

### PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: University of South Carolina Upstate

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

In response to the State Board of Education approval of the policy revision in December 2017 allowing EPPs the option of offering middle level programs with one concentration area, USC Upstate would like to make a curriculum change to our current middle level program, shifting to a single concentration area (English Language Arts, Mathematics, Science, or Social Studies) with a cognate.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelor of Arts in Education – Middle Level Education

Concentrations (choose two – 30 total credit hours):

English Language Arts

Mathematics

Science

Social Studies

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelor of Arts in Education – Middle Level Education

Concentrations (choose one – 21 credit hours):

English Language Arts

Mathematics

Science

Social Studies

Cognate (Choose 12 credit hours in a different content area)

Program Designation:

Associate's Degree

Master's Degree

Bachelor's Degree: 4 Year

Specialist

Bachelor's Degree: 5 Year  
Ph.D. and DMA)

Doctoral Degree: Research/Scholarship (e.g.,

Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

Proposed Date of Implementation: Fall 2019

CIP Code: 131203

Current delivery site(s) and modes: USC Upstate Spartanburg Campus, In-person and hybrid

Proposed delivery site(s) and modes: USC Upstate Spartanburg Campus, In-person and hybrid

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval: Institutional Approval for modifications approved 11/2/18

## **Background Information**

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The Department of Education at USC Upstate is continuously striving to meet the needs of our teacher candidates, area schools, and PK-12 students. USC Upstate's institutional mission and strategic plan is focused on meeting the needs of our region. Using historical data and information from focus groups, which are held annually to gather data to maintain our CAEP Accreditation, data indicate that the majority of the teacher candidates in the Middle Level program were primarily interested in teaching in only one content area; perhaps more importantly, program completers are hired and employed by most schools in the region for a single content area. Principals have noted that having two certification areas is a plus, but ultimately the teachers teach in one of the two areas. Furthermore, although students are required to pursue two content areas now and take the Praxis II exam in both areas, some choose not to prepare for a content area so they will not be required to teach in that area in the future. The majority of middle schools in the region are assigning their teachers to teach in one content area.

The proposed program modification will allow middle level teacher candidates to focus more in-depth on one content area, providing a depth of knowledge in a single content area not possible under the current program structure. The proposed cognate will also provide candidates an opportunity to learn more about a different content area of interest. The teacher candidate will be required to complete 21 credit hours in one of the following content areas: English Language Arts, Mathematics, Science, or Social Studies (previous requirements were 15 credit hours). Teacher candidates will also be required to take 12 additional credit hours in a different content area, which is designated as their cognate. The cognate courses serve two purposes: 1) further developing teacher candidates' understanding of a separate content area, which opens the opportunity for interdisciplinary connections, and 2) giving the foundation to fulfill a second content area add-on certification area if they choose to do so at a later date. This program modification is more in line with teacher candidates' interests and current area middle school needs.

We believe this curricular change also may attract more students to middle school as an area of study; currently, students who may want to work in grades 5-8 but only in a single content area may pursue secondary certification and then add-on middle level at a later date or simply major in the content area only and pursue alternative certification at a later date. This would provide a path for students who would like to work in middle schools in a single content area and provide them deeper foundational knowledge in that content area.

## **Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

The looming teacher shortage is well documented; according to CERRA's 2017-2018 Supply and Demand report, there were substantial increases in vacant teaching positions in middle level English language arts and social studies from the previous year. This is simply the start of a larger trend: The May 2016 Teacher Supply Study (Garrett & Von Nessen) indicates enrollments in South Carolina middle schools will continue to rise over the next decade.

Meanwhile, we have a shortage of qualified teachers to serve students; in 2015-2016, 42% of first-year teachers in the PACE program were hired to teach at the middle level (Garrett & Von Nessen). By 2027-28, there are projected teacher shortages in math (527 teachers), science (774 teachers), and social studies (650 teachers); although these may not all be middle school positions, current trends would lead to at least half of these vacant positions being in middle schools. The need for middle school teachers is high and ensuring these teachers are highly qualified and well prepared for the positions they are entering in schools is critical to meeting the needs of our state and region. Given most middle schools are hiring teachers for a single content area, providing those teachers with greater depth in their content will better serve our state's K-12 students.

Our Praxis II content scores also indicate that change is needed; pass rates on our middle level exams (for first time exam takers) are not where we would like them to be. The table below shows pass rates, by academic year, for first-time test takers:

Test Name	Testing Year: SEP-2016 TO AUG-2017			Testing Year: SEP- 2017 TO AUG-2018		
	Total N	# Pass	% Pass	Total N	# Pass	% Pass
5047 Middle School English Language Arts	7	5	71.43	3	*	*
5089 Middle School Social Studies (computer)	8	4	50	7	4	57.14
5169 Middle School Mathematics	13	8	61.54	4	*	*
5440 Middle School Science	12	9	75	5	3	60
Middle School Mathematics (5169/0169)	13	8	61.54	4	*	*
Middle School Science (5440/0440)	12	9	75	5	3	60
Middle School Social Studies (5089/0089)	8	4	50	7	4	57.14

Meanwhile, pass rates for the PLT were 95% in 2016-2017 and 100% in 2017-2018. Giving students the opportunity to focus on a single content area will give them the chance to be more successful on their first attempt at the content area tests.

**Transfer and Articulation**

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

No special articulation agreements have been obtained or needed.

**Description of the Program**

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount

	New	Total	New	Total	New	Total
2018-2019	3	31	3	31	3	31
2019-2020	3	31	3	31	3	31
2020-2021	3	31	3	31	3	31

Explain how the enrollment projections were calculated.

Enrollment projects were made using data from freshman and transfer orientations, with declared majors, as well as historical data from the last three years.

### Curriculum

Attach a curriculum sheet identifying the courses required for the program.

#### Curriculum Changes

##### English Language Arts

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
	ENGL U318: Writing in Digital Environments	
	ENGL U473: Teaching of Writing	

##### Mathematics

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
	MATH U315: Statistical Methods	
	Upper-level MATH/STAT course	

##### Social Studies

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
	ANTH U102: Understanding Other Cultures or GLST U301: Global Cultures and Identities	
	Non-Western History (Above U300)	

**Science**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>	<b>Core Courses Modified</b>
	BIOL U206: Genetics and Society	
	CHEM U106: Chemistry and Society	

**New Courses**

List and provide course descriptions for new courses.

All courses listed are currently offered regularly at USC Upstate and are not considered new courses at the university.

ENGL U318. Writing in Digital Environments (3) Using and evaluating a variety of digital tools to research, draft, revise, edit, and publish texts in diverse media.

ENGL U473. The Teaching of Writing (3) Theory and methods of teaching composition and extensive research and practice in various kinds of writing expected of high school and college students.

MATH U315. Statistical Methods I (3) Review of descriptive statistics, testing statistical hypothesis, introduction to correlation, regression and linear regression models, model building, variable selection and model diagnostics.

ANTH U102. Understanding Other Cultures (3) Introduction to the concepts, methods and data of sociocultural anthropology and anthropo-logical linguistics.

BIOL U206. Genetics and Society (3) Fundamentals of genetics, with an emphasis on human genetics; relevance of recent advances and concerns in contemporary society related to genetic technology.

CHEM U106. Chemistry and Society (3) General chemical fundamentals and how these principles apply to societal issues such as the environment, genetics and health. Recurring themes include critical evaluation of information from the media and the web, consideration of the risks and benefits of recent scientific advances for society.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Middle School Education	128 - 132	Bob Jones University	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Students have to choose Math/Science or Social Studies/Language Arts
Middle Grades Education (BS)	125	Charleston Southern	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations
Middle Level Education (BS)	126 - 128	Clafin University	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations
Middle Level Education (BA)	120 - 125	Coastal Carolina University	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations
Middle Grades Education (BS)	132	College of Charleston	Fulfills the degree requirement for Middle Level certification.	Any combination of two content concentrations

			Has a professional program course block with content specific methods courses.	
Middle Level Education (BA)	129	Francis Marion University	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations
Middle Level Education (BS)	N/A	Newberry College	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations
Middle Level Education (BS)	124-127	Presbyterian College	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations
Middle Level Education (BS)	143-144	South Carolina State University	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations
Middle Level Education (BA)	128 - 130	USC Aiken	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations

Middle Level Education (BA/BS)	136 - 141	USC Columbia	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Students have to choose Math/Science or Social Studies/Language Arts
Middle Level Education (BS)	124 - 134	Winthrop University	Fulfills the degree requirement for Middle Level certification. Has a professional program course block with content specific methods courses.	Any combination of two content concentrations

## Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new faculty will be need for this program modification. The modified courses are already being taught.

## Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

**Library Resources: None**

**Equipment: None**

**Facilities: None**

## Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

### Financial Support

<b>Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding						
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
<b>Total</b>						
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
<b>Total</b>						
<b>Net Total (i.e., Sources of Financing Minus</b>						

Estimated New Costs)						
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**Budget Justification**

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

N/A

**Evaluation and Assessment**

**English Language Arts**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives (concentration objectives)</b>	<b>Methods of Assessment</b>
Conduct in-depth analyses of existing middle school curriculum in the student's content area of expertise	Students know the major works, authors, and contexts of United States, British, and World literature appropriate for adolescents	Praxis II Scores
Develop depth of knowledge in the student's content area of expertise	Students understand the defining characteristics of literary genres (e.g., poetry, literary nonfiction, drama)	Course grades
Examine and analyze the intersection between content knowledge and pedagogical knowledge (pedagogical content knowledge)	Students know the defining characteristics of major subgenres	Assignments completed in students content teaching methods course
	Students understand how literal and inferential interpretations of a literary text can be supported with textual evidence	
	Students understand how a theme is developed within and across works from a wide variety of literary genres and other media	
	Students understand how literary elements contribute to the meaning of a text	
	Students understand how literal and inferential interpretations of an informational text can be	

	supported with textual evidence	
	Students understand the conventions of standard English grammar, usage, syntax, and mechanics	
	Students understand the use of print and digital reference materials to support correct language usage	
	Students know effective research practices, including evaluating the credibility of multiple print and digital sources, gathering relevant information, and citing sources accurately	
	Students understand the distinct characteristics of various types of writing	
	Students understand the characteristics of clear and coherent writing	
	Students know techniques for instructing students to participate productively in collaborative discussions	
	Students know techniques for instructing students to communicate effectively and appropriately using technological tools.	

### Mathematics

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives (concentration objectives)</b>	<b>Methods of Assessment</b>
Conduct in-depth analyses of existing middle school curriculum in the student's content area of expertise	Students understand operations and properties of the real number system	Praxis II Scores
Develop depth of knowledge in the student's content area of expertise	Students know how to use proportional relationships	Course grades

	to solve real-world problems	
Examine and analyze the intersection between content knowledge and pedagogical knowledge (pedagogical content knowledge)	Students know how to use basic concepts of number theory (e.g., divisibility, prime factorization, multiples) to solve problems	Assignments completed in students content teaching methods course
	Students know how to evaluate and manipulate algebraic expressions, equations, and formulas	
	Students know how to solve problems involving linear equations and inequalities	
	Students know how to recognize and represent simple sequences or patterns.	
	Students know how to identify, define, and evaluate functions	
	Students know how to determine and interpret the domain and the range of a function numerically, graphically, and algebraically	
	Students know how to analyze and represent functions that model given information Students know how to solve problems involving perimeter, area, surface area, and volume.	
	Students understand the concepts of similarity and congruence.	
	Students know how to interpret and analyze data presented in various forms	
	Students know how to develop, use, and evaluate probability models.	

	Students understand concepts associated with measures of central tendency and dispersion.	
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**Social Studies**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives (concentration objectives)</b>	<b>Methods of Assessment</b>
Conduct in-depth analyses of existing middle school curriculum in the student's content area of expertise	Students understand the chronological developments in United States history	Praxis II Scores
Develop depth of knowledge in the student's content area of expertise	Students can identify and explain major themes in United States history	Course grades
Examine and analyze the intersection between content knowledge and pedagogical knowledge (pedagogical content knowledge)	Students understand the chronological developments in world history	Assignments completed in students content teaching methods course
	Students can identify and explain major themes in world history	
	Students understand the origin, role, and interactions of the three branches of the federal government	
	Students understand the development and political impact of civil rights and civil liberties in the United States Students understand the major characteristics of different political systems	
	Students understand relative and absolute location and the physical and human characteristics of place	

	Students understand and interprets various types of maps.	
	Students are knowledgeable of various types of physical features on the Earth's surface	
	Students know spatial patterns of culture and economic activities	
	Students know the differences among market, command, and mixed economies	
	Students are knowledgeable of types of market structure and the characteristics and behavior of firms in perfect competition, monopoly, oligopoly, and monopolistic competition	
	Students understand gross domestic product (GDP) and its components	
	Students understand the principle of supply and demand	

### Science

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives (concentration objectives)</b>	<b>Methods of Assessment</b>
Conduct in-depth analyses of existing middle school curriculum in the student's content area of expertise	Students understand methods of scientific inquiry and how they are used in problem solving	Praxis II Scores
Develop depth of knowledge in the student's content area of expertise	Students understand the processes involved in scientific data collection and manipulation	Course grades
Examine and analyze the intersection between content knowledge and pedagogical knowledge	Students know how to interpret and draw conclusions from data presented in tables, graphs, and charts	Assignments completed in students content teaching methods course

(pedagogical content knowledge)		
	Students know the procedures for safe and correct preparation, storage, use, and disposal of laboratory materials	
	Students know safety and emergency procedures in the laboratory	
	Students know different historical developments of science and the contributions of major historical figures	
	Student know the structure and properties of matter	
	Students know relationships between energy and matter	
	Students know the structure of the atom	
	Students understand mechanics	
	Student understand electricity and magnetism	
	Students understand waves and optics	
	Students know how to use the periodic table to predict the physical and chemical properties of elements	
	Students know the types of chemical bonding and the composition of simple chemical compounds	
	Students understand states of matter and phase changes	
	Students know how to balance and use simple chemical equations	
	Students know the structure and function of cells and their organelles	
	Students understand cell reproduction	

	Students understand the fundamentals of genetics	
	Students understand the theory and key mechanisms of evolution	
	Students know the major structures and functions of plant organs and systems	
	Students know the basic anatomy and physiology of animals, including structure and function of human body systems and the major differences between humans and other animals	
	Students know key aspects of ecology	
	Students know the types and characteristics of rocks, minerals, and their formation processes.	
	Students know important events in Earth's geologic history.	
	Students know the structure and processes of Earth's oceans and other bodies of water	
	Students know meteorology and major factors that affect climate and seasons	
	Students understand the impact of science and technology on the environment and society	
	Students know major issues associated with energy production and the management of natural resources	

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

Yes

No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

**Teacher candidates will receive more instruction on their content area concentration which specifically target both skills/knowledge required for the Praxis II exams and middle level content standards.**

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

The program is currently recognized by the AMLE SPA, which does not require to concentration areas for certification. We will seek reaccreditation three years prior to our next CAEP Accreditation Visit; our next AMLE program report is due in 2020.

# Bachelor of Arts in Education, Major in Middle Level Education

## Student Worksheet

Requirement Area/ Sub Area	# credit hours	Courses	Completed
<b>I. Communication</b>			<b>9</b>
English	6	ENGL U101, U102	
Speech	3	SPCH U201, U201R	
<b>II. Mathematics, Logic &amp; Natural Sciences</b>			<b>13-15</b>
Mathematics <sup>1</sup>	6-7	One of the following: MATH U120, U121, U122, U126, U127, U141, U142, U202, U231; and either MATH U102 or PSYC U225 or SOCY U201	
Natural Sci. (w/ lab)	4	BIOL U101/L, U110/L	
Natural Science <sup>2</sup>	3-4	ASTR U111, U111/L; BIOL U120; U220/L; CHEM U101/L, U106, U106/L, U109/L, U111/L, U112/L; GEOG U201/L, U202; GEOL U101/L, U102/L, U103/L, U104, U120, U121, U123L, U131, U241; PHYS U101, U101/L, U 201/L, U202/L, U211/L, U212/L	
<b>III. Information Technology</b>			<b>3</b>
Info. Tech.	3	CSCI U138, U150; DGST U101; INFO U101; MUSC U201	
<b>IV. Fine Arts, Humanities &amp; History</b>			<b>9</b>
Fine Arts	3	ARTH U101, U105, U106; MUSC U110, U140; THEA U161, U170	
History <sup>3</sup>	3	HIST U101, U102, U105, U106	
Fine Arts, Humanities, and/or History <sup>3,4</sup>	3	AFAM U204; AMST U101, U102; ENGL U250, U252, U279, U280, U283, U289, U290, U291; FILM U240; HIST U102; PHIL U102, U211; RELG U103; THEA U161, U170; SOST U201	
<b>V. Foreign Language &amp; Culture</b>			<b>3</b>
<i>The minimum acceptable level of competency is completion of the 101 level of a language. Students who place into the 102 or higher level of a language satisfy the language requirement but will have additional hours in general education electives, if hours are required by their degree program.</i>			
Foreign Language	3	ASLG U101; CHIN U101; FREN U101; GERM U101; SPAN U101	
<b>VI. Social &amp; Behavioral Sciences</b>			<b>6</b>
Social & Behavioral Science <sup>3</sup>	6	Select any two from the following: AFAM U201; ANTH U102; ECON U221, U222; GEOG U101, U103; POLI U101; PSYC U101; SOCY U101; WGST U101	

Professional Education	<b>48</b>	
	credit hrs.	Completed
EDFO U200: Teacher Ed. Colloquium	0	
EDFO U210: Foundations of Education	3	
EDHL U221: Lifelong Health / Wellness	3	
EDFO U341: Intro to Special Education	3	
EDRE U315: Foundations of Reading	3	
EDRE U418: Lit. in Mid./Sec. Schools	3	
EDSC U333: ML/SE Adolescent Dev.	3	
EDSC U344: Managing the Mid./Sec. Classroom Environment	3	
EDSC U440: Clinical I in Mid./Sec. Ed.	2	
EDSC U441: Mid. Level Curric./Methodology	3	
<b>Middle Level Methods:</b> <i>Select from EDSC U445 (language arts), EDSC U446 (mathematics), EDSC U447 (social studies) and EDSC U448 (science) to match Concentration Area</i>	3	
EDSCU443: Mid./Sec. Ed. Assessment	2	
EDSC U450: Clinical II in Mid./Sec. Ed.	2	
EDSC U485: Senior Seminar	3	
EDSC U480: Dir. Teaching in Middle Level	12	
<b>Content Concentration</b>		<b>21</b>
English Language Arts	credit hrs.	Completed
ENGL U252	3	
American Literature (Above U200)	3	
World Literature (Above U200)	3	
ENGL U300	3	
ENGL U318	3	
ENGL U473	3	
ENGL U485	3	
Mathematics	credit hrs.	Completed
MATH U127	3	
MATH U122 or MATH U141	3-4	
MATH U174	3	
MATH U231	3	
MATH U233	3	
MATH U315	3	
Upper-level MATH/STAT	3	

<b>Social Studies</b>	<b>credit hrs.</b>	<b>Completed</b>
GEOG U103 or GEOG U121	3	
ANTH U102 or GLST U301	3	
HIST U105	3	
HIST U106	3	
HIST U322 or HIST U323	3	
European History (Above U300)	3	
Non-Western History (Above U300)	3	
<b>Science</b>	<b>credit hrs.</b>	<b>Completed</b>
GEOL U101 or GEOL U102	4	
ASTR U111/L	4	
PHYS U101/101L	4	
BIOL U206	3	
BIOL U270	3	
CHEM U106	3	
<b>Cognate<sup>5</sup></b>		<b>12</b>
<b>Course Name</b>	<b>credit hrs.</b>	<b>Completed</b>
	3	
	3	
	3	
	3	
<b>Total Hours Required</b>		<b>124-126</b>
<p><i>1 Math U102 and U126 required for students with math concentration.</i></p> <p><i>2 Science concentrations are required to take CHEM U101/L</i></p> <p><i>3 For Social Studies concentration, HIST U101 and U102, POLI U101, &amp; ECON U221/222 are required.</i></p> <p><i>4 English concentrations are required to take an ENGL course</i></p> <p><i>5 Select courses from a different content concentration and discuss your options with your advisor</i></p> <p><i>Final responsibility for satisfying degree requirements, as outlined in the USC Upstate Academic Catalog, rests with the student.</i></p>		