education. Topics include individual and institutional racism, overt and covert racism, curriculum, textbooks, power relationships, teacher-student relationships, and race and class.

EDRM 423 Introduction to Classroom Assessment. (2) Development of assessments for different content areas and grade levels, and processes for making decisions based on assessment results.

EDEX 491 Introduction to Inclusion of Students with Mild Disabilities. (2) Inclusion strategies and accommodation planning for students with mild disabilities in the general education classrooms.

G. Department of Instruction and Teacher Education

New courses
EDEC 201 Inquiry into Early Childhood Education. (3) Inquiry into the roles, programs, history and culture trends in early childhood education.

EDEC 250 Play and Early Learning. (3) Theory and practice related to children’s play and early learning in family, community, and educational settings.

EDEC 340 The Young Child: Development, Care and Education (Birth to 3 Years). (3) (Coreq: EDEC 340P) Infants’ and toddlers’ development and care from an ecological perspective. Assessment of children in various settings is emphasized.

EDEC 340P The Young Child: Development, Care and Education (Birth to 3 Years) Practicum. (1) (Coreq: EDEC 340) Practicum in infants’ and toddlers’ development and care observed and assessed from an
ecological perspective. Includes service learning.

EDEC 342 The Young Child: Development, Care and Education (3-8 years). (4) (Prereq: EDEC 340; Coreq: EDEC 342P) Development of young children and its relationship to appropriate practice and curriculum with an emphasis on mathematics, science, and social studies.

EDEC 342P The Young Child: Development, Care and Education (3-8 years) Practicum. (2) (Prereq: EDEC 340; Coreq: EDEC 342) Practicum in development, assessment, and education of young children with an emphasis on mathematics, science, and social studies.

EDEC 442 Studies in Integrated Curriculum: Math, Science, Social Studies, and Fine Arts. (4) (Prereq: admission to Internship in Early Childhood Education; Coreq: EDEC 443) Pedagogy of developmentally and culturally appropriate content in mathematics, science, social studies, and fine arts for young children through grade three.

EDEC 443 Internship in Integrated Curriculum: Math, Science, Social Studies, and Fine Arts. (2) (Prereq: admission to Internship in Early Childhood Education; Coreq: EDEC 442) Internship in developmentally and culturally appropriate content and pedagogy in mathematics, science, social studies, and fine arts for young children through grade three.

EDEC 447 Community of Learners in Early Childhood Classroom. (2) Methods of building a community of learners including child guidance and group management that foster the development of self-control and learning.

EDEC 591 Seminar on Teaching in Early Childhood. (3) (Prereq: admission to Internship in Early Childhood Education; Coreq: EDTE 590A, B and (C) Exploration of the principles and theories about teaching and learning as they apply to early childhood education in the context of schools in democratic societies.

EDEL 440 Elementary Mathematics Instruction. (3) (Prereq: admission to the Professional Program; Coreq: EDEL 441P) Approaches, materials, and methods for teaching mathematics in elementary grades.

EDEL 441P Elementary School Practicum. (3) (Prereq: admission to the Professional Program; Coreq: EDRD 430, EDEL 440) Field experience requiring students to gradually assume the responsibilities of teaching in an assigned classroom under the guidance of an experienced teacher.

EDEL 450 Elementary Science Instruction. (3) (Prereq: admission to the Professional Program) Instructional approaches and methods for teaching science in elementary grades.
EDEL 460 Elementary Social Studies Instruction. (3) (Prereq: admission to the Professional Program) Instructional approaches, materials, and methods for teaching social studies in elementary grades.

EDEL 571 Internship in Planning and Motivation. (3) (Prereq: admission to the Internship in Elementary Education; Coreq: EDEL 450 and 460) Field experience that emphasizes planning lessons that actively engage students in learning.

EDEL 591 Seminar on Teaching. (3) (Prereq: admission to Internship in Elementary Education; Coreq: EDTE 590A, B, and C) Exploration of the principles and theories about teaching and learning as they apply to the field of practice in the context of schools in democratic societies.

EDML 553 Methods and Materials for Teaching Science in the Middle Grades. (3) A study of methods, techniques, and materials of instruction appropriate to science teaching in the middle school.

EDML 563 Methods and Materials for Teaching Social Studies in the Middle School. (3) A study of goals, content, methods, and materials of instruction in middle school social studies.

EDML 573 Methods and Materials for Teaching English/Language Arts in the Middle Grades. (3) Introduces goals, content, and methods of teaching language arts at the middle level.

EDML 583 Methods and Materials for Teaching Mathematics in the Middle Grades. (3) A study of methods, techniques, and materials of instruction appropriate to mathematics teaching in the middle school.

EDML 598 Internship A in the Middle School. (3) (Prereq: admission to Internship in Middle Level Program) Application of effective teaching techniques and organization of instructional settings for middle school students.

EDML 599 Internship B in the Middle School. (12) (Preq: EDML 598 (grade of B or better); Coreq: EDSE 584) Application of effective teaching techniques and organization of instructional settings for middle school students.

EDRD 345 Language and Literacy in Early Childhood Education I. (3) Introductory examination of key concepts in language and literacy theory (birth through age eight) and implications for educators.

EDRD 430 Elementary Literacy Instruction I. (5) (Prereq: admission to the BA program in Elementary Education, Children’s Literature course) Examination and implementation of the key concepts, content, goals,
and strategies in teaching reading and the language arts in the elementary school.

EDRD 431 Reading Assessment. (2) (Prereq: admission to the Professional Program) Seminar and supervised one-on-one field experience focused on reading assessment of and instruction for individual children and for groups of children.

EDRD 445 Language and Literacy in Early Childhood Education II. (4) (Prereq: admission to Internship in Early Childhood Education and EDRD 345; Coreq: EDRD 446) Examination of key concepts in early literacy and implications for early childhood educators, pre-kindergarten through third grade.

EDRD 446 Internship in Language and Literacy in Early Childhood Education. (2) (Prereq: Admission to Internship in Early Childhood Education; Coreq: EDRD 445) Internship experience through which key concepts in language and early literacy are practiced in early childhood classrooms.

EDTE 201 Classroom Inquiry with Technology. (3) Explores teaching as a data driven, reflective practice.

EDTE 470 Reading and Writing Across the Curriculum. (2-3) Designed to examine content, goals, and methods of teaching literacy in the middle school. Emphasis is upon the teaching of reading, writing, listening, speaking, media, and research across content areas.

EDTE 521 Middle Level Teaching and Management. (3) Overview of national trends in the middle school with an analysis of the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching in the middle level school.

EDTE 522 Integrated Curriculum at the Middle Level. (3) (Prereq: Upper level undergraduate students exploring middle level education) Constructing, teaching, and assessing an integrated curriculum for students in middle schools.

EDTE 570 Internship in Environments for Teaching and Learning. (3) (Prereq: admission to Professional Program in Early Childhood or Elementary Education) Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to establishing environments for teaching and learning.

EDTE 590A Internship in Curriculum and Assessment. (3) (Prereq: admission to Internship II in Early Childhood or Elementary Education; Coreq: EDTE 590B and C) Internship for practice in classrooms appropriate
to the level of certification sought (early childhood or elementary) related to curriculum design and assessment.

EDTE 590B  Internship in Teaching. (3) (Prereq: admission to Internship II in Early Childhood or Elementary Education; Coreq: EDTE 590A and C) Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to interactive teaching.

EDTE 590C  Internship in Professional Roles. (3) (Prereq: admission to Internship II in Early Childhood or Elementary Education; Coreq: EDTE 590A and B) Internship for practice in classrooms appropriate to the level of certification sought (early childhood or elementary) related to professional roles.

**Change in number, title and description**

From:  EDSE 784  Middle and High School Student Teaching Seminar. (3) (Coreq: Internship B) Classroom management, discipline, legal responsibilities, multicultural perspectives, needs of expectional children, and research.

To:  EDSE 584  Middle and High School Internship Seminar. (3) (Coreq: Internship B) Classroom management, service learning, legal/professional responsibilities, multicultural perspectives and needs of exceptional children.

**Change in title and description**

From:  EDCE 610  Family Life Education: A Developmental Perspective. (3) Service-learning, experiences addressing principles, practices, and content of family life curriculum as it relates to young children’s learning.

To:  EDEC 610  Parent/Family Dynamics in Early Childhood Education. (3) Principles, practices, and content of family dynamics, including practicum/service learning.

**Change in title, hours, and prerequisite**

From:  EDEL 505  Nature of Elementary Classrooms. (2)

To:  EDEL 505  Nature and Management of Elementary Classrooms. (3) (Prereq: EDUC 402/402P, EDTE 201; Coreq: EDEL 505P)

**Change in title, hours, prerequisite and description**

From:  EDEL 506  Strategies for Reflecting Teaching in Elementary Schools. (2) Examining and practicing a variety of teaching strategies appropriate for elementary school settings.

To:  EDEL 506  Integrated Curriculum in Elementary Schools. (3) (Prereq: admission to Internship Elementary Education; Coreq: EDEL 450, 460, 571, and EDTE 570) Examining and practicing a variety of approaches that connect the content of different elementary school subjects.
II. COLLEGE OF ENGINEERING AND INFORMATION TECHNOLOGY

A. Department of Electrical Engineering

New courses
ELCT 521 Introduction to Microwaves. (3) (Prereq: ELCT 361 or PHYS 504) Introduction to plane electromagnetic wave propagation, transmission lines, transmission line equations, input impedance, waveguides and cavities, antennas and antenna arrays, microwave modeling. Restricted to graduate students and senior undergraduate students.

ELCT 530 Industrial Controls. (3) (Prereq: ELCT 331) The embedded electronics and software used in data acquisition, and process and instrument control in an industrial or manufacturing environment.

ELCT 540 Nanotechnology. (3) Focus on materials and systems whose structures and components exhibit novel and significantly improved physical, chemical, and biological properties, phenomena, and processes due to their nanoscale size.

ELCT 562 Wireless Communications (3) (Prereq: ELCT 361, 332) Second and third generation wireless networks, wireless local area network (WLANs), Bluetooth, cellular concepts, mobile radio propagation, modulation techniques, multiple access techniques, wireless networking, wireless systems and standards. Restricted to graduate students and senior undergraduate students

ELCT 564 RF Circuit Design for Wireless Communications. (3) (Prereq: ELCT 361) RF design fundamentals, lumped elements, transmission line theory, transmission lines and waveguides, S-parameters, impedance matching, microwave resonators.

Change in number and prerequisite
From: ELCT 576 Semiconductor Laboratory. (3)
To: ELCT 582 Semiconductor Laboratory. (3) (Prereq: ELCT 363)

Change in title, number, prerequisite and description
From: ELCT 574 Semiconductor Electronic Devices. (3) Semiconductor device behavior and design for use in integrated circuits, discrete components, and modules.
To: ELCT 581 Physics of Semiconductor Devices (3) (Prereq: ELCT 363) Physics and characteristics of semiconductor junction and Schottky diodes, field-effect transistors, including JFETs, MESFETs and MOSFETs, bipolar junction transistors, light-emitting diodes and photodetectors.

Deletion
ELCT 566 Introduction to Optoelectronics Devices. (3)
III. COLLEGE OF LIBERAL ARTS

A. African American Studies Program

**New course**
AFRO 350  Antiracist Education. [=EDFN 350] (3) Basic concepts, issues and practices of antiracist education. Topics include individual and institutional racism, overt and covert racism, curriculum, textbooks, power relationships, teacher-student relationships, and race and class.

B. Department of Philosophy

**New course**
PHIL 321  Engineering Ethics. (3) An investigation of ethical issues in engineering and engineering related technology. Topics include whistleblowing, employee/employer relations, environmental problems, problems related to advances in information technology, and privacy.

C. Department of Sociology

**New course**
SOCY 540  Sociology of Law. (3) (Prereq: 300-level sociology course, or permission of the instructor) Review of theoretical and empirical developments in the sociology of law; including classical and modern sociological theories of law, and selected sociological themes of law in various social settings.

IV. EXPERIMENTAL COURSES

A. College of Mass Communications and Information Studies

JOUR 571X  Faith, Values and the Mass Media. (3) (Upper division of consent of instructor) Faith and values influence the media. An examination of that influence, why it happens, and of religious diversity and the increased public presence of religions including Hinduism and Islam.

B. SCHOOL OF MUSIC

MUSC 582 X  The Alexander Technique II. (3) Advanced training in performance practice and teaching for musicians using The Alexander Technique.